



LEARN Charter School Network

Application to the
District of Columbia
Public Charter School
Board

For a New Public Charter School in
Washington, D.C.

Fall 2018 Cycle

Applicant Information Sheet

Name of Proposed Charter School: **LEARN DC Public Charter School**

If applicable, affiliated School Management Organization: **LEARN Charter School Network**

Affiliated SMO is: **Non-profit** For-profit

Designated Representative: **Kristen Denison**

Telephone: **773-733-7311** Email: **kdenison@learncharter.org**

Please list the names of all members of the founding group and, when applicable, their role in the proposed school. At a minimum, the school must identify founding group members to fill the roles listed below for the application review process, and, if approved, the planning year. One person may be identified for two more roles, if needed. Eventually, founding team members may be incorporated into the school's charter agreement as key personnel. Founding group members may choose to stay in their respective roles once the school is operational or transition to different roles prior to the charter agreement being executed.

Founding Group Member Names	Proposed Role
Maya Martin	Founding Board Chairperson
Marco Quintana	Founding Board Treasurer
Shanika Hope	Founding Board Member
Gregory White	President & CEO, LEARN Charter School Network Area of Expertise: New School Start Up, Organizational, Real Estate and Financial
Michelle Pierre-Farid	Chief Schools Officer, LEARN Charter School Network Area of Expertise: Academic Program, School Leadership and Teaching
Sabrina King	Chief Talent Officer, LEARN Charter School Network Area of Expertise: Human Resources and Talent Management
Donna Moore	Chief Financial Officer, LEARN Charter School Network Area of Expertise: Finance & Accounting
Jane Boyd	Director of Special Education and Student Support Services, LEARN Charter School Network Area of Expertise: Special Education, English Learners, Teaching and School Leadership
Kristen Denison	Chief Advancement and External Affairs Officer, LEARN Charter School Network Area of Expertise: New School Start Up and Fundraising
Kelly Baker Tyson	Principal, LEARN 6 Campus North Chicago/Great Lakes Area of Expertise: School Leadership and Teaching

Type of Application:

New School Conversion of Existing School: Public Private

If conversion, name of the school being converted: n/a

Proposed First Year of Academic Operation: **SY2021-2022**

Relationship between the school and its employees:

Contract **At-will**

Requested Enrollment Ceiling^{1, 2}

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
PK3	44	60	60	60	60	60
PK4	44	60	60	60	60	60
K	72	72	72	72	72	72
1	0	72	72	72	72	72
2	0	0	72	72	72	72
3	0	0	0	72	72	72
4	0	0	0	0	68	68
5	0	0	0	0	0	65
6	60	60	60	60	60	60
7	0	57	57	57	57	57
8	0	0	54	54	54	54
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Adult	0	0	0	0	0	0
TOTAL	220	381	507	579	647	712

Proposed Location of School, if known (address or area(s) of city): **2692 Mitscher Road, Washington, D.C. 20373**

If applicable, list all schools that the EO/SMO currently operates, has been approved to operate, or is currently applying to open:

School	Location	Year Opened	Grades Served (now and at capacity)	Number of students (now and at capacity)
LEARN Romano Butler Campus	Chicago, IL	2001	K-8	Current -553 Capacity - 660
LEARN Excel Campus	Chicago, IL	2008	K-6	Current- 437 Capacity - 525

¹ If the school enrolls more students than are included in this schedule for a particular year, it will not be funded for those additional students. The school may enroll greater numbers in a particular grade, as long as it does not exceed the total enrollment ceiling.

² A schedule of enrollment ceilings will be included in the proposed school’s charter agreement. Given the importance and complexity of the enrollment ceilings, and potential shifts in facility availability or requirements, it is DC PCSB’s expectation that most approved applicants will collaborate with DC PCSB staff to finalize their enrollment ceilings before earning full charter approval.

LEARN Charles & Dorothy Campbell Campus	Chicago, IL	2009	K-6	Current -415 Capacity - 600
LEARN South Chicago Campus	Chicago, IL	2010	K-8	Current -428 Capacity - 596
LEARN Hunter Perkins Campus	Chicago, IL	2011	K-8	Current -505 Capacity - 655
LEARN 6 Campus North Chicago/Great Lakes	Great Lakes, IL	2012	K-8	Current & Capacity- 500
LEARN 7 Elementary School Campus	Chicago, IL	2013	K-5	Current - 212 Capacity - 525
LEARN 8 Middle School Campus	Chicago, IL	2013	6-8	Current - 273 Capacity - 575
LEARN 9 Campus Waukegan	Waukegan, IL	2015	K-6 (capacity K-8)	Current - 419 Capacity- 600
LEARN 10 Campus North Chicago	North Chicago, IL	2016	K-5 (capacity K-8)	Current - 234 Capacity - 500
Add additional rows as necessary to detail all schools.				

If you have previously applied for a charter, or operated a charter school in the District of Columbia, please provide relevant information about the application/school, including name of the school, year of application, authorizer (DC PCSB or DC Board of Education), year opened/closed, etc., as applicable. n/a

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Executive Summary

LEARN Charter School Network, an Illinois 501(c)(3) nonprofit organization, is a proven provider of K-8 college preparatory education for traditionally underserved students. Since opening our first school in 2001, LEARN has grown from one school serving 110 students to a thriving network of ten charter schools serving over 4,000 students in the Chicagoland area. Our schools include LEARN 6 and LEARN 10 in North Chicago, Illinois, which serve military families of the Naval Station Great Lakes as well as the surrounding low-income community.

In February 2017, LEARN was approached with the opportunity to respond to a Request for Proposal designed by parents from the Ward 8 and Joint Base Anacostia-Bolling (JBAB) communities (called the Ward 8 Parent Operator Selection Team) for a new charter school operator. Their proposed school would open on a seven-acre parcel of federal land adjacent to JBAB and serve military families and those from the surrounding community. Up to 50% of the seats will be reserved for military families and 50% will be available for open enrollment through a lottery.

Excited by the opportunity to leverage our expertise serving military, civilian and at-risk children in the same high-quality learning environment, we submitted a proposal to the Ward 8 POST in March 2017. The POST reviewed our application and conducted an extensive site visit and interviews at LEARN 6 Campus in North Chicago. LEARN was selected by the Ward 8 POST on June 6, 2017.

LEARN's success in accelerating student achievement has attracted funding to support its expansion. LEARN is the recipient of a multi-year grant from the Charter School Growth Fund, a national venture philanthropy fund that identifies and invests in the nation's highest-quality public charter school networks. In August 2015, LEARN was awarded a \$6.5 million five-year grant for the replication and expansion of high-quality charter schools from the U.S. Department of Education and has received permission to use a portion of that funding to support the launch of a LEARN public charter school in Ward 8.

Mission & Results

The mission of LEARN Charter School Network is to provide children with the academic foundation and ambition to earn a college degree. We choose to focus specifically on elementary education (K-8) because we believe that the ambition and academic foundation for college must be sown and cultivated early in a child's academic career.

LEARN has a proven track record of academic achievement in Illinois. LEARN has posted especially strong standardized test results for African American, Hispanic and low-income students. LEARN Network overall eclipsed the state average for these subgroups in the percentage meeting or exceeding proficiency on the PARCC Composite, which combines reading and math.

LEARN also has extensive experience serving the two major student populations in our proposed school – military-connected students and low-income, African American students.

LEARN has produced strong academic results at LEARN 6 at Naval Station Great Lakes in North Chicago which would serve as the model for our Ward 8 school:

- Examining the performance of students by subgroup for ELA and Math combined on the 2017 PARCC, LEARN North Chicago students significantly outperformed their peers attending North Chicago District 187 elementary schools.
- By this same measure, African American students attending LEARN 6 outperformed their peers across the state of Illinois.

Pillars of the Model

- **Designed to Meet the Unique Needs of Military Children.** We know that frequent moves often leave military children with skill gaps, especially in reading and math, and require them to adjust to new environments. Our schools are designed to meet the needs of these students, providing them with tailored instruction and social and emotional supports.
- **Social-Emotional Supports.** LEARN serves a significant population of low-income (89%) and minority students from disadvantaged neighborhoods. All LEARN schools have *at least* one social worker on site, a strong Student Support Services team and a social and emotional learning curriculum to teach skills vital to academic, career and personal success.
- **Strong Management Support.** As an established network led by highly-qualified experienced staff, we are able to provide each campus with extensive support for all aspects of the school’s academic, student support and operational needs.
- **Longer and More School Days.** We provide an extended school day (8:30 a.m. to 4:00 p.m.) and year, with only a six-week summer break, to ensure that our students have sufficient time for instruction in core subjects, as well as enrichment classes.
- **Talent.** We seek out and hire exceptional teachers and provide them with extensive professional development in the summer and throughout the year.
- **Rigorous Academic Program.** We provide a rigorous academic program, differentiated to serve the needs of all children, including those significantly below grade level and advanced scholars who need additional challenges or acceleration.
- **Leadership Flexibility.** We hire exceptional school leaders with proven success in raising student achievement and provide them with flexibility to best serve students and families.
- **High School Placement.** We ensure that every graduating 8th-grader enrolls in a college-preparatory high school, defined as one that sends at least 75% of graduates to a four-year college. A full-time High School Placement Counselor helps families apply.

Under the leadership of our Board of Directors and President and CEO Gregory White, LEARN is poised to fill an expressed need for a charter school in Ward 8 designed to serve both military and low-income students in the same high-quality learning environment.

A: Establishing the Need

1. Mission and Philosophy

The mission of LEARN Charter School Network is to provide children, especially those who have been historically underserved in American public schools, with the academic foundation and ambition to earn a college degree. The proposed school, which will enroll half of its students from military families stationed at the Joint Base Anacostia-Bolling and half from the surrounding Ward 8 community, will pursue the same mission.

LEARN is a network of college preparatory elementary and middle schools. We currently operate ten public charter schools in Illinois, including two that serve both military children from Naval Station Great Lakes in North Chicago, Illinois, and children from the surrounding low-income community. We choose to focus on elementary and middle school education (grades PK-8) because we believe that the ambition and academic foundation for college must be sown and cultivated early in a child’s academic career. We prepare our students – regardless of their race, family income, language, disability or circumstance – for success in a college preparatory high school.³ Strong early preparation is crucial to eliminate achievement gaps for disadvantaged students and lay a foundation for college success. We know that college graduates are far more able to secure quality employment, contribute to their communities and lead fulfilling lives.⁴

LEARN’s proposed school in Washington, D.C. (referred to as “LEARN DC” in this proposal), will be guided by our established five Core Values, described below. LEARN’s Core Values define and shape the culture of all LEARN schools and guide all of our practices.

Core Value One: Culture of Respect LEARN promotes a culture of respect among staff, parents, students and the communities that we serve. We believe that an atmosphere of mutual respect lays the foundation for learning because, as research proves, it “contributes to a context of safety, openness, and reflection; this context is crucial for the brain to effectively process and encode academic material, as opposed to being preoccupied with emotional concerns.”⁵

Core Value Two: High Expectations Research demonstrates that setting high expectations for students while tailoring instruction to individual needs leads to strong academic gains. Since LEARN provides numerous resources to instructors, they are also held to high expectations.

Core Value Three: Safe and Nurturing Environment LEARN is committed to providing a safe and nurturing environment that promotes learning. As soon as children walk through the door, LEARN wants them to feel a sense of acceptance, warmth, well-being and pride.

³ College prep high school defined as a school, or academic program within a high school, from which 75% of graduates matriculate to a 4-year college.

⁴ Priceless: The Nonpecuniary Benefits of School, Philip Oreopoulos Kjell G. Salvanes, *Journal of Economic Perspectives*, vol. 24, no. 1, Winter 2011, pp. 159-84.

⁵ Respect—Where Do We Start? Marie-Nathalie Beaudoin, *Educational Leadership* September 2011, volume 69 number 1 pp. 40-44.

Core Value Four: Focus on the Whole Child Success in school, and in life, requires more than academic skills. Children need to grow through artistic expression, cultural experiences, and physical education. They also need to develop socially and emotionally. Those who need more intensive support or services to grow and learn receive it.

Core Value Five: Family Involvement LEARN fundamentally understands the importance of partnering with families to fully develop the potential of each scholar. We believe it takes a community – family members, educators, community role models and other children – to create and sustain a supportive, productive and engaging learning environment. To promote family involvement, all LEARN schools maintain an open-door policy where administrators and instructors are always available to speak with parents and guardians.

These five Core Values, along with adherence to evidence-based practices such as differentiated instruction, are established at an organizational level and promoted on each LEARN campus. Our mission and philosophy are intended to provide all students, including students with disabilities and English learners, with academic success. For LEARN, developing the Whole Child, means not just accepting but embracing each scholar’s uniqueness. We invest in a well-staffed Student Support Services Team to ensure that every child is able to succeed. LEARN’s third Core Value, providing a safe and nurturing environment, drives us to create school cultures that affirm diverse scholars and design programs that meet their needs.

Furthering LEARN’s Mission LEARN Charter School Network currently operates ten public charter elementary schools (grades PK-8) serving over 4,000 students in Illinois in the cities of Chicago, Waukegan and North Chicago. During the 2017-2018 school year, 98% of LEARN scholars were minority and 83% qualified for Free and Reduced Lunch.⁶ Founded in 2001 in the North Lawndale community on Chicago’s West Side, our commitment to ensuring college readiness for each scholar has remained unchanged. A proven record of academic achievement combined with entrepreneurial energy at the board and staff level has allowed LEARN to pursue expansion opportunities aligned with its mission of serving historically underserved populations.

In 2011-2012, LEARN was selected through a competitive process to open an elementary public charter school enrolling at least 33% of its students from families serving Naval Station Great Lakes and the rest from the surrounding North Chicago, Illinois community. The school – called LEARN 6 Campus in North Chicago/Great Lakes – has been very successful in bridging the once impenetrable divide between military and civilian families from North Chicago. It is a special environment where *all* children are provided with intentional support – social, emotional and academic – to achieve at high levels and gain admission to some of the best college preparatory high schools in the country. The success of LEARN 6 Campus resulted in an extensive waiting list and the commanding officer at the Naval Station Great Lakes requested

⁶ Source for income data is from Chicago Public Schools SIS System (IMPACT) and FSP for Lake County School (lunch service).

more seats. To meet the demand, we opened LEARN 10 Campus in North Chicago in Fall 2016.

In February 2017, LEARN was approached with the opportunity to respond to a community Request for Proposal designed by parents from the Ward 8 and Joint Base Anacostia-Bolling (JBAB) communities for a new charter school operator. Called the Ward 8 Parent Operator Selection Team (POST), the parents worked together to identify an operator to open a new public school on a seven-acre parcel of federal land adjacent to JBAB. This new school will serve military families and those from the surrounding community. Up to 50% of the seats will be reserved for military families⁷ and 50% will be available for open enrollment through a lottery.

Excited by the opportunity to leverage our expertise serving military, civilian and at-risk children in the same high-quality learning environment, we submitted a proposal to the Ward 8 POST on March 15, 2017. The POST reviewed our application and conducted an extensive site visit and interviews at LEARN 6 Campus in North Chicago on May 12, 2017. LEARN competed against four other local and national operators and was selected by the Ward 8 POST on June 6, 2017.

Pillars of the Model The following are key pillars of LEARN's model and are vital to our success in providing students the academic foundation and ambition to earn a college degree:

Intentionally Designed to Meet the Unique Needs of Military Children LEARN operates two schools serving military families. From experience, we know that military families are highly mobile and their children may enroll in the middle of the school year. As a result, children's education may have been of uneven quality, and moving frequently may have left them with skill gaps, especially in reading and math. Military students also face the challenges of adjusting to a new environment and meeting new friends. Our schools are designed to meet the needs of these students, providing them with tailored instruction and social and emotional support.

Meeting the Social, Emotional and Psychological Needs of All Students LEARN serves low-income and minority students from some of the Chicago area's most disadvantaged neighborhoods. As a result, our 4,000 students come to us with a range of challenges and traumas. We believe children cannot learn unless their social and emotional needs are addressed first. We ensure all LEARN schools have *at least* one social worker on site and a strong Student Support Services Team poised to address every child's needs. Each of our schools also follows a social and emotional learning curriculum that explicitly teaches students skills such as managing conflicts and emotions, building respectful relationships and making responsible decisions. These skills promote a positive school culture and will play a vital role in students' high school, college and workplace success. For students with disabilities, we work collaboratively to meet their needs beyond what is required in their Individualized Education Plans.

⁷ B21-0039 - Military Installation Public Charter School Amendment Act of 2015, <http://lims.dccouncil.us/Legislation/B21-0039?FromSearchResults=true>.

Strong Management Support As an established network with a proven record, we are able to extensively support each new school’s academic, student support and operational needs. Our Charter Management Office is a team of experienced and dedicated professionals with deep expertise in fields including finance, operations, human resources and talent management, teaching and learning, fundraising, marketing, student recruitment, and student support services.

Longer School Day and Longer School Year All LEARN schools provide an extended school day and school year. Our doors open at 8:00 a.m. for breakfast, with instruction beginning at 8:30 a.m. and ending at 4:00 p.m. Our school year begins the first Monday of August and ends in mid-June. During the 2018-2019 school year, our students will be in school for 193 instructional days. We implement this calendar because many of our scholars come to LEARN performing behind their peers in core subjects. Our extended calendar ensures that our scholars have sufficient time for instruction, as well as enrichment classes.

Talent LEARN receives approximately 3,000 applications and interviews over 1,000 candidates each year to select the best instructors and leaders for the schools within the Network. We recruit top talent from local, regional, and national education partners and universities. We seek out and hire exceptional teachers because we know that teachers have a greater impact on student success than any other factor in a school. For that reason, we also provide teachers with extensive professional development in the summer and throughout the year to help them hone their craft.

Rigorous Academic Program To prepare students for college preparatory high school coursework, we provide a rigorous academic program, differentiated to serve the needs of all children, including those significantly below grade level as well as advanced scholars who need additional challenges or acceleration. Our curriculum described in Section B is researched-based and aligned with rigorous Common Core State Standards, designed to build college-readiness.

Leadership Flexibility We hire exceptional school leaders with a proven success in improving student academic outcomes. Although certain components of our program are required at all schools, such as the KIPP Wheatley English Language Arts curriculum, we also recognize that every school community is unique and leaders need flexibility to best serve students and families. For example, schools select enrichment courses and after-school programs based on parent input and pursue community partners that bring valuable assets to the school.

High School Placement To fulfil our mission to prepare our students for college, we ensure that every graduating 8th-grader enrolls in a college-preparatory high school, defined as one that sends at least 75% of graduates to a 4-year college. Unfortunately, the neighborhood high schools in the communities we serve do not meet this standard. Therefore, we provide a full-time High School Placement Counselor to introduce students and families to public and private high school options, and guide them through the process to apply and secure financial aid, if needed.

Adjustments for Washington, D.C. Illinois, home to all of our existing schools, does not offer universal pre-kindergarten. However, we know that Washington, D.C., provides full-day early

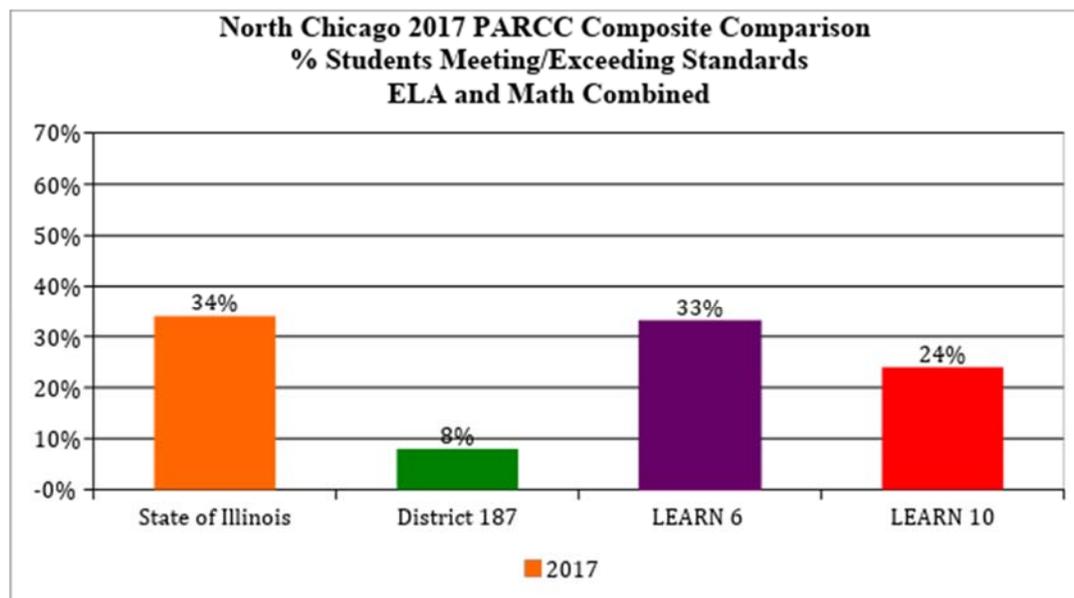
childhood education to all three- and four-year-olds and we are eager to provide students with an outstanding pre-kindergarten program. As such, we intend to partner with AppleTree Institute, a proven provider of high-quality pre-kindergarten. Our Memorandum of Understanding with AppleTree Institute is included in Section H.

LEARN can successfully meet the requirement for all LEA's in Washington, D.C., to provide a continuum of services for students with disabilities. LEARN is its own LEA for LEARN 9 Campus in Waukegan, Illinois, and supports a continuum that includes the most disabled child.

Finally, we are very familiar with Chicago area high schools but will need to learn more about high schools in Washington, D.C., to guide our students towards the best options.

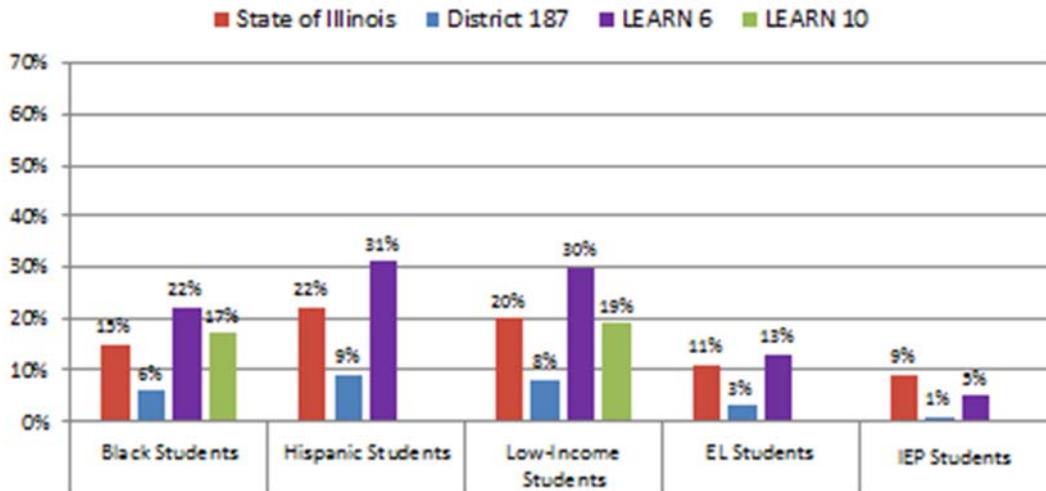
Evidence Validating our Model The model LEARN will establish in Washington, D.C., is most similar to the two schools LEARN operates in North Chicago serving both the children of military families and those from the surrounding high-poverty community. The two campuses located in that community are LEARN 6 Campus in North Chicago at Naval Station Great Lakes (opened Fall 2012 serving grades K-8) and LEARN 10 Campus in North Chicago (opened Fall 2016, serving grades K-5 in 2018-2019 and expanding to serve grades K-8 by 2021-2022).

Both these schools have been highly successful. On the 2017 PARCC assessment, LEARN North Chicago students met and exceeded standards at a rate three to four times higher than their peers attending North Chicago Community Unit School District 187 elementary schools.



Examining the performance of students by subgroup for ELA and Math combined, all LEARN North Chicago students outperformed their peers attending North Chicago District 187 elementary schools. Additionally, black students attending LEARN 6 and LEARN 10 outperformed their peers across the state of Illinois, as shown in the chart below.

**North Chicago 2017 PARCC Composite Comparison by Subgroup
% Meeting and Exceeding Standards**



Tracking LEARN Alumni LEARN tracks the high school and college success of our to evaluate how well we’ve achieved our mission. LEARN is proud to have graduated 859 scholars since our opening as a charter school in 2001. Our alumni attend some of the top high schools in the nation; 94% of the 8th grade graduating class of 2017 was accepted to college preparatory high schools, earning close to \$680,000 in scholarships.

Currently, 659 LEARN alumni are still in high school and 200 alumni are old enough to enroll in college. Using the National Student Clearinghouse as our primary data source, we have tracked these 200 college-aged alumni; 100% are African American. We will add the remaining 659 students to our data set as they graduate from high school.

We believe LEARN is successful because of these 200 alumni, **95% graduated from high school** and **83% matriculated to college**.

And of 61 alumni old enough to have graduated from college, **31% graduated with a 4-year college degree** and **7% graduated with a 2-year college degree**.

For other low-income, African American students enrolled in traditional Chicago Public Schools (CPS), the trajectory is much different: only 65% of CPS African American students graduate from high school, 39% matriculate to college and 15% obtain a college degree.⁸

This year, the first cohort of students from LEARN 6 in North Chicago/Great Lakes will graduate from high school and matriculate to college. We will formally update our alumni data in Fall 2018 using the National Student Clearinghouse.

⁸ <https://toandthrough.uchicago.edu/>

LEARN 6 Performance using PCSB’s Performance Management Framework Applying academic achievement, attendance and re-enrollment data from LEARN 6 Campus in North Chicago to PCSB's Performance Management Framework reveals LEARN 6 as a Tier 1 (*high-performing*) school in 2017. We conducted this analysis to see how LEARN 6 would perform on the PCSB evaluation. While we are encouraged by the results, this is not how schools in Illinois are evaluated and not necessarily the best measure of whether we are meeting our goals.

Of the 23 public charter schools in Ward 8, only six schools received a Tier 1 rating in 2016-2017.⁹ The average Ward 7 and 8 school in Washington, D.C., is serving a population that is 68% economically disadvantaged. LEARN 6 serves a similar population: 60% of its students are economically disadvantaged.¹⁰

PMF Metric	Value	Score (Pts out of Pts Possible)
ELA MGP	61.8	15.9 out of 20
Math MGP	61.0	15.5 out of 20
3+ ELA Proficiency	63%	5.7 out of 9
4+ ELA Proficiency	38%	3.9 out of 6
3+ Math Proficiency	60%	5.4 out of 9
4+ Math Proficiency	28%	2.6 out of 6
3 rd ELA Proficiency	49%	4.1 out of 5
8 th Math Proficiency	37%	3.0 out of 5
Attendance	95%	10.0 out of 10
Re-Enrollment	89%	8.7 out of 10
TOTAL PMF	Tier 1	74.8 out of 100

2. Evaluating the Landscape

Educational Needs A report issued by the Office of the State Superintendent of Education states that by 2020, 70% of all jobs in Washington, D.C., will require some postsecondary education.¹¹ However, only 12.6% of all Washington, D.C., students met the SAT or ACT ‘college readiness

⁹ <https://www.dcpsb.org/ward-8-factsheet>

¹⁰ 2016-2017 OSSE Enrollment Audit

¹¹ District of Columbia Office of the State Superintendent of Education, The Postsecondary Access and Readiness Series Part II: College Readiness and Access Metrics Across Three Adjusted Cohorts, p. 2.

benchmark.”¹² The college readiness gap between white students and students of color in D.C. is stark: 69% of white students achieved SAT and ACT College Readiness benchmarks compared with only 13.8% of Hispanic/Latino students and 8.1% of Black/African American students.¹³ Clearly there is a tremendous need in the city for more high-quality, college preparatory programs serving low-income, minority children.

At LEARN, we know the journey to and through postsecondary education begins in elementary school. We are eager to ensure more Washington, D.C., children – especially children from historically underserved populations – are on track for college.

Our proposed school will serve students from JBAB and the surrounding Ward 8 community. Half of the seats will be reserved for military-connected students, and half of the seats will be open enrollment. For the open enrollment seats, we will target the surrounding Ward 8 community in our student recruitment efforts.

Education Need - JBAB Community A school intentionally designed to meet the unique needs of military children does not exist for JBAB families. Military children suffer when educators are not prepared to support them academically, emotionally, and socially through mid-year school transitions. As stated in a Letter of Support from the Military Child Education Coalition dated August 13, 2018, “the lack of a high-quality public charter school with adequate space reserved for military-connected students has resulted in reduced mission readiness and financial hardship for Active Duty service members.”¹⁴

Research underscores these challenges. A study issued by the Military Child Education Coalition explains that military students “move approximately six to nine times from kindergarten to their high school graduation.”¹⁵ Further, a report by the Lexington Institute finds that “a shortage of high-quality educational options for military-connected families and students often restricts educational opportunities, negatively impacts educational achievement, causes military families to make tough housing choices, inhibits quick assimilation into school communities, and can reduce a family’s satisfaction with a military career.”¹⁶

LEARN’s model is excellently suited to meet the academic needs of children from military families. Frequent moves often leave these children with skill gaps, especially in reading and math. At LEARN, we assess every child who enrolls to see which reading and math skills they have mastered and where they need to grow. Daily ELA and math instruction includes small group lessons where students are taught at their instructional level. Where most students'

¹² Ibid, p. 5.

¹³ Ibid, p. 12. Data reflects 2014-15 adjusted cohort.

¹⁴ See *Letters of Support* section.

¹⁵ The Challenges of Supporting Highly Mobile, Military-Connected Children in School Transitions: The Current Environment. October 2017, MCEC & Columbia University Center for Public Research and Leadership, p. 3.

¹⁶ Better Serving Those Who Serve: Improving the Educational Opportunities of Military-Connected Students. Lexington Institute. Don Soifer and Doug Mesecar. January 2017, p. 2.

learning gaps are predictable, children of highly mobile military families may already understand an advanced concept while still missing a more basic one. To fill those gaps, teachers frequently reorganize small math and reading groups to target specific skill deficits. Small, flexible groups also allow teachers to accelerate the learning of students who are ready for an additional challenge. Every classroom is equipped with Chromebooks and online activities or software to provide each student with practice tailored to their individual needs.

Our model also addresses the social and emotional needs of children from military families. The two LEARN campuses in North Chicago, which serve students at the Naval Station Great Lakes, have found that military families typically remain enrolled for two years. To provide continuity, military students are assigned to multi-age classrooms serving their current grade and the next one – called “looping” – so that they may remain with the same teacher for two years. We have found that classrooms serving two grades allow younger students to learn from older peers and build confidence in older students, who serve as role models.

Military-connected students also face the social-emotional challenges of adjusting to a new environment with new expectations and meeting new friends. To support them, LEARN North Chicago campuses selected the Responsive Classroom model for social-emotional learning, which helps new students build friendships and creates a supportive classroom culture through guided social interactions. We also connect every new student with a "buddy" who can model LEARN's expectations and help the newcomer feel at home and get to know other students.

Our experience in North Chicago has led us to believe that children from at-risk communities and military-connected children often require the same type of support, both socially and academically, in order to succeed. We provide support to *all* students regardless of their status.

Education Need - Ward 8 Community An analysis of 2016-2017 PARCC data shows that Ward 8 is the lowest performing ward in Washington, D.C.

- 15.4% of students are proficient in English Language Arts (ELA) and 13.7% are proficient in math.¹⁷
- The same is true for the grade bands of students LEARN intends to serve in elementary and middle school: Ward 8 elementary schools (14.6% proficient in ELA and 18.8% proficient in math) and Ward 8 middle schools (15.8% proficient in ELA and 10.1% proficient in math) are also the lowest performing in Washington, D.C., across all wards.
- Ward 8 also has the lowest attendance rate across Washington, D.C. (89.4%).
- In **Leckie Elementary School**, the zoned school for JBAB families in Ward 8, only 28% of students met PARCC benchmarks (Levels 4 or 5) in ELA and only 14% did so in math. At the zoned middle school, **Hart Middle School**, a mere 6% met PARCC ELA standards while 2% did so in math.¹⁸

¹⁷ <https://empowerk12.org/dc-parcc-by-ward-anc>

¹⁸ <https://empowerk12.org/dc-equity-dash>

LEARN is poised to address the needs of Ward 8 because its population and student needs are similar to the communities we serve in Chicago. In our Chicago schools, we educated 2,589 black students during the 2017-2018 school year and 94% of our Chicago students qualified for Free and Reduced Lunch. Our program is intentionally designed to meet the needs of disadvantaged subgroups, as this is the population we have always served.

Our schools follow a system recommended by the U.S. Department of Education called Multi-Tiered System of Supports, described in detail later in this proposal. The system first supports all children, such as with social-emotional learning and small group math and reading lessons. Students facing greater academic, behavioral or emotional challenges are referred to a School Problem-Solving Team and depending on their needs, provided with interventions of varying intensity such as small group or individual counseling from a social worker or a double-dose of small group reading instruction from the classroom teacher or an Academic Interventionist.

Target Population LEARN intends to open a new public charter school serving grades PK3 through 8th grade. Per the Military Installation Public Charter School Amendment, 50% of the seats will be reserved for active military families residing in D.C. and the additional 50% of the seats will be open enrollment for all D.C. residents. In the spirit of the parent-driven Ward 8 POST process, LEARN will intentionally focus student recruitment efforts for non-military seats in Ward 8. We know that charter schools serving elementary age populations are likely to attract a majority of students from the nearby community. In Ward 8, a DC PCSB report notes that, “Ward 8 has both the highest percent and number of students attending a public charter school in the Ward in which they reside.”¹⁹

Projected Student Demographics for LEARN DC

Race/Ethnicity				Special Education					
AA/Black	Hispanic/Latino	White	Asian	Level 1	Level 2	Level 3	Level 4	English Learners	Low-Income
67%	20%	13%	<1%	6%	5%	2%	2%	<1%	63%

LEARN intends for the demographics of the school to reflect the demographics of the military and civilian communities it will serve. In Illinois and especially in Chicago, the demographics LEARN schools reflect the demographics of our communities. We anticipate a similar outcome for our public charter school in Washington, D.C., and will be extremely vigilant in ensuring equal access for all children through our student recruitment and enrollment practices. In Ward 8, 49% of children live in poverty²⁰ (nearly double the rate of children living in poverty in Washington, D.C., and nationally) and 90% are black. We do not know the exact demographics of the JBAB community but have used demographic information from our current

¹⁹ DC PCSB 2017-2018 Distance to School Report, page 4.

²⁰ <https://censusreporter.org/profiles/61000US11008-ward-8-dc/>

schools serving military children in North Chicago, Illinois, to make demographic assumptions.

Existing Options A school intentionally created to serve both military and community children from Ward 8 does not exist. In fact, the Ward 8 POST process was initiated by local parents from both the Ward 8 and JBAB communities to fill a need. The proposed school will be the first of its kind, serving military and non-military families in the same high-quality elementary school.

Demographic Variance We anticipate LEARN DC will be more racially diverse than the existing Ward 8 schools. (see Similar Schools table below). For example, in LEARN 6, a school serving military and non-military children in North Chicago, the student population is more diverse than in LEARN’s schools serving Chicago’s West and South Side neighborhoods. For example, 98% of students from LEARN Romano Butler Campus in Chicago are black.²¹ By contrast, the population at LEARN 6 Campus in North Chicago/Great Lakes is far more diverse: 33% black, 11% white and 46% Hispanic.²² Because the proposed school will serve two diverse communities in equal share, the school reflect the racial diversity that exists in both.

Regarding English learners, students with disabilities and at-risk/economically disadvantaged students, we project 15% SPED, 0% ELL and 63% low-income. Our projected SPED rate is similar to comparable schools in Ward 8, our projected ELL rate is comparable to similar schools in Ward 8, and our low-income rate is lower than comparable schools in Ward 8. This is because half of the seats in the school are reserved for military families. We made these projections based on our similar schools in North Chicago. However, LEARN is committed to serving all students in Washington, D.C., and will invest in meeting the needs of all who enroll. For the comparison in the chart below, we selected Leckie and Hart because these are the zoned DCPS schools for our target population. Other schools were selected due to proximity and grades served.

Similar School 1	Leckie Elementary School (4201 M.L. King Ave. SW Washington, DC 20032)			
Ward & Neighborhood Cluster	School Type	Grades Served	Total Enrollment	Low-Income
Ward 8	DCPS	PK3-8	552	100%
Black	Hispanic/Latino	White	Asian	Other
77%	8%	8%	<1%	6%
Special Education	11%			

²¹<https://illinoisreportcard.com/school.aspx?schoolid=15016299025283C&source=studentcharacteristics&source2=studentdemographics>

²²<https://illinoisreportcard.com/school.aspx?schoolid=34049187026202C&source=studentcharacteristics&source2=studentdemographics>

Level 1	Level 2	Level 3	Level 4	ELL
58%	37%	5%	0%	1%
Proficiency on State Assessment - ELA	Proficiency on State Assessment - Math	Growth on State Assessment - ELA	Growth on State Assessment - Math	
28%	14%	42%	36%	
Similar School 2	Hart Middle School (601 Mississippi Ave. SE Washington, DC 20032)			
Ward & Neighborhood Cluster	School Type	Grades Served	Total Enrollment	Low-Income
Ward 8	DCPS	6-8	349	100%
Black	Hispanic/Latino	White	Asian	Other
99%	1%	<1%	0%	0%
Special Education	26%			
Level 1	Level 2	Level 3	Level 4	ELL
10%	54%	9%	27%	<1%
Proficiency on State Assessment - ELA	Proficiency on State Assessment - Math	Growth on State Assessment - ELA	Growth on State Assessment - Math	
6%	2%	45%	45%	
Similar School 3	Center City PCS - Congress Heights (220 High View PL SE Washington, DC 20032)			
Ward & Neighborhood Cluster	School Type	Grades Served	Total Enrollment	Low-Income
8	PCS	PK3-8	253	100%
Black	Hispanic/Latino	White	Asian	Other
97%	<1%	2%	0%	0%

Special Education	11%			
Level 1	Level 2	Level 3	Level 4	ELL
56%	33%	4%	7%	<1%
Proficiency on State Assessment - ELA	Proficiency on State Assessment - Math	Growth on State Assessment - ELA	Growth on State Assessment - Math	
22%	21%	46%	55%	
Similar School 4	Achievement Preparatory Academy PCS - Wahler Place Elementary School (908 Wahler PL SE Washington, DC 20032)			
Ward & Neighborhood Cluster	School Type	Grades Served	Total Enrollment	Low-Income
8	PCS	PK3-3	464	100%
Black	Hispanic/Latino	White	Asian	Other
97%	2%	1%	0%	<1%
Special Education	10%			
Level 1	Level 2	Level 3	Level 4	ELL
56%	21%	8%	15%	<1%
Proficiency on State Assessment - ELA	Proficiency on State Assessment - Math	Growth on State Assessment - ELA	Growth on State Assessment - Math	
10%	19%	NA	NA	
Similar School 5	Achievement Preparatory Academy PCS - Wahler Place Middle School (908 Wahler PL SE Washington, DC 20032)			
Ward & Neighborhood Cluster	School Type	Grades Served	Total Enrollment	Low-Income
8	PCS	4-8	468	100%
Black	Hispanic/Latino	White	Asian	Other

97%	2%	1%	0%	<1%
Special Education	17%			
Level 1	Level 2	Level 3	Level 4	ELL
31%	41%	12%	16%	<1%
Proficiency on State Assessment - ELA	Proficiency on State Assessment - Math	Growth on State Assessment - ELA	Growth on State Assessment - Math	
23%	9%	42%	28%	
Similar School 6	Friendship PCS - Southeast Academy (645 Milwaukee Pl SE Washington, DC 20032)			
Ward & Neighborhood Cluster	School Type	Grades Served	Total Enrollment	Low-Income
8	PCS	PK3-5	553	100%
Black	Hispanic/Latino	White	Asian	Other
99%	<1%	<1%	0%	0%
Special Education	12%			
Level 1	Level 2	Level 3	Level 4	ELL
28%	40%	6%	26%	0%
Proficiency on State Assessment - ELA	Proficiency on State Assessment - Math	Growth on State Assessment - ELA	Growth on State Assessment - Math	
12%	16%	44%	47%	
Similar School 7	Democracy Prep Congress Heights PCS (3100 Martin Luther King Ave SE Washington, DC 20032)			
Ward & Neighborhood Cluster	School Type	Grades Served	Total Enrollment	Low-Income
8	PCS	PK3-8	656	100%

Black	Hispanic/Latino	White	Asian	Other
97%	3%	0%	0%	0%
Special Education	18%			
Level 1	Level 2	Level 3	Level 4	ELL
49%	30%	4%	17%	0%
Proficiency on State Assessment - ELA	Proficiency on State Assessment - Math	Growth on State Assessment - ELA	Growth on State Assessment - Math	
16%	12%	34%	28%	

Similarities and Differences LEARN currently operates ten public charter elementary schools; seven are located in the City of Chicago in five neighborhoods (East Garfield Park and North Lawndale on the West Side, South Chicago on the South Side and Auburn Gresham on the South West Side), two are in North Chicago, and one is in Waukegan, Illinois. Our schools in the City of Chicago serve a population similar to Ward 8, educating mostly African American, low-income students. Our three schools in Lake County serve more Hispanic students, fewer low-income students and more English Language Learners. Schools shaded in blue are located in Chicago. Our North Chicago Schools (LEARN 6 and LEARN 10) are shaded in green. Our third Lake County Campus, LEARN 9 in Waukegan, is shaded in yellow.

School	Enrolls	Grades	Year Opened	Low Income	EL	SPED	AA/ Black	Latino	White	Asian	Other
LEARN Romano Butler	582	K-8	2001	93%	0%	10%	99%	1%	0%	0%	0%
LEARN Excel	452	K-5	2008	97%	1%	12%	96%	3%	0%	0%	1%
LEARN Campbell	402	K-5	2009	98%	2%	8%	96%	4%	0%	0%	0%
LEARN South Chicago	454	K-8	2010	97%	7%	9%	89%	11%	0%	0%	0%
LEARN Hunter Perkins	503	K-8	2011	86%	0%	10%	99%	1%	0%	0%	0%
LEARN 6	494	K-8	2012	60%	19%	11%	33%	46%	11%	0%	6%
LEARN 7 Elementary	317	K-5	2013	95%	0%	11%	94%	5%	0%	0%	1%

LEARN 8 Middle	306	6-8	2013	92%	1%	16%	96%	2%	0%	0%	2%
LEARN 9	392	K-5	2015	60%	45%	8%	20%	73%	3%	0%	4%
LEARN 10	156	K-4	2016	55%	19%	10%	41%	22%	21%	0%	12%

Meeting Local Needs LEARN DC will be a valuable new option in Ward 8 because:

- DCPS elementary schools in Ward 8 are low performing as indicated by PARCC achievement, as discussed earlier.
- There is no school in the city focused on the unique needs of military families.
- Existing Ward 8 charter schools have waiting lists, indicating that the current supply of charter options is not meeting the demand and Ward 8 families send their children to schools outside of their ward in search of better options.

Ward 8 Needs More High-Performing Schools As described above, Ward 8 is the lowest performing Ward in Washington, D.C., in both English language arts and math. Furthermore, DC Public Charter School Board (DC PCSB) identified Ward 8 as a "pocket in the city where more school-aged students live than seats offered at quality public charter schools."²³ DC PCSB encourages operators to consider what they call "Green Zones" like Ward 8 in their planning, noting that Ward 8 will need an additional 3,101 high-quality charter school seats by 2021-2022 (the year LEARN DC plans to open). Further, the report states that elementary school students will need the highest share of the seats (1,963).²⁴

JBAB Families Need A Public Charter School Geared to Them The Defense Manpower Data Center Reporting System provided LEARN with the following breakdown of school age children living within the JBAB zip code:

- Ages 0-5 (preschool) = 724 children
- Ages 6-11 (elementary) = 372 children
- Ages 12-18 (secondary) = 167 children

TOTAL = 1,263

Military families do not have an elementary, middle or high school on-site at JBAB. Out of 1,263 students, approximately 200 JBAB children are homeschooled, and very few are choosing the neighborhood public schools in Ward 8. According to school bus route information provided by JBAB, 61 students during the 2017-2018 school year took the bus to the in-boundary elementary school, Leckie Elementary School. No students were transported by bus to the in-boundary middle school (Hart Middle School) or the in-boundary high school (Ballou High School). Although students may take other forms of transportation to these schools, the data

²³ 2017 Analysis on Charter Programs, Need and Growth in Washington, D.C., Page 10.

²⁴ Ibid., pg. 15.

suggests only a small number of students are matriculating to in-boundary Ward 8 schools, indicating a need for a public option close to the military installation. We are also aware that some of these students attend charter and DCPS schools as alternatives to their zoned schools.

The military base does have a preschool program available but it is unable to meet the demand for enrollment. More than 200 children from JBAB families (120 three-year-olds and 94 four-year-olds) are currently on the waiting lists for the JBAB Child Development Centers, according to the Regional School Liaison Officer from Naval District Washington.

Military families have unique schooling needs that are likely unmet in Ward 8. A study issued by the Military Child Education Coalition explains that military students “move approximately six to nine times from kindergarten to their high school graduation,” about three times more often than civilian children.²⁵ Further, a report by the Lexington Institute articulates the need for more high-quality schools for military children, finding that “a shortage of high-quality educational options for military-connected families and students — from schools to programs within schools — often restricts educational opportunities, negatively impacts educational achievement, causes military families to make tough housing choices, inhibits quick assimilation into school communities, and can reduce a family’s satisfaction with a military career.”²⁶

The common lottery system makes it difficult for military families to access school choice in Washington, D.C. Because of the lottery process, families are required to apply for schools no later than March in order to enter the lottery. Families are subsequently matched with schools, and waiting lists are created through the lottery. If a military family transfers to JBAB mid-year, the lottery is over and the most sought-after schools are at capacity with waiting lists. These schools are unable to accommodate students who move to Washington, D.C. in the spring, summer, or after the school year has started. Thus, the only public school option for many military families is their zoned school.

Demand for School Choice in Ward 8 Based on 2018 data from *MySchoolDC*, 4,549 students residing in Ward 8 applied for a lottery seat in grades PK3-8, the grades that LEARN intends to serve in D.C.²⁷ Using data from *MySchoolDC*, we know that the match rate of Ward 8 students to schools was 77%, meaning that approximately 1,046 PK3-8 students in Ward 8 attempted to enroll elsewhere but did not get matched.

Looking at charter waitlist data in Ward 8 for similar schools (see table above), over 836 students are on waiting lists at Democracy Prep Congress Heights, Friendship Southeast,

²⁵The Challenges of Supporting Highly Mobile, Military-Connected Children in School Transitions: The Current Environment. October 2017, MCEC & Columbia University Center for Public Research and Leadership, p. 3.

²⁶Better Serving Those Who Serve: Improving the Educational Opportunities of Military-Connected Students. Lexington Institute. Don Soifer and Doug Mesecar. January 2017, p. 2.

²⁷ <http://www.myschooldc.org/resources/data>

Achievement Prep (Elementary and Middle), and Center City Congress Heights.²⁸ This is not an exhaustive list of all charter options in Ward 8, but is an indicator that families need another option in their community.

Demand is a unique cornerstone of the parent-led Ward 8 POST process. The POST was created because parents and community members proactively sought to open a new public charter school option that met their unique needs.

The following timeline was provided to LEARN by the School Liaison Team from JBAB and Naval District Washington. This demonstrates over four decades of work to bring a charter school to JBAB:

- In 1975, JBAB military housing residents voiced safety and quality concerns regarding DCPS. This resulted in an Air Force school bus contract, which allowed JBAB residents to bus their school-aged children to over 65 different D.C. schools.
- In 2012, the Office of the Deputy Mayor for Education commissioned a report, “Quality Schools: Every Child, Every School, Every Neighborhood” to determine where the greatest number of students need performing schools: 68% of the need is in 10 neighborhood clusters and the #1 cluster is #39 — Congress Heights, Bellevue, Washington Highlands & JBAB.
- Mr. Daniel Dunham assumed the role of Naval District Washington regional/JBAB School Liaison Officer. His assessment of DCPS indicated that access to quality educational programs for families residing on JBAB and throughout Washington, D.C., has significant challenges. Mr. Dunham then began to develop a strategy to level the playing field for military-connected students residing within Washington D.C.
- In 2013, JBAB command assigned Air Force Col. Minnick and Air Force Capt. Black to assist Mr. Dunham. Mr. Dunham and Capt. Black surveyed JBAB residents: 77.7% of those polled were in favor of an on-base school. Capt. Black and Mr. Dunham visited multiple charter schools within D.C. to learn about their unique educational approaches.
- In 2013, Mr. Scott Pearson and Mr. Dunham met to discuss a means to level the playing field for these families. During the initial meeting, the idea for a “military preference” was discussed and whether JBAB command would again be interested in a charter school on JBAB should a preference be approved. A charter school work group was formed and monthly meetings were scheduled. Mr. Dunham attended multiple community/parent meetings and verified local desire for academic programs on par with those found in NW.
- In 2013, JBAB families started using DCPS out-of-boundary preference.
- In 2016, the Council of the District of Columbia passed the Military Installation Public Charter School Amendment. This new legislation allows for one charter school with a military preference in which 50% of the seats are reserved for active military families residing in D.C. and 50% of the seats are open enrollment for all D.C. residents.

²⁸ <https://www.dcpcsb.org/evaluating/waitlist-data>

In 2017, under the guidance of FOCUS and PAVE, through funding from Education Forward DC, the Ward 8 POST was created to facilitate the school selection recommendation process for a new public charter school.²⁹ In 2017, the eight Ward 8 POST members selected LEARN as the preferred operator.

In founding the Ward 8 POST, a project management team formed by FOCUS and PAVE hosted several community outreach activities and participated in other local events to inform the community about the school selection project. Interested parents completed an application and interviewed to join of the Ward 8 POST. All members were required to be D.C. residents and have school-aged children. The Ward 8 POST is made up of four military and four nonmilitary D.C. families to represent both communities equally in the school selection process.

The Ward 8 POST was supported by an advisory board that included FOCUS and PAVE and other members of the community. The advisory board supported the Ward 8 POST in the RFP creation process but did not have a vote in the school selection process.

LEARN is deeply committed to honoring and fulfilling the mission and vision of the original collective of eight D.C. parents and community members, both military and civilian. As articulated in the Ward 8 POST Request for Proposals released on February 15, 2017: *The Ward 8 POST values the engagement of families in the school selection process for a public school that will be created to serve both military and non-military families. [The Ward 8 POST] has two goals: 1) To increase the availability of high quality educational options to both military and nonmilitary families AND 2) To create a different model for school selection in our city that happens in partnership with families and the community.*

Further, LEARN is committed to opening a school in Washington, D.C., that reflects the vision statement of the Ward 8 POST as articulated in the February 15, 2017 RFP: *The Ward 8 POST envisions a school that creates a welcoming school environment where students are challenged to be their best and prepared for life in our fast-changing global world. We value the teaching of the whole child with a focus on individualized instruction and experiential learning; academic and social emotional learning support services; and a diversity of extracurricular activities. We envision a school led by a culturally competent and committed school leadership, faculty and staff. As parents, we advocate for a school committed to building strong partnerships with families and the community to guarantee children's success in learning.*

²⁹ Education Forward DC is a grant making organization that accelerates the work of visionary education leaders to foster a city of high-quality, equitable public schools for every DC student and family. www.edforwarddc.org. FOCUS (Friends of Choice in Urban Schools) supports the diverse set of public charter schools in DC by advocating for and strengthening autonomy, equity, and quality. www.focusdc.org PAVE (Parents Amplifying Voices in Education) connects, trains, and empowers charter parent leaders to give families in DC a voice and a choice in the vision for education in Washington, DC. www.dcpave.org

*[The Ward 8 POST believes their] vision can be realized through these five pillars: **Pillar 1:** Rigorous and relevant curriculum that reflects the global world and incorporates 21st century technology tools; **Pillar 2:** Strong systems of support that connect and meet the needs of all students; **Pillar 3:** Culturally competent, passionate and committed school leadership, faculty and staff; **Pillar 4:** Sound financial model and management plan that supports the school's operations and growth; **Pillar 5:** Substantial family and community partnerships that supports continuous school improvement.*

We know from our experience opening LEARN 6 Campus in Fall 2012 that public charter schools launched through a competitive RFP process can lead to strong demand. In 2011, North Chicago School District 187 requested proposals for a high-quality K-8 school option that would meet the needs of the district's diverse residents and also serve the children of military families at Naval Station Great Lakes. The possibility of opening a school in North Chicago aligned perfectly with LEARN's mission to provide children in diverse, underserved communities with a top-quality education. LEARN's success with similar students and the clear need for another education option in the city led Network's to propose a new K-8 school in North Chicago.

In September 2012, LEARN 6 in North Chicago opened in a state-of-the-art facility at Naval Station Great Lakes that now serves 500 students in grades K-8. Persistent low performance at District 187 public schools combined with LEARN 6's growing waitlist (peaking at 300 students at the time of the lottery in school year 2015-2016) led LEARN to apply to open a second public charter school in North Chicago. This school, LEARN 10 Campus, opened in Fall 2016 inside the LEARN 6 Campus facility and is now located inside a former District 187 facility.

In D.C., the parent-led Ward 8 POST selection process combined with data from PCSB and other public sources leads our team to believe that there will be sufficient demand to support LEARN DC. The PCSB 2017 Analysis on Charter Programs, *Need and Growth in Washington, D.C.*, states that in Ward 8, "a lower share of students attend their in-boundary DCPS schools overall and in each grade band than in other wards, which demonstrates high demand for school choice across all grades. Excess applicants to charter schools is higher overall and in elementary, middle, and high school grades, which means more that more seats may be needed close to where students live in Ward 8." Further, an analysis of D.C. birth rates reveals Ward 8 has the highest birth rate of any ward in the city, suggesting continuing demand for education, especially in the primary and middle grades.³⁰

Regarding demand for middle school grades, an analysis of PCSB's waitlist data reveals at least 277 students on waiting lists for 6th grade seats in Ward 8 charter schools such as Achievement Prep, Center City Congress Heights, Friendship Technology Middle School, KIPP DC Aim, and

³⁰<https://datacenter.kidscount.org/data/tables/8846-births-and-birth-rate-by-ward#detailed/21/1852-1859/false/869,36,868,867,133,38,35,18,17,16/any/17723,17724>

Somerset Prep. Regarding PK3, PK4 and Kindergarten, over 353 students are on waiting lists for Ward 8 charter seats at schools such as Achievement Prep, AppleTree Southeast, Center City Congress Heights, DC Prep Anacostia, Eagle Academy, Early Childhood PCS, Friendship Southeast, Ingenuity Prep, KIPP DC Discover and Rocketship.

3. Recruitment and Retention

Evidence of Interest Uniquely, LEARN was chosen by a collective of eight Washington, D.C., parents and community members, both military and civilian, who worked together to select a charter operator to open a new school on a seven-acre parcel of land adjacent to JBAB. LEARN competed against four other local and national charter operators for the opportunity apply for a new charter. The members of the POST carefully reviewed our proposal and visited LEARN 6 Campus on May 12, 2017, before formally selecting LEARN as the preferred operator. See Section A.2 Evaluating the Landscape, for more detail about demand.

Attracting Students We know from experience that student recruitment begins early in the life-cycle of a new school. We have the unique advantage of an existing network of Washington, D.C., families representing our target population (JBAB and Ward 8) who selected our model for a new charter school. As we advance in the process, we will call on these families to serve as our initial ambassadors for LEARN.

Beyond the Ward 8 POST, we do not take for granted the sweat equity we must invest in ensuring all families are informed about the LEARN option in their community. Further, we know families living in D.C. have many school options available to them. We will work very hard to develop a marketing strategy to ensure all families in the Ward 8 community – both military and civilian – are informed of LEARN. Towards this end, LEARN will undertake the steps described below to recruit and retain Ward 8, military and at-risk families.

Recruiting in Ward 8 To recruit Ward 8 families for LEARN DC:

- LEARN will hire a local D.C. field team, including Spanish speakers, to perform grassroots marketing to local community organizations including daycares, community centers, health clinics, shopping centers, churches, and preschools. We anticipate hiring the local field team one year prior to the launch of the school.
- Disseminate at least two bilingual direct mail pieces to all households with school-aged children within a three-mile radius of the school site to inform families about the new LEARN school.
- Publicize the school opening on the internet and through community media (e.g. local newspapers, billboards and radio stations) and through social media (Facebook, Instagram and Twitter) and on the LEARN website.
- Invest in highly visible bilingual collateral (i.e., billboard and banners) so families are well aware of the school opening and enrollment timeline.

- Host bilingual meetings and Open Houses for community members and prospective families at a variety of times and community locations to accommodate working families. Open Houses will include free childcare.

Strategies to retain families include:

- Provide a high-quality school for all families that meets the needs of students from both Ward 8 and the JBAB communities in one inclusive environment.
- Develop close relationships between parents and the principal through regularly scheduled Open Houses and other family events.
- Communicate frequently with families about their children's progress.
- Establish regularly scheduled meetings between families and leadership to discuss goals for the school and progress towards those goals.
- Initiate a committee of LEARN parents and community members, the *Parent and Community Advisory Council*, which will serve as the voice for the larger group.
- Disseminate a satisfaction survey to families twice a school year to gauge engagement. Revise parent engagement strategies where improvement is needed.
- Implement a robust a Mutli-Tiered System of Supports to meet the needs of all children.
- Administer a home language survey to families to understand what languages are represented and how we can best communicate with them. (At our LEARN 9 Campus in Waukegan, Illinois, most families speak Spanish in the home and so a team of bilingual Spanish-speaking staff members translate all written and oral communication to Spanish.)

Potential challenges include:

- Achieving our targeted mix of military and non-military families (50% from each community).
- Any existing negative perceptions or myths about charter schools that would prevent families from considering LEARN.
- As a new school operator in Washington, D.C., building credibility to attract students.
- Convincing families in existing schools in close proximity to LEARN to transfer to LEARN.

Recruiting Military Families LEARN will recruit and retain military families using the same strategies as for all Ward 8 families. In addition, we will take the following steps:

- Continue to build the relationship with JBAB's Student Liaison Officer to understand unique needs of local military families.
- Work with the Student Liaison Officer to disseminate information about the school mission and values (especially to families living elsewhere at the time of enrolling), key dates (enrollment, re-enrollment, open houses, etc.), and how to get involved in base activities.
- Ensure LEARN is advertised in all relevant base publications, including the annual Base Guide and the MY WFR (Warfighter and Family Readiness) publication.

- Hire a Military Family Liaison (preferably a LEARN JBAB parent) for the school to ensure a smooth process for military families who transfer their children in and out of the school.

We will take the following additional steps to retain military families:

- Develop a Military Family Group to build a community within the school with the intent to form bonds between existing military families and help new families feel welcome.
- Establish a program for military scholars such as Kids Rank³¹ to connect military children and give them a sense of belonging and stability.
- Create a buddy system for new military scholars, which will include a group of existing military scholars who will help integrate the new student into the school culture.
- Continue LEARN's partnership with the Military Child Education Coalition.

Potential challenges for military families include:

- Retaining military-connected students is always challenging, especially given the unknown timing of assignment of military parents.
- LEARN DC's enrollment practices must be flexible to accommodate student transfers (both in and out of the school) that happen at unpredictable points throughout the year.

Current Recruitment Practices LEARN knows from decades of experience that a one-size-fits-all approach to student recruitment is an unsuccessful strategy. Because we operate ten schools in very unique and distinct communities, our approach to student recruitment is customized to meet the needs of families from the communities we serve. This can be as simple as ensuring our open houses and community meetings offer free childcare and convenient start-times for working parents or confirming a Spanish-speaking staff member is present at these events in order to reach bilingual families. It is critical that we understand the families we serve and implement recruitment practices and messaging that are tailored to community needs.

At LEARN, recruitment and enrollment is a 365-days-of-the-year activity. Although our school leadership and staff are the “face” of the school for prospective parents and families, we also employ a full-time Enrollment Manager whose job it is to live and breathe student recruitment and enrollment every day for all LEARN schools. The Enrollment Manager ensures school leaders and office managers have the tools and relationships they need to recruit students, and also manages a team of Student Recruitment Field Representatives who work for LEARN on a seasonal basis to do grassroots relationship building and recruitment in the community. Many of the best ideas for student recruitment are generated by our Field Reps, who are from the community and bring a wealth of knowledge regarding effective family outreach.

We strive to be present at as many community events as possible. The Enrollment Team manages a comprehensive calendar of community events and assists school staff with signing up

³¹ <http://www.kidsrank.org/>

for them, especially during summer. We also invest in paid media, reaching parents who are users of social media like Facebook. Finally, we know that “old-fashioned” tactics like handing out paper flyers at grocery stores and shopping centers are highly effective in reaching families.

LEARN’s recruitment practices include, but are not limited to, the following:

- ***Paid Media*** – Billboards, posters, bus shelters, radio advertisement, social media advertising, including Facebook and Google AdWords.
- ***Sponsoring and Participating in Community Events*** – Entering a LEARN team in a local 5k run/walk, exhibiting at conventions like the Black Women’s Expo, event sponsorship, e.g., the Navy’s 4th of July Event at Naval Station Great Lakes, neighborhood block parties, ward barbeques and back-to-school festivities.
- ***Owned Media*** – Updating LEARN’s website and social media channels (Facebook, Twitter, LinkedIn, Instagram).
- ***Hosting Community Events*** –Ice cream socials, regular open houses at all LEARN campuses (e.g., Pastries with the Principal), LEARN’s Annual West Side Summer Community Carnival.
- ***Outreach to Community Based Organizations*** – Churches/places of worship, daycares, health clinics, out-of-school-time programs (e.g. Boys and Girls Club or YMCA).
- ***Canvassing*** – Door-to-door canvassing (as allowable by law), distributing LEARN collateral at local retail e.g., grocery stores, shopping centers, hair salons and laundromats.

Adjusting our Strategies for LEARN DC In Washington, D.C., we anticipate adjusting our strategies to ensure we reach *all* families – civilian and military. Although we’ve developed a robust student recruitment tool kit for our existing diverse portfolio of schools, we know to be successful in D.C., our student recruitment practices must resonate locally. To that end, we will continue to seek guidance from Ward 8 POST members and other community leaders.

LEARN’s Current Waiting List On July 23, 2018, there were 822 students on LEARN’s waiting list for all grades and all campuses for the 2018-2019 school year. Note that the size of LEARN’s waiting list ebbs and flows during the year.

LEARN Waitlist by Grade as of 7/23/18								
K	1st	2nd	3rd	4th	5th	6th	7th	8 th
78	86	90	105	99	111	138	71	44

Unlike charter schools in Washington, D.C., LEARN is responsible for administering its own lotteries and managing its own enrollment processes across its ten schools in Illinois. LEARN uses the SchoolMint student enrollment software as its online enrollment system. Because LEARN currently has three different authorizers (Chicago Public School, District 187 in North Chicago and the Illinois State Charter School Commission for our Waukegan Campus), the

processes and requirements for each geography vary slightly. At the time of the LEARN 6 and LEARN 10 Campus lotteries on April 18, 2018, 104 students in North Chicago were waitlisted.

4. Community Input

Key Stakeholders In this phase of the school’s life-cycle, LEARN’s most critical stakeholders and community members are the original members of the Ward 8 POST (eight military and Ward 8 parents listed below) and the Ward 8 POST Advisory Board members listed below:

Ward 8 POST Members

Ameen Beald, Ward 8 parent
Angela Meyer, military parent
Ann Shealy, military parent
Catie Perkins, military parent
Reggie Workman, Ward 8 parent
Sarah Baker, military parent
Tara Brown, Ward 8 parent
Zaccai Free, Ward 8 parent

Ward 8 POST Advisory Board Members

Irene Holtzman, Executive Director, FOCUS
Karen Yvonne Lucas, ANC 8C Commissioner
Khadijah Tribble, Ward 8 Community Member
Marcus Coates, Ward 8 Community Member
Maya Martin, Founder & Executive Director, PAVE

Collectively, these 13 individuals came together to articulate a vision for a new public charter school option for their children. Moving forward, LEARN will continue to engage the Ward 8 POST but will also broaden the scope of our community engagement work. We have hired a Community Engagement Consultant, Shukurat Adamoh-Faniyan, who is charged with introducing LEARN to additional key stakeholders and community members as we advance through the school opening process. Ms. Adamoh-Faniyan is a Ward 8 resident, a native of Washington, D.C. and a former leader of a Ward 8 public charter school.

In the spirit of the Ward 8 POST process, we seek to establish relationships with stakeholders – both institutions and individuals – who are representative of the communities we intend to serve (Ward 8 and the military) and will ensure their voices are part of the school planning process.

Since being selected by the POST, members of the LEARN team, including staff, school leaders and Board members, have traveled to Washington, D.C., to begin introducing LEARN to the local community. During our visits, we met with the following people and were introduced to the following organizations. Most meetings were conducted in-person in Washington, D.C.:

Joint Base Anacostia-Bolling (JBAB)

Captain Jose L. Rodriguez, JBAB Commanding Officer
Colonel Wayne C. Blanchette, JBAB Vice Commander and Air Force Element Commander
Chief Master Sgt. Ellen Jones, JBAB Senior Enlisted Leader
Kimberly Crutchfield, JBAB School Liaison Officer
Horace Franklin, NSA Bethesda School Liaison Officer, who formerly held that position at JBAB

Marc Oliphant, JBAB Community Planning Liaison Officer
JBAB Families Open House through Ward 8 POST member Ann Shealy

Ward 8

Leadership from Rocketship Education D.C.
Markus Batchelor, Ward 8 State Board of Education Member
Tory Prepwood, Ward 8 Community Leader and ANC Member
Mary Cuthbert, Ward 8 Community Leader and ANC Member

Local Education Community

Office of the Deputy Mayor for Education
Charter Board Partners
Thurgood Marshall College Fund
National Alliance for Public Charter Schools

Local Philanthropic Community

EdForward
CityBridge
Walton Family Foundation

A Match for Ward 8 LEARN had the honor of being selected by the parents of the Ward 8 POST after careful review of our proposal and day-long interview and site visit at LEARN 6 Campus in North Chicago. In addition, the Ward 8 POST issued a Community Survey to understand what matters to the broader parent community; 58% of the survey respondents live in



Ward 8, 88% have school-aged children, 44% were military and 56% civilian. Respondents were asked to rank their school program preferences and program qualities. The responses are captured in the word cloud at left. We view it as a profound honor to create a school with these key program qualities. The POST selected LEARN because the parents believed LEARN is best suited to do this work.

Creating an Inclusive School LEARN schools are inclusive environments where all students, families and staff are welcome. This speaks to our third Core Value — providing a safe and nurturing environment. For example, at the diverse LEARN 6 Campus, which enrolls both children from military families and the surrounding low-income community, staff created a school culture where students feel safe expressing diverse opinions. In D.C., we know our student body will be diverse and will establish a school culture where diversity is celebrated as an opportunity for students and families to learn from one another. The Responsive Classroom, an evidence-based social and emotional learning program, will assist staff at LEARN DC in creating a safe, inclusive culture. In addition, students will receive weekly social skills

instruction through the Second Step Program which addresses social awareness and acceptance of diversity. These issues are also addressed in our hiring and student discipline practices.

As a matter of policy, LEARN Charter School Network provides equal educational opportunities to all students without regard to race, color, national origin, ancestry, gender identity, sexual orientation, ethnicity, language, religious beliefs, physical or mental handicap or disability, economic and social conditions, or actual or potential marital or parental status. Our extensive non-discrimination policies are reviewed with families at orientation, described in the Student Handbook, introduced to staff during formal onboarding and reviewed throughout the year.

Community Engagement in LEARN DC LEARN wholeheartedly believes that community involvement and partnerships are critical to the success of our schools. Engaging the community deepens our understanding of each location, its assets and challenges, and better enables us to recruit local partners and design programs and services that best meet student and family needs. Community members and local organizations are also able to assist us in recruiting interested families and referring highly-qualified staff. In Washington, D.C., LEARN has been engaged with the Ward 8 community from the beginning of the parent-driven Ward 8 POST RFP process. In fact, it is the community that is working diligently to bring LEARN to Washington, D.C.

Although LEARN is not a local Washington, D.C., charter operator, we have tremendous experience working with a vast array of community partners in diverse communities. LEARN operates ten public charter schools in three cities in Illinois: Chicago, North Chicago and Waukegan. Our seven Chicago schools are located in four different neighborhoods each with their own distinct needs. We know from experience how important it is to build genuine relationships and get to know the community prior to opening a new school. This is why we have hired a local Community Engagement Consultant, Shukurat Adamoh-Faniyan, to support LEARN's efforts in Washington, D.C. A native Washingtonian, Ward 8 resident and education leader, Ms. Adamoh-Faniyan is helping LEARN build new relationships. Supported by Ms. Adamoh-Faniyan and a full-time Community Engagement staff person upon charter approval, LEARN will host a series of living room chats with JBAB and Ward 8 families. These conversations will help us learn about the issues and aspirations that matter to families most. We will engage a broad group of participants to gain a diverse perspective on need.

LEARN will also continue to rely on PAVE (Parents Amplifying Voices in Education) for introductions to potential community partners. Under the leadership of Maya Martin, PAVE has played a critical role in introducing LEARN to various Ward 8 stakeholders.

Our approach to community engagement in D.C. is similar to the one we followed to establish the LEARN 6 campus at the Naval Station Great Lakes. Prior to opening LEARN 6 in Fall 2012, we worked closely with the Naval Station Great Lakes as well as civilian North Chicago community leaders to develop relationships with community-based organizations in the area. These organizations provide needed services at the school for students and families or serve as

referral agencies. Examples of our partners in North Chicago include Elyssa's Mission, a suicide prevention program, PADS of Lake County, an organization that assists homeless families with school-aged children, the North Chicago Mayor's Office and Abbott Laboratories.

To keep abreast of key issues in the North Chicago/Great Lakes community, LEARN also joined local community groups such as the Latino Coalition of Lake County, Lake County Chamber of Commerce, North Chicago Chamber of Commerce and North Chicago CONNECT. We will do likewise in Ward 8 and JBAB, ensuring we are part of the fabric of each community.

In Ward 8, LEARN will develop relationships with local churches, neighborhood councils/block clubs and community organizations to ensure that we keep abreast of changing local needs and concerns. We will also seek community partners in the following areas:

Academics We will ask both the JBAB community and Ward 8 businesses to provide guest speakers, hands-on workshops, externships or other opportunities for LEARN students to see how their classroom learning can be applied in the real world. We have found this an effective way to pique students' curiosity and heighten their interest in a college degree.

Afterschool /Co-curricular Programs At all LEARN schools, we look to community partnerships to provide after-school programs and supplement our co-curricular offerings. For example, at our LEARN 9 Campus located in Waukegan we provide afterschool programs in partnership with the Boys and Girls Club of Lake County. In Chicago, we work with the YMCA to provide on-site and low cost before-school and after-school programs. In summer 2018, Horizons National provided summer enrichment programs for three of our Chicago campuses.

Social and Emotional Needs While LEARN DC will have a Student Support Services Team, in our experience, fully addressing the breadth of needs that can arise requires strategic partners. We will seek partnerships with local social service agencies that can provide services at the school-site or serve as a reliable place to refer families needing intensive or long-term support.

Responding to Community Input LEARN DC will establish a formal Parent and Community Advisory Council, or PCAC, which will serve as the official forum for parents and community members to provide the school principal and other school leaders with feedback on school practices and policies, suggestion improvements and voice concerns. The PCAC will be led by parents and interested community members in partnership with the Principal, who will serve as the liaison between PCAC members and the school. Meetings will be open to all members of the public and will convene at a frequency most conducive to attendance and participation, to be determined by parents and community members. To ensure parents from Ward 8 and JBAB are represented, the PCAC will maintain a balance of 50% from each community.

B. Education Plan

1. Curriculum

a. Student Learning Standards LEARN’s curriculum is aligned to rigorous standards to provide students with the academic foundation and ambition to earn a college degree. The chart below lists these standards.

Content Area	National Standards
English Language Arts	Common Core State Standards for English Language Arts
Mathematics	Common Core State Standards for Mathematics
Science	(NGSS) Next Generation Science Standards
Social Studies	National Council for the Social Studies College, Career, and Civic Life (C3) Framework
Enrichment (Physical Education, Music, the Arts and Foreign Language)	OSSE Physical Education Standards (2016) OSSE Arts Standards which includes Music, Dance (2008) OSSE World Languages
Pre-K Standards	Every Child Ready Standards aligned to DC Early Learning Standards and Common Core State Standards
English Language Proficiency	WIDA Standards
SEL	Illinois Standards for Social and Emotional Learning (SEL)

Standards Selection LEARN follows the Common Core State Standards for English language arts and math and the Next Generation Science Standards, which prepare students with the skills and knowledge needed for college and career success. Both Illinois and in the DC Public Schools have adopted these rigorous standards. For English language learners, LEARN follows the WIDA English Language Proficiency Standards, adopted in both Illinois and D.C. LEARN DC’s social and emotional learning curriculum will follow the Illinois Standards for Social and Emotional Learning (SEL), as do all LEARN schools. We consider providing students with instruction and practice in social and emotional skills essential to their future academic, career and life success. Should OSSE develop standards for SEL in the future, we would align LEARN DC’s curriculum to these standards.

b. Methods of Instruction At LEARN, we believe that all of our scholars can excel when provided with high quality instruction directed by skilled and caring teachers. Teachers collaborate to develop year-long instruction plans, units, and individual lessons designed to teach and assess grade level standards.

The Charlotte Danielson Framework for teaching identifies aspects of a teacher’s responsibilities that empirical studies have demonstrated as promoting improved student learning. The Danielson Framework sets the expectations for planning and preparation, classroom environment, instructional practice and professional responsibilities. Using this framework, school administrators are able to set focused goals for teachers and provide coaching to improve.

High Quality Instruction LEARN’s instructional approach recognizes students as individuals who come to us with a variety of skills, talents, and needs. LEARN teachers differentiate instruction and do “whatever it takes” to help struggling learners reach high standards while providing opportunity for accelerated learners to move ahead at their own pace.

In K-8 English language arts and math, all students are taught grade level standards. Teachers then form flexible small groups so that all are taught at their *instructional* level. Groups may be reorganized from day to day to provide reinforcement for students who need extra support to master certain skills and concepts. Small, flexible groupings also allow teachers to accelerate the learning of students who are ready for a challenge. We train and expect our staff to be able to compose their groups thoughtfully and tactically to maximize instruction time and results.

English Language Arts Following the Common Core State Standards, we provide a balanced literacy program that includes a wide variety of literature and informational text and instruction in language skills and effective writing. Every literacy block has two components—small group reading workshops and rigorous, whole class reading instruction that meets Common Core Standards for that grade level. The daily literacy block typically lasts three hours in grades K-2 and two hours in grades 3-8. It includes the following components:

Guided Reading: Teachers use assessment data to organize students for small group instruction at their reading level. Since students at the same level may still vary in their mastery of specific reading skills, such as understanding embedded phrases or complex letter-sound relationships, teachers also organize "strategy groups" to work on specific skills as needed.

Shared Reading: Teachers read a book aloud to model expression and comprehension strategies and to build children's vocabulary. Students then reread these books during independent practice to build fluency.

Independent Reading: Children read books at their independent level and respond to text in writing tasks.

Word Work and Foundational Skills Instruction: LEARN DC will adopt programs successful at LEARN 6 to teach early literacy and foundational skills in the Common Core State Standards. Grades K-1 will use Heggerty and Tools of the Mind to teach the reading foundational skills (i.e. identifying letters, letter formation, and letter sounds). Grades 2-5 will use *Words their Way* to teach vocabulary roots, spelling, and other skills that support fluent reading and comprehension.

Whole Class Reading Instruction: LEARN follows the KIPP Wheatley program, which teaches all Common Core State Standards in reading (both informational and literary), writing, language, speaking and listening. Research demonstrates that effective literacy programs build students' vocabulary and background knowledge, integrate reading and writing instruction, align with college-ready standards, and draw on high-quality children's and young adult fiction and non-fiction. KIPP Wheatley explains that the three key literacy shifts of the Common Core Standards are the heart of its curriculum: 1) Regular practice with complex texts and their academic language; 2) Reading, writing and speaking grounded in evidence from texts; 3) Building knowledge through content-rich nonfiction.

Students who are not yet reading at grade level are fully supported in mastering content in the KIPP Wheatley program. The teacher may read a text aloud, posing questions that require students to identify and analyze significant details or patterns in the text to develop a deep understanding of its meaning and the author's craft.

For independent work, students who need extra support may be partnered with a peer or be read aloud to or coached by the teacher in a small group. An additional level of support is provided for scholars who read significantly below grade level. Academic Interventionists and classroom teachers use Fountas and Pinnell's Leveled Literacy Intervention program with students who need a double-dosing of intensive small group reading instruction to catch up with their peers. This additional reading instruction will take place during Reading Workshop or daily 45-minute intervention blocks.

In classrooms that include students with disabilities, special education teachers provide both push-in support and co-teaching services. This provides expertise in accommodations, scaffolding and individual guided instruction to support academic success for students with below grade-level skills. For English Learners students, the WIDA standards are used to provide additional focus for the instructional objectives and methodologies.

Mathematics Teachers aim to support students in developing fluency and automaticity with basic facts and computation, while deepening conceptual knowledge and problem-solving skills. Math instruction, like literacy, includes explicit teaching, followed by both guided and independent practice. LEARN DC will use math programs successful in other LEARN schools, Bridges for kindergarten to 4th grade and Teach to One for grades 5 to 8.

Following a workshop model similar to that used in language arts, LEARN teachers tailor instruction to meet individual needs. Our 90-minute math block is made up of three core components: whole-group lessons, leveled small groups/stations and independent practice. Students are flexibly grouped according to their progress to ensure that all are challenged and supported. Academic Interventionists work with small groups throughout the day, either in the classroom or in pull-out groups. Students are also assigned to practice and review skills using software such as DreamBox, Study Island, Compass Learning and Accelerated Math.

At least once a quarter, students apply their mathematics learning through real world applications also known as "Explorations" projects, which are also designed to strengthen writing and collaboration skills. For example, teams of students might apply their knowledge of ratio and proportion, area, and measurement to design playgrounds drawn to scale, accompanied by written explanations of their designs.

For students below grade level in math, including those with disabilities, push-in supports and co-teaching are provided at each grade level.

Science Our science curriculum has three major goals: for students to (1) participate in and understand the scientific process, which includes developing questions and hypotheses, collecting data, and reporting findings orally and in writing; (2) to acquire a base of knowledge in physical, biological, and earth sciences; and (3) to further develop literacy skills through close reading of primary source documents and informational text. Language arts and mathematics are woven into the study of science. Students are required to read and analyze informational text, record and present data, and to discuss and write about their findings.

Science at LEARN is “hands-on.” In grades K-3, students build scientific knowledge through investigations using the Full Option Science System (“FOSS”), developed at the University of California at Berkeley. For instance, 2nd graders construct and test parachutes and balloon rockets to understand air pressure; 3rd graders analyze and identify rodent bones and compare them to human bones to learn about the skeletal system. The middle school grades use Pearson’s Interactive Science, a Next Generation science program that includes complex, real-world projects and daily writing and critical thinking tasks.

For students with disabilities and English learners, adaptations are made to the presentation, process or products of these lessons so that all can succeed in mastering the science curriculum.

Social Studies Our Social Studies curriculum is aligned with the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Within the following four domains, grade level standards have been “unpacked” into “benchmarks” that are taught and assessed at each grade level.

- DOMAIN 1: Applying Disciplinary Concepts and Tools
- DOMAIN 2: Developing Questions and Planning Inquiries
- DOMAIN 3: Evaluating Sources and Using Evidence
- DOMAIN 4: Communicating Conclusions and Taking Informed Action

Teachers at LEARN DC will use a unit format in the book *Understanding by Design* by Grant Wiggins to create units of study and engaging lessons that help students answer a compelling question about historic content using the skills in the four domains. Lessons will emphasize civic values and connections to students’ own experiences. Culminating projects will integrate Common Core Standards for English language arts in listening, speaking and

writing. While gaining social studies content knowledge, scholars will strengthen their skills at reading informational text, interpreting primary source documents, conducting independent research, and sharing their findings through writing and oral presentations.

For students with unique learning needs (SWD, EL, academically challenged) adaptations to the presentation, process or products in these lessons are made to provide success when accessing the social studies curriculum.

Enrichment LEARN schools provide daily enrichment classes which build on core learning and strengthen college readiness. Beginning in its first year, LEARN DC would provide physical education and visual and performing arts as enrichment classes. As enrollment grows and more teaching positions are available, enrichment options can be expanded to include technology, music and physical education. The instruction in these classes adheres to state standards and is designed to respond to student developmental stages and interests. Enrichment also includes school music and drama productions, field trips and performances at the school by guest artists. Students with disabilities and English learners are provided with all of the accommodations and supports to fully participate in enrichment classes.

Accommodating the Needs of All Learners To ensure that we are meeting the academic and social emotional needs of ALL scholars, LEARN has implemented a Multi-Tiered System of Supports (MTSS) at each school. MTSS is an evidence-based framework, recommended by the U.S. Dept. of Education and required in Illinois, that guides schools to provide increasingly intensive academic and social-emotional supports to students as needed to ensure their success. The MTSS framework describes the following “tiers” for student support:

Tier 1 includes the academic and social emotional education provided for all scholars. Academic support at LEARN includes a well-designed curriculum, research-based instructional materials, and small group instruction in reading and math tailored to student needs. Social-emotional learning includes the curriculum described below in B.2 Supports for Learning.

Tier 2 Academic Support Three times per school year, LEARN uses the NWEA MAP assessment to identify scholars for Tier 2 academic supports. At LEARN DC, all students performing below the 25th percentile — including English learners and students with disabilities — will receive these supports, such as a second daily small group reading or math lesson targeting specific areas of difficulty. Teachers will use intervention strategies from programs including Fountas and Pinnell Level Literacy Interventions and Voyager Math intervention. Scholars receiving Tier 2 academic supports are progress monitored every two weeks using Aimsweb, an assessment for foundational math and reading skills. For English learners, the WIDA standards will guide targeted supports in the general education classroom. For students

with disabilities, the IEP guides accommodations and supports in the general education classroom. Our special education service delivery model emphasizes robust co-teaching of both ELA and math.

Tier 2 SEL Support LEARN DC will have a system for identifying students in need of social and emotional supports. Currently LEARN uses data such as office referrals and attendance rates. During the 2018-19 school year, one LEARN school will be piloting the School-wide Information System (SWIS), a component of the PBIS model, to better track data on student behavior. We anticipate adopting this system at all LEARN schools including LEARN DC to identify and monitor the progress of students in need of Tier 2 supports. These can include the scientifically research-based Check-In Check-Out program or small group instruction from a social worker on needed skills such as anger management or self-regulation.

Tier 3 Intervention When a student receiving Tier 2 supports does not make adequate progress, interventions are evaluated and adjusted. Those who continue to struggle are referred to a School Problem Solving Team which includes the classroom teacher and an administrator. Social workers, psychologists and behavior interventionist are added to the team when there are behavioral concerns. Instructional coaches and academic interventionists join the team when there are academic concerns. The team selects appropriate Tier 3 supports (which students receive in addition to Tier 1 and 2 supports), writes an intervention plan, and monitors student progress weekly. Students with disabilities and English learners are included in all MTSS tiers.

Tier 3 Academic Supports Students receive daily interventions on specific skills they need to master using scientifically research-based curriculum such as SRA Corrective Reading or Voyager Math. Scholars who read significantly below grade level also receive a double-dose of small group reading instruction daily from an Academic Interventionist or classroom teacher. Their progress is monitored weekly and interventions adjusted every 6 to 8 weeks if students are not on track to achieve two years academic growth in their target area within one school year.

Tier 3 SEL Supports Social Workers provide daily support for scholars who have the most intense behavioral needs. For those with mental health concerns, the intervention might include individual counseling from a social worker or school psychologist or a referral to a physician, hospital or community mental health agency. We are able to refer families facing homelessness or food insecurity to appropriate services or even provide school uniforms or gift cards to grocery stores for those in temporary crisis. A Functional Behavior Analysis leading to Behavior Intervention Plans guide the programming for these students.

Supports for English Learners LEARN uses a home language survey at the time of registration to identify students who speak a home language other than English. Based on survey responses, students are screened within 30 days to assess eligibility for EL services.

Our English Learners are expected to meet the same high academic standards as all students and have access to the same rigorous Common Core State Standard curriculum. The program for

English language arts at LEARN DC would be aligned to WIDA standards and students expected to reach grade level benchmarks by the conclusion of each school year.

Currently, at schools with a smaller number of EL students, LEARN implements an English as a Second Language (ESL) instruction model which includes 30 minutes per day of explicit ESL supports. In addition, classroom teachers differentiate classroom instruction based on the language needs of each student. Regular staff development is provided for these teachers on the WIDA standards and framework. In addition, programming is implemented to support cultural awareness and appreciation. We anticipate few English learners at LEARN DC, but should their number exceed 20, we would implement full time Transitional Bilingual Programming (TBE). Currently at LEARN 6 in North Chicago we provide both ESL and TBE service.

After exiting EL services, student progress is monitored by EL teachers. In the event that there are students needing ESL services, we will hire classroom teachers who are dual certified and can provide EL students with the necessary services. The MTSS process, which includes universal screening three times per year and interventions and supports for all students performing below academic expectations, is used with former EL students to ensure academic success. If the initial strategies are not working, the team collect data to determine why, and create a new, more intensive instructional plan to ensure students' instructional needs are met.

Support for Students with Disabilities LEARN's strong emphasis on college preparedness applies to all students including those with disabilities. Inclusion in the general education classroom is our preferred service delivery model. Special education teachers and general education teachers have time in the schedule to plan lessons together. In inclusion classrooms, both co-teach whole class instruction and provide small group instruction in reading and math. All students needing extra support receive scientifically research-based interventions described above in Tier 2 and Tier 3 Academic Supports. Student progress is carefully monitored. See Section C, Special Education Compliance, for additional information regarding the special education model that is currently in place and highly effective at LEARN 6 in North Chicago. This is the model we will be implementing at LEARN DC.

Adapting the LEARN model to D.C. We anticipate LEARN DC will serve a similar population of students as LEARN 6 and LEARN 10 in North Chicago/Great Lakes and follow essentially the same instructional model. Since Illinois and D.C. have adopted the same standards for math, English language arts, and science, programs in those subjects will remain the same throughout the Network. Both locations have also adopted WIDA standards for English Learners.

We will make some adaptations to our program, however. D.C. has different standards for subjects including the arts, world language, and physical education. Instruction in those subjects at LEARN DC will be adapted to OSSE standards. The OSSE physical education standards, for example, include a health component and so we will purchase appropriate textbooks aligned to those standards for LEARN DC.

Our current practices for students with disabilities and homeless students follow federal law and align with those in D.C. As the LEA for LEARN DC, we will be prepared to offer a full spectrum of program delivery options for students with special needs. LEARN is currently the LEA for one of our campuses, LEARN 9 Campus in Waukegan. See Section C.5., Student Policies and Procedures for a full description of our special education program.

Supporting LEARN DC Staff To ensure the high caliber of teaching at LEARN DC, the principal, staff and faculty at the new school will receive intensive and ongoing professional development beginning prior to the school's launch.

LEARN DC's Executive Director will be hired approximately two years prior to the school launch. While planning for LEARN DC, he/she will participate in a structured onboarding process of at least three months at our Chicago headquarters to deeply understand LEARN's mission, student-centered core values and philosophies, and operating practices. The process will include a four-week rotation each with LEARN's Chief Advancement Officer and Chief Schools Officer. During the latter, he/she will spend multiple days shadowing LEARN school principals. The final month will include shadowing the President & CEO and working with the other Founding Group members to deepen procedural knowledge of the LEARN Board, key vendor operations, human resources, enrollment and shared financial services. During this period, time will be set aside for travel to Washington, D.C., for activities related to the launch. The Executive Director will fully assume day-to-day direction of LEARN DC planning-year activities during the fourth month of his or her employment. He/she will continue to be a part of LEARN's Founding Group progress reviews during Year 0 and Year 1.

LEARN DC's principal will serve for about a year as Resident Principal to Principal Kelly Tyson at LEARN 6 Campus in North Chicago at the Naval Station Great Lakes, one of our two schools currently serving military and civilian children. Principal Tyson is a highly-successful school leader and has mentored other LEARN Resident Principals, including Chris Cigan, now Principal at LEARN 10 in North Chicago, which also serves civilian and military families.

As Resident Principal, the LEARN DC leader will follow a structured professional development program designed by LEARN Chief Talent Officer Sabrina King and Chief Schools Officer, Michelle Pierre-Farid who previously developed and supported resident principals for New Leaders in Washington, D.C., and for the Cleveland Metropolitan School District. The program, now under development, will be overseen by Pierre-Farid, who will personally coach both the Resident Principal and the Mentor Principal. The program will include guidance, hands-on experience and performance feedback in areas including instructional leadership (with a focus on quality education for diverse learners), operations leadership and building positive work cultures.

Once LEARN DC opens, its Principal will receive ongoing coaching from the Chief Schools Officer, who will visit the D.C. campus monthly to conduct classroom walkthroughs, observe the Principal coaching staff, and provide feedback. The Principal will receive additional coaching

from a leadership consultant, and attend monthly professional development sessions in Chicago via video conferencing.

Professional development activities aimed at improving instruction are explained in greater detail in Section C.2., Staffing Plan. They will include:

- Monthly training at LEARN DC from the Network Director of Student Support Services for the LEARN DC Executive Director, Special Education Director and Principal to strengthen special education, social-emotional learning, MTSS and student discipline.
- Two walkthroughs each trimester at LEARN DC with the Teaching & Learning Department for LEARN DC’s Instructional Leadership Team to observe math and reading instruction, assess quality and discuss improvements.
- An annual week-long orientation for all teachers new to LEARN and an additional intensive week of professional development for all teachers and school leaders led by the Network Teaching & Learning and Student Support Services Departments.
- Ongoing remote coaching for the DC Special Education Director from the Network Special Education Director.

c. Resources and Instructional Materials The table below lists instructional programs and materials tentatively selected for LEARN DC and other schools in the LEARN Network. Some are finalized and in use Network-wide and others are still under review.

LEARN selects instructional programs aligned to national standards that show evidence of raising achievement for all students, including low-income, minority students, English learners and students with disabilities. The KIPP Wheatley program for English language arts, which LEARN selected for use at all grade levels, has been shown to raise the reading achievement of students in underserved communities. We also chose it for its balanced approach to literacy: it focuses on word and world knowledge, integrates reading and writing instruction, and engages students with authentic, high-quality texts.

Bridges in Mathematics is the selected math program for grades K-4, because it is one of the highest-rated³² math curricula aligned to Common Core State Standards. Students learn to solve math problems using a variety of approaches. Teach to One is the chosen math curriculum for grades 5-8 because it provided personalized instruction for each student and guides students to explore, question, defend, and build mathematical ideas. Both programs and others listed have been successful at LEARN 6 Campus serving a similar population as our proposed DC school.

³² <https://www.edreports.org/math/reports/compare-k8.html>

Content Area	National Standards	Tier I Instructional Materials	Tier II & Tier III Instructional Materials
ELA	Common Core State Standards for English Language Arts	KIPP Wheatley Leveled books Heggerty Phonemic Awareness (K-1) Tools of the Mind (K-1) Words their Way (2-5)	SRA Reading Mastery SRA Corrective Reading Decoding Fontas & Pinnell LLI
Math	Common Core State Standards for Mathematics	Bridges (K-4) Teach to One (5-8)	Voyager Math
Science	(NGSS) Next Generation State Standards	Interactive Science	Teachers adapt lessons based on students' needs
Social Studies	National Council for the Social Studies College, Career, and Civic Life (C3) Framework	Teachers develop their own unit & lesson plans using the C3 Framework	Teachers adapt lessons based on students' needs
Enrichment-- Physical Education, Music, the Arts and Foreign Language	OSSE PE Standards OSSE Arts Standards OSSE World Languages Standards I	Teachers develop their own unit & lesson plans based on the standards.	Teachers modify lessons based on students' needs

d. Assessing Learning LEARN has adopted Illuminate, a data platform that allows teachers, administrators and Network leaders to access data on both formative and summative assessments and provide fast, flexible reports. Using these reports, we can analyze trends, compare data across our Network including LEARN DC, and also compare data with other KIPP schools following the Wheatley ELA program. Using student assessment data to make instructional decisions is central to our success at meeting student needs and accelerating achievement. These are described in the chart below.

Summary of Formative and Summative Assessments

Assessment	Description/ Purpose	Frequency
NWEA MAP <i>Formative</i> Grades K-8 Adaptive, computer	<ul style="list-style-type: none"> • To help drive classroom instruction • To assess students' individual progress including growth rate and changes in national percentile rank over time 	3 times/year in Sept., Jan. and May.
Fountas and Pinnell Benchmark Assessment System <i>Formative, Diagnostic</i> Grades K-8 Individually administered	<ul style="list-style-type: none"> • To identify appropriate reading levels and specific reading skill development needs and help drive instruction in the classroom • To gauge individual student progress throughout the year. 	3-5 times/year in Aug., Jan. April
Exit Tickets/ Formative Skills Assessments Grades K-8 <i>Formative</i>	<ul style="list-style-type: none"> • Short quizzes aligned to skill associated with Common Core standards created by the Network or teachers to assess skill mastery. • Results are used to strategically reteach and assess progress toward standards mastery 	3 times per week - daily
KIPP Wheatley End of module Assessments / Math Unit Assessments Grades K-8 <i>Summative</i>	<ul style="list-style-type: none"> • Determine student mastery of standard 	4 times/year Oct., Feb., April, June
PARCC Grades 3-8 <i>Summative</i>	<ul style="list-style-type: none"> • To gauge school progress over time and relative to other schools in district and state and assess students' proficiency with Common Core State Standards. 	1 time/ year, May
DC Science Assessment Grades 5, 8 <i>Summative</i>	<ul style="list-style-type: none"> • To evaluate student performance on applying science knowledge to solve real-world problems. 	1 time/ year, May
Aimsweb Progress Monitoring Tools Grades K-8 <i>Formative</i>	<ul style="list-style-type: none"> • To compare actual growth to growth targets. • To determine effectiveness of interventions. 	Weekly for students below the 10th percentile, biweekly Below the 25th
ECR Assessments Pre-k <i>Formative</i>	<ul style="list-style-type: none"> • To identify the needs of the scholars in three key areas: ELA, Math, and Social Emotional Learning to provide the correct instructional supports. 	One-on-one five times per year

Selecting Assessments LEARN selected assessments beyond those required for the following reasons:

- The NWEA MAP allows us to track student academic growth across the year and from grade to grade and compared to the national average. Growth and achievement data from MAP is used to develop individual, classroom and school-wide instructional strategies.
- Fountas and Pinnell BAS data allows teachers to place students in flexible learning groups for targeted instruction based on the reading skill that needs to be strengthened, not simply their overall reading level. In addition, we use the data to help students select independent reading (both fiction and non-fiction texts) and to organize book clubs.
- Exit Tickets are brief, daily formative assessments in math and reading allow teachers to see immediately whether students achieved lesson objectives. Based on these daily results, teachers adjust instruction to ensure that all students understand and master the material and that those ready for an additional challenge receive one.
- KIPP Wheatley assessments in English language arts are unit lessons for our reading program and provide an overview of student progress.
- Aimsweb monitors student progress toward meeting IEP goals. Based on results, teachers adjust instruction to ensure that all students master the material.

Using Assessment Data for School-wide Progress Taken altogether, our formative and summative assessments are used to guide our instruction so that it is appropriately differentiated; set interim goals and evaluate individual teachers, grade levels, schools, and our network; appraise our programs and policies; and track our progress in preparing our students for honors and/or Advanced Placement courses in college preparatory high schools.

After each school-wide assessment is administered (13 times per year for reading and 8 to 10 times for math), teachers meet with the leadership team to analyze results. These meetings may be comprised of different team members at each campus, but they all seek to achieve the same three goals: (1) accurately and completely assess each student's academic level, including strengths and areas for growth; (2) use the data to design a program of learning to meet all students' needs; and (3) determine each student's progress toward their individualized annual goals. Our network's Department of Teaching & Learning provides school-wide workshops and one-on-one trainings on data analysis and data-driven instruction.

Identifying Students in Need of Intervention All students are provided with additional supports in the classroom, including reteaching in small groups, based on their Exit Tickets in math and reading and their Fountas and Pinnell BAS results. Based on NWEA MAP assessments three times a year, we identify students for more intensive supports. Students at LEARN DC who fall below the 25th percentile in reading or math will be targeted for Tier 2 interventions under our Multi-Tiered System of Supports which is described in detail in Section B.1. Students with IEPs, English learners, and those who have exited special education, ESL or a bilingual program are

included in this system. As LEARN DC’s staffing increases and student achievement rises, the cutoff for Tier 2 supports may rise as high as the 50th percentile. When students are receiving Tier 2 and Tier 3 interventions, we use Aimsweb to monitor progress and adjust interventions.

Accessing and Sharing Data Teachers, school administration teams and students have access to data through our online platform, Illuminate. LEARN adopted this tool to share assessment results across the Network and with others in a systematized and easy-to-understand format. As described above, this data helps drive decisions about supports needed in schools, differentiation needed in classrooms and next steps for Network-wide initiatives to improve culture and instruction. Our Board Academic Achievement Committee reviews and analyzes assessment data (MAP and PARCC) and works with principals to evaluate programs and policies, identify best practices, and recommended improvements Network-wide.

e. Course Listing The chart below describes subjects that LEARN DC will offer Pre-K to 8:

Subject	Pre-K	K-1	Grades 2-5	Grades 5-8
English Language Arts	<ul style="list-style-type: none"> Phonemic Awareness Read Aloud Writing Centers 	<ul style="list-style-type: none"> Phonics /Phonemic Awareness Shared Reading Guided Reading Read Aloud Writing 	<ul style="list-style-type: none"> Shared Reading Guided Reading Read Aloud Independent Reading Writing 	<ul style="list-style-type: none"> Shared Reading Guided Reading Read Aloud Independent Reading Writing
Math	<ul style="list-style-type: none"> Foundational Math Centers 	<ul style="list-style-type: none"> Math Fluency Math Core Lesson Math Centers 	<ul style="list-style-type: none"> Math Fluency Math Core Lesson Math Centers 	<ul style="list-style-type: none"> Math Small group skills lessons Independent Practice Lesson
Science, Social Studies, Social Emotional Learning	<ul style="list-style-type: none"> Morning Meeting Social Emotional Development Centers 	<ul style="list-style-type: none"> Science Social Studies Morning Meeting 	<ul style="list-style-type: none"> Science Social Studies Morning Meeting 	<ul style="list-style-type: none"> Science Social Studies Advisory
Enrichment	<ul style="list-style-type: none"> Gross motor skills centers 	<ul style="list-style-type: none"> Music Art PE & Health 	<ul style="list-style-type: none"> Music Art PE & Health 	<ul style="list-style-type: none"> Music Art PE & Health

f. Promotion Requirements All Applicants LEARN determines a child’s readiness for promotion to the next grade level with input from the child’s parent or guardian and consideration of the following criteria:

1. **Standards Mastery Average:** In rare cases, Scholars that are at least two levels below grade level in core subjects may be considered for current grade retention. This is decided on a case by case basis by a team of school administration leaders and teachers.
2. **School attendance:** Scholars who are chronically absent (20+ days) miss significant content and are subject to review for being retained if their achievement is also low.
3. **Developmental readiness for the next grade:** Some scholars in kindergarten or first grade may benefit from additional time to grow and mature at the current grade level. These determinations will be made using the Light's Retention Scale, a research-based tool designed by a school psychologist that also factors in the social and emotional impact of retention on a child to determine the best option.

Methods to Prevent Retention Through Data Driven Instruction and Multi-Tiered Systems of Support, we are able to identify where students need assistance, quickly provide intervention, and adjust or intensify those interventions as necessary. All learners, including English Learners and students with disabilities, are included in this system. As a Network we believe that grade retention is rarely in children's best interest and aim to retain less than 3% of the student population each year. Retention is especially discouraged in middle school. Because military students often experience disruptions to their education, providing targeted instruction and intervention as an alternative to retention will be especially important at LEARN DC.

Promotion of Students with Disabilities When a student's lower level of achievement is linked to a disability, LEARN follows best practices and promotes these students. Decisions about promotion or retention will be consistent with the student's IEP or Section 504 Plan. In rare cases, when retention is being considered, this must include a discussion by the student's IEP or 504 team at a formal meeting that would include the parent. The decision regarding promotion or retention will be based on the recommendations from this team meeting.

2. Support for Learning

a. School Culture LEARN's first Core Value is to create a culture of respect that gives students a sense of safety and belonging. Creating that culture begins with instruction in social and emotional skills that teach students what *to* do when they encounter challenges. LEARN DC will follow the same Social Emotional Learning programs as LEARN 6 in North Chicago because of its success in supporting the growth and achievement of a similar population of military and at-risk students. LEARN DC teachers will receive professional development on the following programs prior to the school's opening and throughout the school year:

- **Responsive Classroom**, a research-based approach to creating a classroom environment that supports social-emotional growth and academic learning.
- **Second Step**, weekly explicit social skill lessons for each grade level with common vocabulary, concepts and language shared school-wide. Preventing bullying is one goal.
- **Calm Classroom**, brief, daily mindfulness activities that reduce stress and enhance focus.

- **Navy’s Anchored4Life Curriculum** which helps military students manage the social and emotional challenges of frequent moves and all students to cope with change.

Several LEARN campuses are currently piloting Restorative Practices, a discipline approach that helps students understand the impact of their behavior on others and how to make amends. We anticipate, after study and review, that we will adopt this program.

Behavior Management Social-emotional learning programs provided to all students are considered “Tier 1” in our Multi-Tiered System of Supports, described in Section B.1. Students who need more support as evidenced by data including discipline referrals and attendance are referred to a School Problem Solving Team and provided additional “Tier 2” or “Tier 3” interventions. As mentioned in that section, we are also adding a quality data collection system to ensure that our discipline practices are equitable across all demographic subgroups.

How LEARN’s Strategies Evolved LEARN initially allowed each school to select its own SEL program. Based on a review of program effectiveness, LEARN now considers Responsive Classroom a great match for our students and selected this model for future schools. We adopted Multi-Tiered System of Supports to better organize our approach to academic and social emotional supports for students across classrooms and schools.

Support for Daily Student Attendance and Enrollment At LEARN, the most important driver of attendance and re-enrollment is a school culture where students feel connected to others. Our North Chicago campuses (LEARN 6 and LEARN 10) use the evidence-based Responsive Classroom program to carry out LEARN’s Core Value of providing a Safe and Nurturing environment. During a Responsive Classroom “Morning Meeting,” students gather in a circle for 20 to 30 minutes and proceed through four components: greeting, sharing, group activity, and morning message. LEARN staff have found that Morning Meeting motivates students to attend school because it builds a sense of belonging to the school community.

LEARN schools have other successful practices that promote student attendance. When students are tardy, the family is contacted that morning to encourage attendance. For students with chronic absences, problem-solving meetings are held with parents to identify and remove barriers to school attendance. The student may be assigned an adult mentor on staff to meet with daily for a “Check-In Check-Out” to review behavioral goals, reflect on performance and provide incentives for meeting goals. School leaders and social workers continually monitor attendance and interventions are adjusted using the MTSS process described earlier.

At LEARN, we consider families our customers. We know that parents have the right to choose the best option for their child; therefore, we must become the best option. We do this by offering a rigorous education with supports that allow every child to succeed. We look forward to building a culture at LEARN DC with a customer service mindset that ensures families feel connected, supported and *respected*, a LEARN Core Value. Valuing our relationships with

families increases enrollment, attendance, and parent participation. As of August 23, 2018, LEARN 6 in North Chicago, the model for LEARN DC, has a waiting list of 84 families.

LEARN's emphasis on social and emotional programming to insure the success of ALL scholars is unique among Illinois charter schools. Compared to those schools, we have lower rates of expulsion and movement to non-public schools. We never counsel out families of students with challenges as supporting them to succeed is our mission.

SEL Supports for Subgroups Many LEARN scholars face social and emotional challenges such as incarcerated family members, frequent moves or separation from parents due to military deployment, mental illness or financial hardship. Our Multi-Tiered System of Supports, described above, ensures that students receive the support they need. LEARN DC will have a Student Support Services Team and partner agencies to provide mental health counseling and services to families. At several campuses, these services are offered within the school building.

Military families are often highly mobile and their children may enroll in the middle of the school year. They also face the social-emotional challenges of adjusting to a new environment with new expectations and meeting new friends. As described above, LEARN DC will be implementing many of the explicit supports (ie, peer buddy upon arrival, the Anchors Aweigh Program) that have proven successful at our schools that enroll military families.

Responding to Student Behavior Most student discipline problems can be prevented by creating a positive school culture that includes social norms for behavior and consistent classroom expectations. Through our Multi-Tiered System of Supports, students who need more intensive intervention to learn to manage emotions and behavior receive it. Teaching SEL skills reduces suspension and expulsion and enhances academic learning.

The LEARN Student Handbook describes the student code of conduct in detail and includes the following statement of philosophy: *“To discipline a child is to teach lifelong problem-solving skills and decision making, providing a framework for positive interactions with others. Discipline is defined as providing a school focus and perspective for teaching children clear and precise guidelines for behavior. Through a partnership between the school and the family, the overall framework of discipline is developed providing continuity between home and school. The goal of the school discipline policy is to provide learned strategies that will support positive child and adult relationships, and enhance the learning experiences of each child that can be carried into adult life. Discipline is administered on an individual basis.”*

LEARN implements this philosophy when reviewing all incidences of student behavior and making any discipline decisions. School leaders consider natural consequences and restorative approaches rather than exclusionary consequences to the maximum extent possible.

There are no offenses that automatically warrant a suspension or expulsion. Each case is considered individually. Exclusionary consequences are reserved for situations that involve

serious threats to the physical safety of others. (During the 2017-18 school year, across all ten campuses, three students were expelled. In each case, the student's behavior involved serious violations of the physical safety of innocent peers.)

LEARN is fully compliant with federal and state guidelines regarding disciplining students with disabilities. The team conducts a manifestation determination to review the student's IEP as it relates to the behavior being addressed. If the student's behavior is found to be related to their disability then disciplinary consequences are not appropriate. The school provides services during any periods when the student is excluded from attending class and takes an approach of additional supports and services. When making any discipline decisions for students with disabilities, LEARN fully considers many factors relating to their needs and programming.

b. Structure of the School Day and Year Academic School Year All LEARN schools incorporate both a longer school day and year than most traditional public schools. Our school calendar typically includes 193 student instructional days, three report card pick up days where students are dismissed early so parents can meet with teachers, and ten professional development days where teachers report to school and students do not. LEARN students attend school from 8:30 a.m. – 4:00 p.m. or 7.5 hours each day, except for Wednesdays when students dismiss early at 2:45 p.m. for teacher professional learning. The average instructional minutes per day is 435 minutes, with 325 minutes devoted to core instruction.

Regarding before school and after school care, we will identify community providers who can offer services to ensure families have convenient options. In Illinois, we partner with organizations like the YMCA, YWCA and Boys and Girls Club to provide on-site before and after school care for students.

Many of our students begin school significantly below grade level and providing extra instructional time allows us to accelerate their learning and put them on-track for college success, which NWEA tells us is at about the 70th percentile by the 8th grade. The additional time allows for a strategic reteach block built into the schedule for reading or math of at least 45 minutes per day. We provide a daily 90-minute Math block, 2-hour English/Language Arts block (3 hours in the primary grades), and Science and/or Social Studies in every grade. Equally important, every student has daily lunch, recess and enrichment classes (such as gym, art, music, world language and technology). Our intention is to foster a love of learning with sufficient time for deep academic work, rest, physical development and artistic self-expression. The school year 2018-2019 calendar for LEARN 6 and LEARN 10 in North Chicago is below and serves as a draft of the proposed schedule for LEARN DC:



LEARN Charter School Network
2018-2019 School Calendar – STAFF – Lake County

July 2018					August 2018 ⁽²⁰⁾					September 2018 ⁽²⁹⁾				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
2	3	4 ^H	5	6			1 ^{PL}	2 ^{PL}	3 ^{PL}					
9	10	11	12	13	6 ^F	7	ERP 8	9	10	3 ^H	4	ERP 5	6	7
16	17	18	19	20	13	14	ERP 15	16	17	10	11	ERP 12	13	14
23 ^{OB}	24 ^{OB}	25 ^{OB}	26 ^{OB}	27 ^{OB}	20	21	ERP 22	23	24	17	18	ERP 19	20	21
30 ^{PL}	31 ^{PL}				27	28	ERP 29	30	31	24	25	ERP 26 ^C	27	28

October 2018 ⁽²⁰⁾					November 2018 ⁽¹⁶⁾					December 2018 ⁽¹⁵⁾				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
1	2	ERP 3	4	5 ^H				1	2					
8 ^H	9 ^{PL}	ERP 10	11	12	5	6	ERP 7	8	9 ^T	3	4	ERP 5	6	7
15	16	ERP 17	18	19	12 ^{PL}	13	ERP 14	15	16	10	11	ERP 12	13	14
22	23	ERP 24	25	26	19 ^{PC}	20 ^{PL}	21 ^H	22 ^H	23 ^H	17	18	ERP 19	20	21
29	30	ERP 31			26	27	ERP 28	29	30	24 ^H	25 ^H	26 ^H	27 ^H	28 ^H

January 2019 ⁽¹⁸⁾					February 2019 ⁽¹⁸⁾					March 2019 ⁽²²⁾				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
31	1 ^H	2 ^H	3 ^H	4 ^H					1					1 ^T
7	8	ERP 9	10	11	4	5	ERP 6	7	8	4	5	ERP 6	7	8 ^{PC}
14	15	ERP 16	17	18	11	12	ERP 13	14	15	11	12	ERP 13	14	15
21 ^H	22	ERP 23	24	25	18 ^H	19 ^{PL}	ERP 20	21	22	18	19	ERP 20	21	22
28	29	ERP 30	31		25	26	ERP 27	28		25 ^H	26 ^H	27 ^H	28 ^H	29 ^H

April 2019 ⁽²⁰⁾					May 2019 ⁽²²⁾					June 2019 ⁽¹⁰⁾				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
1	2	ERP 3	4	5			ERP 1	2	3					
8	9	ERP 10	11	12	6	7	ERP 8	9	10	3	4	ERP 5	6	7
15	16	ERP 17	18	19 ^H	13	14	ERP 15	16	17	10	11	ERP 12	13	14 ^F
22 ^{PL}	23	ERP 24	25	26	20	21	ERP 22	23	24	17	18	19	20	21
29	30				27 ^H	28	ERP 29 ^{PC}	30	31	24	25	26	27	28

F	First Day of School	OB	Summer ONBOARD (Professional Learning for teachers NEW to LEARN)
L	Last Day of School	PL	Professional Learning - ALL staff reports
T	End of Trimester	ERP or ERD	Early Release for Professional Learning or Data-Driven Instruction Teams 3:00 student dismissal, 3:15-4:30 Professional Learning
H	Holiday/School Break		Tentative NWEA MAP: Fall 9/4 – 9/14, Winter 12/3 – 12/14, Spring 5/13 – 5/31
PC	Parent/Teacher Report Card Conferences		Tentative PARCC: TBD
		()	Monthly instructional days

c. Family Engagement Family Involvement is one of LEARN’s Core Values. We know that our students' academic success and emotional well-being depends on a strong partnership between family and school. Simply put, we cannot do our work without our families. We also believe that all parents deserve to feel respected and welcomed at their children's school. To promote our philosophy, LEARN DC will maintain an open-door policy for its families. We will also establish methods to receive parent and guardian feedback on school practices and policies, beginning with a LEARN DC Parent and Community Advisory Council. Through the council, parents and community members will have a voice in shaping school programs and practices beginning in LEARN DC’s planning phase. Once the school is launched, LEARN DC will establish a Behavior Committee (including parents, staff and administrators) which will review discipline policies and data at least annually, seek parent feedback and recommend improvements. Should any English learners enroll, their parents will be invited to quarterly

meetings to provide input on the ESL program. LEARN DC will also conduct an annual parent survey and informal weekly parent volunteer events to assist classroom teachers. Recognizing that every school community is unique, LEARN DC will work its parents to identify additional effective, convenient methods for providing informal feedback. Such methods might include monthly "Coffee with the Principal" events. LEARN DC will also ensure parents can call, text or email teachers or school leaders at any time and receive a prompt response. The school will have a dedicated space for parents to convene, either formally or informally.

LEARN believes that school leaders and teachers should feel empowered to build relationships with families, and that a one-size-fits-all approach to family engagement is not effective. For example, LEARN 10 Campus serving military and civilian children has found that hosting family events in the morning hours results in higher attendance versus hosting events in the evening and revised its family event schedule accordingly.

Sharing Academic Information LEARN believes that all parents should understand how their children are progressing on individual goals. LEARN DC will provide families with bi-weekly progress reports based on classroom formative assessments. On Report Card Pick-up Days, parents or guardians are required to meet with teachers to discuss their children's progress, review their class work and collaborate in setting their academic goals. Although most parents attend, school staff will peak with parents over the phone who are not able to attend in person.

Building Relationships with Families LEARN believes that frequent communication between school staff and families is the key to building trusting relationships. In our schools in North Chicago (LEARN 6 and LEARN 10), all parents or guardians receive some form of direct communication from the teacher weekly and often daily. Due to the unique needs of military students where one parent might be deployed or not living in the home, LEARN uses the Bloomz mobile app to communicate with parents remotely. Similar to an instant messenger or text message, parents can receive messages all over the world directly from their child's teacher. Messages might praise what a child did well that day or check-in if a child struggled to pay attention. Frequent communication with parents is ingrained our school and results in a school community that is well informed, connected and empowered.

Each of our campuses creates its own family activities to help parents learn new ways to reinforce academic learning at home and to build a sense of community among families, teachers and administrators. Activities may include open houses, academic-themed events such as literacy night and math games night, and holiday celebrations.

Furthermore, the school's leadership and Student Support Services team will work with parents to identify relevant topics for parent workshops. The team will also help school leadership staff resolve any issues with parents or students who don't adhere to policies and procedures.

Non-English Communication LEARN will ensure a bilingual staff member is available to provide translation services for families who cannot speak English. For families who cannot read

English, LEARN will translate all materials into Spanish using either a third-party translation service or a bilingual staff member for ad-hoc communications.

d. Community Participation LEARN D.C. was established through a community-driven RFP process, involving eight parents from Ward 8 and JBAB who formed a selection committee called the Ward 8 POST. LEARN will continue to involve the POST and the community at large with the planning, development and implementation of the proposed school. The Community Engagement Manager will work to establish formal mechanisms to ensure the community is engaged in all phases of LEARN DC. See Section A.4., Community Input for more details.

Community Resources Approximately one year prior to opening, LEARN DC will formally engage with the community to understand what types of services, resources, programs or volunteers are available and will best support our students and families. The Community Engagement Manager will be charged with this task and will ensure the school establishes, sustains and continually strengthens worthwhile partnerships. These partnerships are discussed in detail in Section A.4. Community Input.

Additional Partnerships Formally, LEARN intends to partner with AppleTree Early Learning Public Charter School to provide Pre-K3 and Pre-K4 education to LEARN DC's youngest scholars. AppleTree's mission is closely aligned with LEARN's: to close the achievement gap before students enter kindergarten by providing them with the social, emotional and academic skills they need to thrive in school. LEARN believes that AppleTree will add tremendous value to LEARN DC by ensuring a high-quality early childhood learning experience. The principal of LEARN DC will be charged with managing the partnership.

LEARN is considering a partnership with The DC Special Education Cooperative to provide us with a clear understanding of the city's complex special education landscape. This cooperative can provide essential introductory information as well as ongoing support and professional development for LEARN DC.

The LEARN team will continue to explore other partners for the proposed school. We will listen to our constituents, including families and community members, regarding other organizations LEARN can partner with to help LEARN DC further its mission to prepare *all* of its scholars for college success.

When a LEARN students or families need a service outside our budget, expertise or capacity, we seek out a community partner to provide it. These services can include counseling, summer programs, and afterschool sports or academic enrichment. Examples of organizations we partner with are the YMCA of Metropolitan Chicago, Junior Achievement, Breakthrough Ministries, the Juvenile Protection Association, the YWCA of Metropolitan Chicago, the Waukegan Park District, North Chicago Community Days, Reading Power, North Chicago Community Partners and Foss Park District Community Center.

LEARN DC will likely need a partner to provide before and aftercare at the school site for working families. LEARN has successfully partnered with organizations in the Chicago area including the YMCA, YWCA or Boys and Girls Clubs provide this service in the form of high-quality youth development programming. For example, at one campus, the YMCA provides programs that allow parents to drop their children off as early as 7:00 a.m., and pick them up as late as 6:00 p.m. Providing high-quality programming outside of school hours supports our Core Value of whole-child development and attracts families to enroll at LEARN.

3. Historical Academic Performance

LEARN has a proven track record of academic achievement in Illinois. Highlights of LEARN's historical academic performance include:

- LEARN has posted especially strong standardized test results for African American, Hispanic and low-income students. LEARN Network overall eclipsed the state average for these subgroups in the percentage meeting or exceeding proficiency on the PARCC Composite, which combines reading and math. As measured by PARCC, LEARN is the highest performing Chicago-area charter network serving low-income African American students at scale.
- LEARN schools consistently outperform the vast majority of neighborhood and charter schools within a half mile radius on the PARCC assessment in ELA and Math. We selected schools within a half mile as a comparison because students in Chicago are not provided with transportation and so our schools mirror the demographics of the neighborhood.
- We have successfully designed a school model to effectively serve military and low-income children. This school model has met or exceeded proficiency on the PARCC at more than double the rate of student achievement in its authorizing school district (District 187).³³
- Over the long-term, LEARN fulfills its mission of being a college prep elementary school as evidenced by our alumni data.
- LEARN students grow; the longer they are at LEARN, the higher they achieve.
- We offer a better option than the vast majority of schools in Ward 8 of DC.

Below, we provide data illustrating our academic achievement. We also address areas targeted for improvement for our schools.

³³Below are the links to public data for SY16-17. Prior years' PARCC data is in Appendix B. Chicago Public Schools SQR data is in Appendix A and Suspension and Expulsion data is in Appendix C.

LEARN 9 Waukegan: <https://www.illinoisreportcard.com/School.aspx?schoolId=34049901025201C>

LEARN 10 North Chicago: <https://www.illinoisreportcard.com/School.aspx?schoolId=34049187026203C>

LEARN Excel: <https://www.illinoisreportcard.com/School.aspx?schoolId=15016299025272C>

LEARN 6 North Chicago: <https://www.illinoisreportcard.com/School.aspx?schoolId=34049187026202C>

LEARN 7: <https://www.illinoisreportcard.com/School.aspx?schoolId=15016299025276C>

LEARN Romano Butler: <https://www.illinoisreportcard.com/School.aspx?schoolId=15016299025283C>

LEARN Hunter Perkins: <https://www.illinoisreportcard.com/School.aspx?schoolId=15016299025275C>

LEARN 8 Middle School: <https://www.illinoisreportcard.com/School.aspx?schoolId=15016299025109C>

LEARN South Chicago: <https://www.illinoisreportcard.com/School.aspx?schoolId=15016299025274C>

LEARN Campbell: <https://www.illinoisreportcard.com/School.aspx?schoolId=15016299025273C>

LEARN Network 2015-2017 PARCC Results & Comparisons Figures 1a, 1b, 2a and 2b show three years of PARCC results (2015, 2016, and 2017). LEARN is one of the highest performing schools in each of its neighborhoods.

Figure 1a and **Figure 1b** show PARCC proficiency in ELA and Math for our LEARN Chicago schools (framed in blue) compared to the neighborhood schools our students would otherwise attend. Overall, our schools outperform the neighborhood schools with the exception of one single-site charter school. LEARN’s Chicago schools draw overwhelmingly from their neighborhoods as the district does not provide bussing for charter schools. (LEARN 8 Middle faced some exceptional challenges which are described at the end of this section.)

Figure 1a - LEARN Chicago Campuses PARCC ELA Comparative Achievement

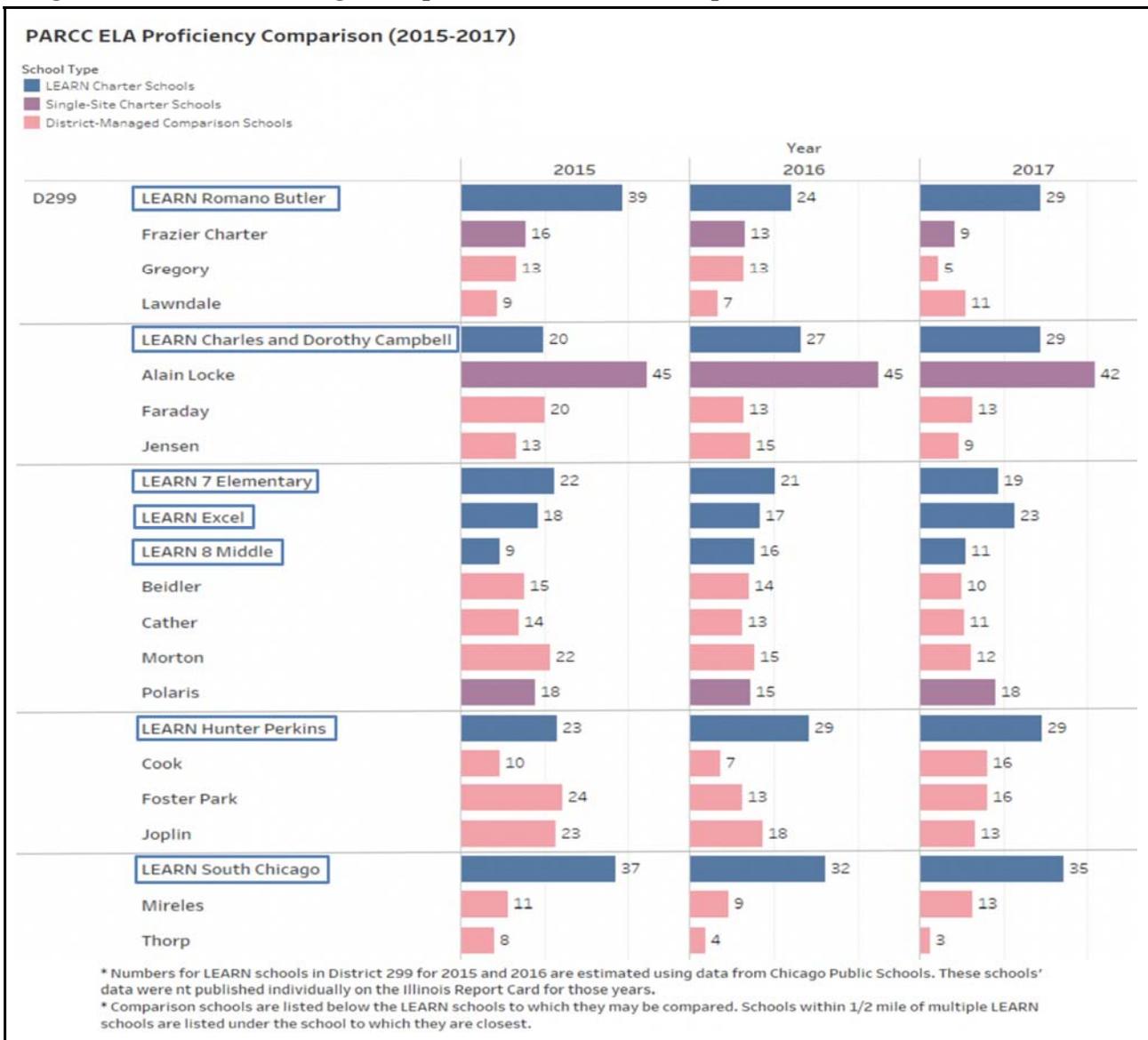


Figure 1b - LEARN Chicago Campuses PARCC Math Comparative Achievement

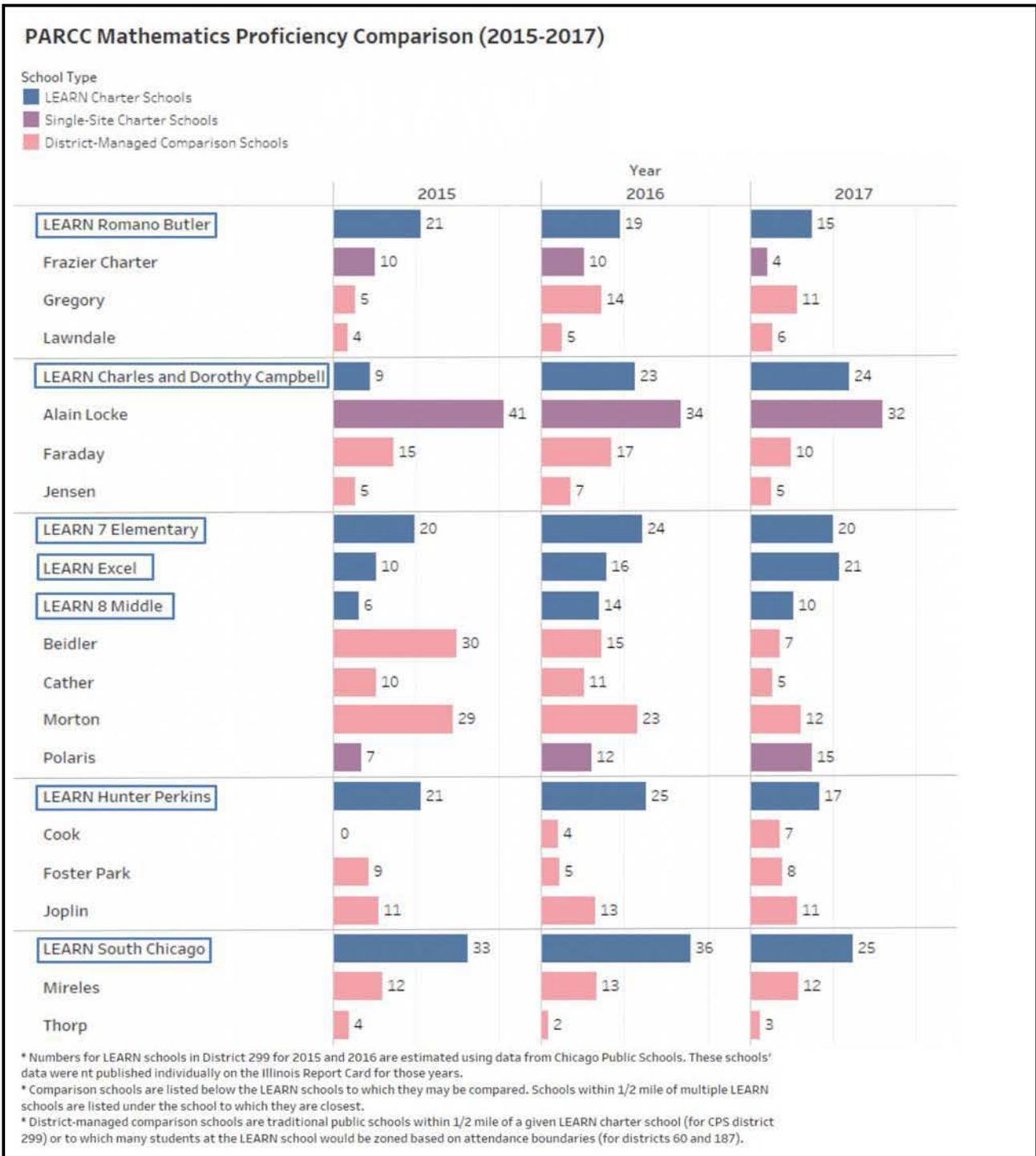
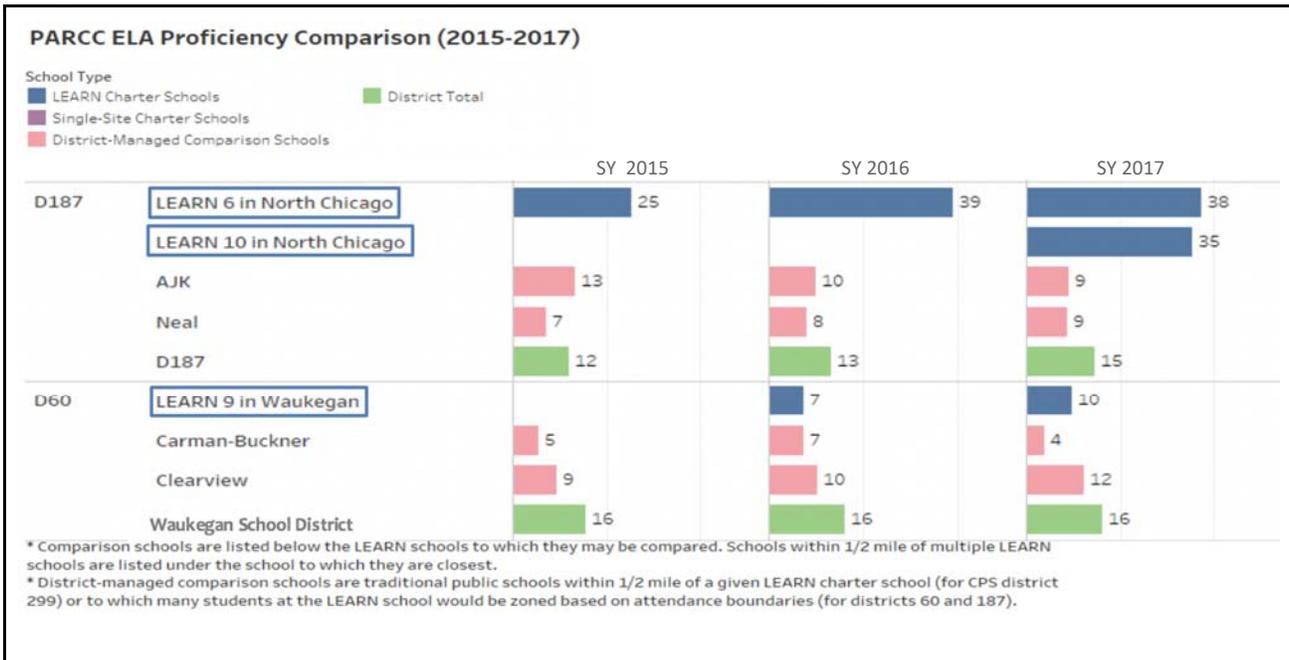


Figure 2a shows PARCC performance in ELA for LEARN 6 Campus and LEARN 10 Campus serving military and civilian children in North Chicago. In 2017, students at these schools achieved proficiency in ELA on the PARCC at a rate more than three times that of their neighborhood schools and more than twice the District 187 average.

Figure 2a - LEARN Lake County Schools PARCC ELA Comparative Achievement



LEARN Lake County schools — LEARN 6 and LEARN 10 in North Chicago and LEARN 9 in Waukegan — are significantly outperforming their neighborhood schools on the PARCC in math proficiency. LEARN 6 and LEARN 9 are also far outperforming their respective districts in the percentage of students achieving math proficiency, as shown in Figure 2b below.

Figure 2b - LEARN Lake County Schools PARCC Math Comparative Achievement

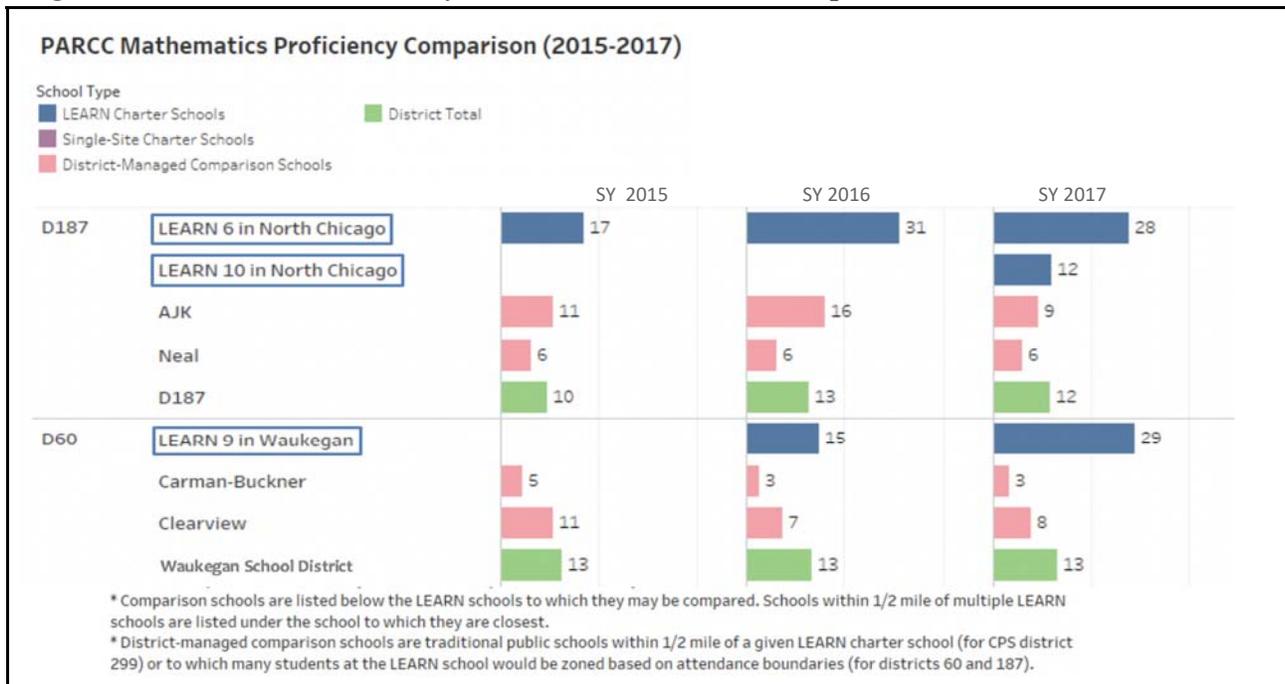
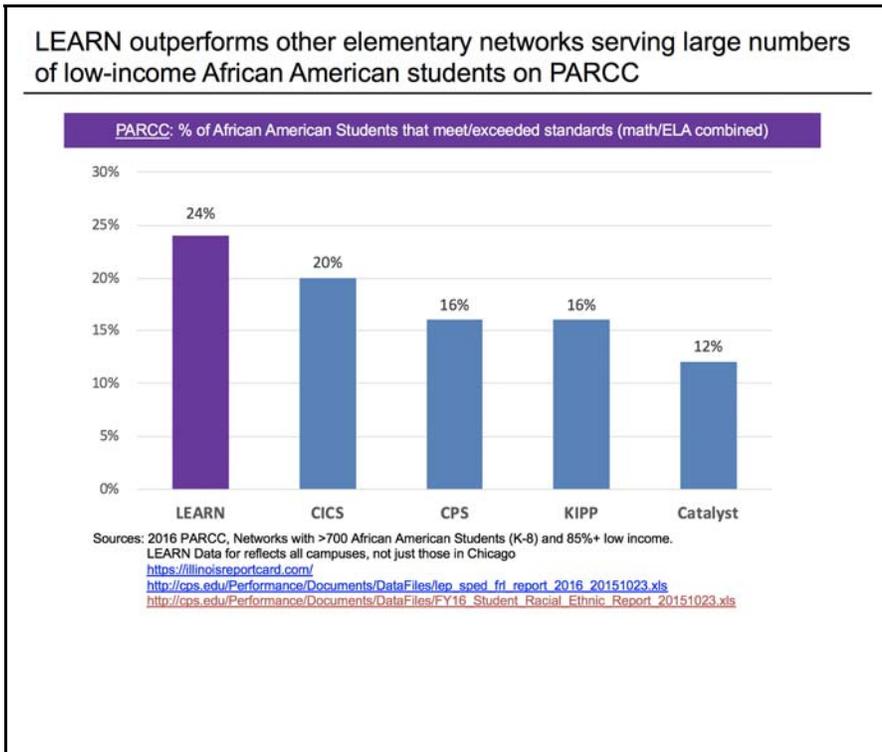


Figure 3 - LEARN PARCC Achievement Comparison for Low-Income, African American Students

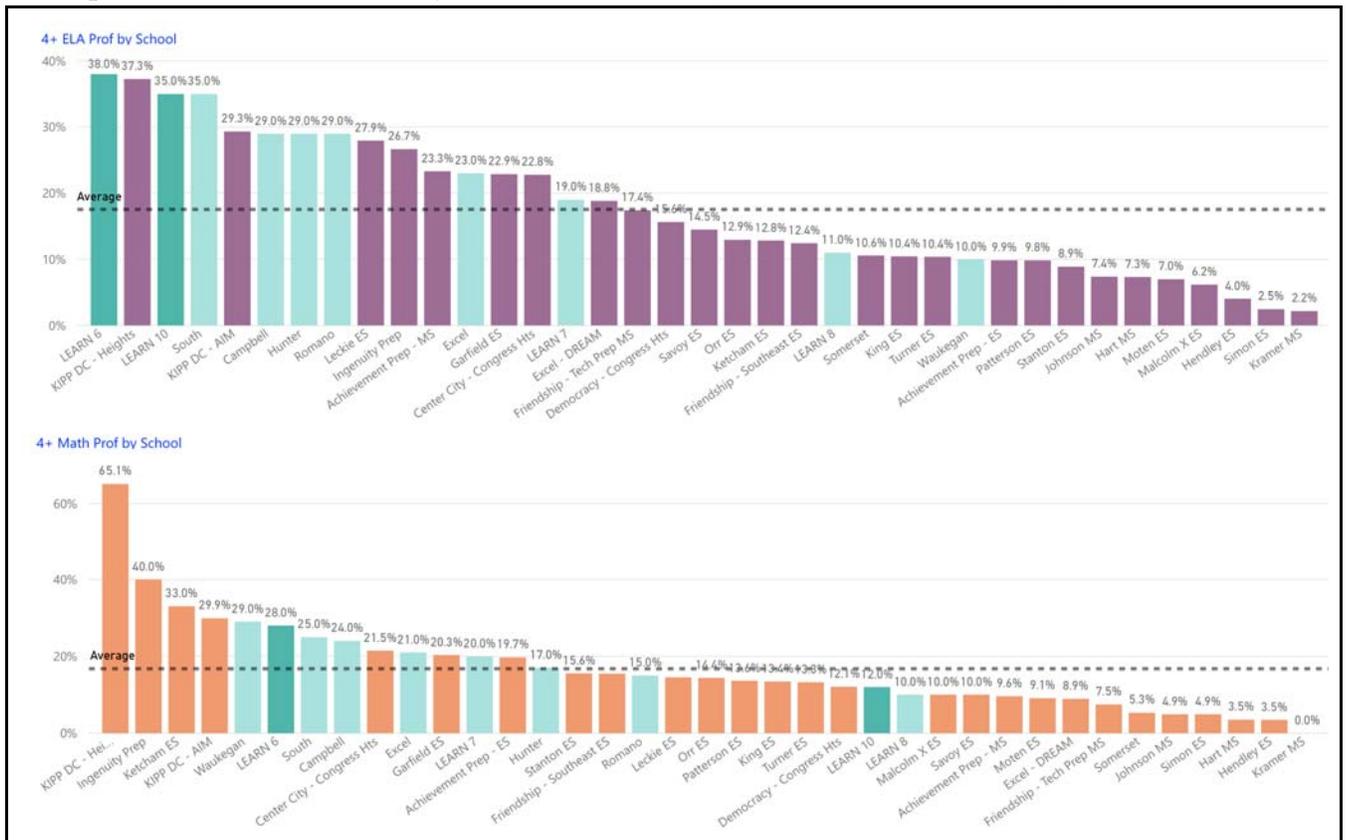


LEARN Network schools are outperforming competing Chicago charters in closing achievement gaps for low-income, African American students. Figure 3 shows LEARN outperforming Chicago Public Schools (CPS) and the other three charter networks in Chicago with student populations at least 85% low income and substantially African American.

PARCC data demonstrates that a LEARN Charter School in Ward 8 would provide families with an outstanding option. Figure 4 below shows that LEARN 6 in North Chicago, our model school for LEARN DC, outperforms all other Ward 8 elementary and middle schools in ELA on the PARCC. (This comparison includes both DCPS and charter schools.) In math, LEARN 6 also outperforms most of these schools. Overall, LEARN schools are outperforming the vast majority of schools in Ward 8 on the PARCC.

(Note that LEARN’s lowest performing school in ELA on the PARCC exam, LEARN 9 in Waukegan, is 58% English learners. Since it only opened in 2015, only 3rd and 4th graders were tested. The second-lowest performing school, LEARN 8 Middle, underwent unusual challenges and a leadership change, discussed below.)

Figure 4 - PARCC % Meeting or Exceeding in ELA and Math for all LEARN Campuses Compared to Ward 8 Elementary and Middle Schools (DCPS and Charter Schools)



LEARN has posted especially strong standardized test results for African Americans, Hispanic, and low-income students as shown in Figure 5. For these subgroups, LEARN Network overall eclipsed the state in the percentage of students meeting or exceeding proficiency on the PARCC Composite.

Figure 5 - LEARN Network’s recent overall performance on the PARCC Composite by subgroup
LEARN PARCC Composite Subgroup Performance 2015-2017

Subgroup	Year	LEARN Schools	Illinois
African-American	2015	20%	15%
	2016	24%	15%
	2017	21%	15%
English Learner	2015	16%	9%
	2016	21%	11%
	2017	14%	11%
Hispanic	2015	27%	22%
	2016	31%	22%
	2017	26%	22%
Low-Income	2015	21%	19%
	2016	24%	19%
	2017	21%	20%

NWEA Growth over three years by subject

LEARN Network uses NWEA MAP as a benchmark assessment and accountability system. NWEA suggests that 50% of scholars meeting their growth targets is the norm. Over the past three years, over half of LEARN 3-8 grade students met their growth in both reading and math as shown in Figures 6a and 6b below. This is a significant achievement since 89% of the students LEARN serves are low-income and many come to school with significant needs. LEARN 6, our model for LEARN DC, is posting even higher average growth, as shown in Figures 6c and 6d.

Figure 6a - LEARN Network

Percent of students in grades 3-8 meeting projected spring-to-spring growth on NWEA MAP Math (All LEARN Schools)

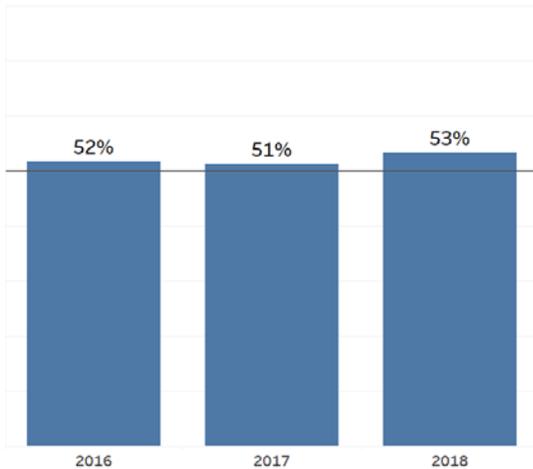


Figure 6b - LEARN Network

Percent of students in grades 3-8 meeting projected spring-to-spring growth on NWEA MAP Reading (All LEARN Schools)

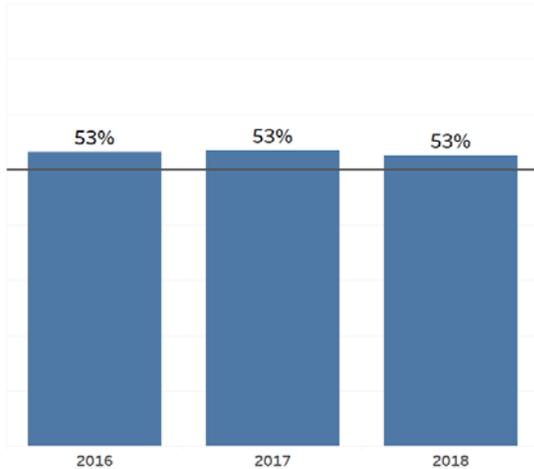


Figure 6c- LEARN 6

Percent of students in grades 3-8 meeting projected spring-to-spring growth on NWEA MAP Math (LEARN 6 in North Chicago)

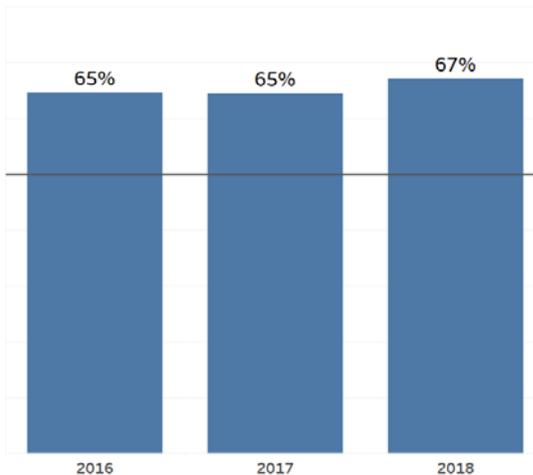
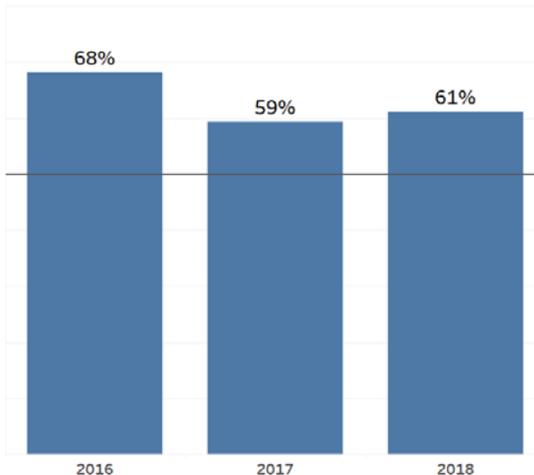


Figure 6d - LEARN 6

Percent of students in grades 3-8 meeting projected spring-to-spring growth on NWEA MAP Reading (LEARN 6 in North Chicago)



Chicago Public School's Performance Management Framework

LEARN's schools in the Chicago Public Schools (CPS) district receive accountability reports on the system's [School Quality Rating Policy \(SQRP\)](#) which is provided in Figure 7. The

performance indicators on SQRP attempt to capture a holistic picture of a school’s performance including the following metrics: NWEA growth, NWEA attainment, Attendance, 5 Essentials Survey (measure of school’s culture and climate), and quality of data in the student information system. The ratings are, from highest to lowest, Level 1+, Level 1, Level 2+, Level 2, and lowest being a Level 3. The ratings for each year are based on the previous year’s data. Figure 7 displays the results for LEARN’s seven CPS schools based on [School Data](#) from the 2016-2017 school year. Four schools achieved a rating of Level 1 or 1+ and three schools a status of Level 2 or 2+. No LEARN school received a rating below Level 2. Furthermore, since the creation of the SQRP ratings, none of our schools have ever been rated a Level 3, on probation, or in danger of closing. Full SQRP results are available in Appendix A.

Figure 7 - SQRP Points earned by LEARN Schools for SY17-18

School Name	SQRP Total Points Earned	SY17-18 SQRP Rating
LEARN 7	3.1	Level 2+
Romano Butler	3.9	Level 1
Campbell	3.5	Level 1
Excel	4.3	Level 1+
LEARN 8	2.6	Level 2
Hunter Perkins	3.5	Level 1
South Chicago	2.7	Level 2

LEARN schools post consistently higher student attendance than the average for their district and state, as shown in Figure 8.³⁴ In 2017, LEARN schools exceeded their district attendance averages by 2 to 3 percentage points. LEARN places a strong emphasis on attendance and when students are absent or tardy, schools move quickly to work with parents on strategies to get their children to school.

Figure 8 - Enrollment and Attendance Data for LEARN and Community District

WAUKEGAN SCHOOL	Enrollment			Attendance		
	2015	2016	2017	2015	2016	2017
District 60 - Waukegan	17,042	16,819	16,478	93%	94%	92%
LEARN 9		194	328		95%	95%

³⁴ Enrollment and attendance data is from the 2016-2017 Illinois Report Card available at www.illinoisreportcard.com.

NORTH CHICAGO SCHOOLS	Enrollment			Attendance		
District 187 - North Chicago	3,569	3,676	3,564	92%	92%	92%
LEARN 10			94%			95%
LEARN 6 North Chicago	490	496	490	95%	96%	95%

CHICAGO SCHOOLS	Enrollment			Attendance		
District 299 - CPS	396,683	392,051	382,929	93%	94%	93%
LEARN Excel	448	436	447	95%	96%	96%
LEARN 7	267	353	361	94%	95%	96%
LEARN Romano Butler	638	622	643	95%	97%	96%
LEARN Hunter Perkins	456	495	495	95%	96%	96%
LEARN 8 Middle School	284	242	289	97%	98%	96%
LEARN South Chicago	450	497	492	96%	96%	96%
LEARN Campbell	488	453	435	95%	95%	95%
Illinois	2,054,556	2,041,779	2,028,162	94%	94%	94%

LEARN schools have a low rate of mid-year student withdrawal, as shown in Figure 9. The only exception is LEARN 10 which has a high proportion of military families and a small enrollment, as it was opened in 2016 and has not yet reached full capacity.

Figure 9 - Mid-year Student withdrawal rate

School	20th Day Enrollment	FY16 Withdraws	Overall % Withdrawn	20th Day Enrollment	FY17 Withdraws	Overall % Withdrawn	20th Day Enrollment	FY17 Withdraws	Overall % Withdrawn
LEARN - BUTLER	556	64	11.51	572	49	8.57	582	28	4.81
LEARN - EXCEL	436	43	9.86	451	40	8.87	452	50	11.06
LEARN - CAMPBELL	453	28	6.18	439	35	7.97	402	26	6.47
LEARN - SOUTH CHICAGO	497	49	9.86	493	62	12.58	454	38	8.37
LEARN - PERKINS	495	21	4.24	497	17	3.42	503	12	2.39
LEARN - 6	496	50	10.08	490	48	9.80	486	33	6.79
LEARN - 7	353	41	11.61	360	49	13.61	317	24	7.57
LEARN - 8	242	14	5.79	291	30	10.31	306	28	9.15
LEARN - 9	183	13	7.10	328	6	1.83	392	7	1.79
LEARN - 10		12			94	12.77	159	21	13.21

LEARN schools have low rates of suspension and expulsion, as shown in Figure 10, based on internal estimates of suspension and expulsion data from the 2017-2018 school year. Student denominators are drawn from mid-fall student totals, where available. As described in Section B.1.b Methods of Instruction, LEARN provides a tiered system of social and emotional supports for children to prevent disciplinary incidents that result in suspension or expulsion. During the 2017-18 school year, across all ten campuses, three students were expelled. In each case, the student’s behavior involved serious violations of the physical safety of innocent peers. (The unusually high suspension rate at LEARN 8 is explained below.)

Figure 10 - Internal Suspension Estimates

School	Students with 1 or more days of out-of-school suspensions		Students with 10 or more days of out-of-school suspensions		Students with disabilities with 1 or more days of out-of-school suspensions		Expulsions	
	#	%	#	%	#	%	#	%
LEARN 10	8	5.0%	0	0%	1	0%	0	0%
LEARN 6 North Chicago	35	7.2%	1	0.2%	6	0%	0	0%
LEARN 7	19	6.0%	1	0.3%	4	11.1%	0	0%

LEARN 9	11	2.8%	0	0%	0	0%	0	0%
LEARN Butler	52	8.9%	3	0.5%	12	20.7%	2	0%
LEARN Campbell	36	9.0%	1	0.2%	5	16.1%	0	0%
LEARN Excel	17	3.8%	5	1.1%	0	0%	0	0%
LEARN Hunter Perkins	54	10.7%	5	1.0%	7	14.6%	0	0%
LEARN Middle	68	22.2%	3	1.0%	14	28.0%	1	0%
LEARN South Chicago	52	11.5%	5	1.1%	6	14.3%	0	0%

Optional Data - Non-Academic Indicators - College Enrollment LEARN’s mission is to provide students with the academic foundation and ambition to earn a college degree. Therefore, our ultimate measure of success is our student’s ability to graduate from high school, matriculate to college and graduate. This is described in detail in Section A. We rigorously track our alumni through the National Student Clearinghouse and other sources. The table below compares LEARN’s 8th grade graduates to their peers attending Chicago Public Schools. The data below is incredibly valuable to the Network because it is a key indicator LEARN is fulfilling its promise to kids and families by living out its mission.

Indicator	LEARN Alumni (100% African American)	Chicago Public Schools Alumni African American Students
High School Graduation	95%	65%
College Matriculation	83%	39%
College Graduation	31%	15%

Anomalies and Areas of Opportunity LEARN has a continuous learning cycle, where it reviews MAP, PARCC and suspension data. In the data set for MAP and PARCC there are a few instances where the data is not meeting our goals.

LEARN 7 Elementary and LEARN 8 Middle School have been two of our lowest performing schools as measured by PARCC. Both schools opened in 2014 with an unprecedented disruption to the founding process of the school. The brand new construction of their shared facility was unexpectedly not ready for opening which prevented the schools from inhabiting the building. During the turbulent first 5 months of school opening, both campuses were relocated three times. Naturally, these schools struggled to establish a strong positive school culture which in turn

negatively impacted student performance and staff retention. This experience has shaped the way the LEARN Network thinks about opening schools, spurring the creation of a school opening plan and leadership pipeline for new schools.

In 2018, we replaced the LEARN 7 Principal with one of the Network's most experienced school leaders who is a former Special Education Case Manager and expert at building respectful, supportive school cultures focused on academic achievement. We also appointed a Resident Principal with experience as a turn-around principal in Washington, D.C, to help lead LEARN 7. These leadership shifts speak LEARN's commitment to deploying resources to overcome weaknesses and do whatever it takes to strengthen our schools.

In summary, launching a new school in Ward 8 represents a chance to accelerate the achievement of students with very similar demographics and challenges as those we've successfully served in the Chicago region. In our current schools, we have demonstrated the ability to offer families an outstanding alternative to underperforming neighborhood schools. Our rigorous academic program and safety net of supports allows us to meet parents' highest aspirations for their children, regardless of their background. No charter school network in the Chicago area has done a better job of closing achievement gaps for African American and low-income students, and no other charter school in our area — or in Washington, D.C. — has been intentionally designed to meet the needs of military students. Based on our current academic performance we are confident that we would offer an attractive alternative to the families of Ward 8.

4. Charter Goals and Student Academic Achievement Expectations

LEARN intends to adopt the Performance Management Framework (PMF) as goals because we believe that those goals align well with our mission to prepare all students to succeed in earning a college degree. We will use LEARN DC's PMF results to identify areas for improvement and continually strengthen our practices and further accelerate student learning.

C. Management Plan

1. Founding and Leadership

a. Profile of Founding Group LEARN's Founding Group brings the requisite expertise to successfully launch and support LEARN DC through all phases of the school's development. Collectively, our Founding Group brings decades of organizational, financial, legal, real estate, facilities and start-up experience. A number of members have recent, extensive experience as school leaders and teachers serving students similar to those who would enroll in LEARN DC.

Gregory White, President & CEO, LEARN Charter School Network

Gregory White has served as the President and CEO of LEARN Charter School Network since 2008. Under White's leadership, LEARN has expanded from one school serving 200 students to a network of ten schools educating over 4,000 students across three cities. Prior to becoming President and CEO, White was a member of the LEARN Board of Directors for ten years. His commitment to LEARN's mission motivated him to leave the private sector and serve as LEARN's first President and CEO. Previously, White had worked for more than 15 years in the investment, entrepreneurial and finance industries. He was a Co-Founder and Partner of a private equity firm, Chicago Venture Partners, L.P., where he identified, evaluated and structured investments in rapidly growing companies and assisted the fund's portfolio companies. Earlier in his career, White worked for Salomon Brothers, Continental Bank and Shorebank.

White graduated with academic honors from Brown University and earned an MA in business administration from the Harvard Business School. He currently serves on the board of the Federal Home Loan Bank of Chicago, a \$90 billion wholesale bank. He previously served on the boards of Christ the King High School, National Louis University and Lakefront Supportive Housing. White was both a Broad Academy and Pahara-Aspen education fellow.

Maya Martin, Founding Board Chairperson, Executive Director, PAVE

Maya Martin is a native Washingtonian residing in Ward 6 and the Executive Director of PAVE (Parents Amplifying Voices in Education), which she founded in 2016. PAVE's goal is to create an education system in D.C. where parents are partners and leaders in developing outstanding school options for every child in every ward and community.

Martin was an Entrepreneur in Residence with New Schools Venture Fund from November 2015 to April 2016 while working to found PAVE. Previously she served as the Chief of Staff at Achievement Prep, a public charter school network located in Ward 8, where she focused on developing and leading the organizational infrastructure as the network grew. In her role, she managed operations, enrollment, board relations, development, data, compliance, external relations and special projects. Martin also previously served as the Director of Policy and Special Programs for Center City PCS, a D.C. charter network with six campuses, as a Senior Program Manager for Sponsors for Educational Opportunity, a non-profit that places students of color in corporate financial internships, and as an Assistant Director of Admissions for her alma mater,

Dartmouth College. She received her BA in sociology and history from Dartmouth College and an MPP from the Harvard Kennedy School of Government. Martin serves on the Advisory Board of the D.C. chapter of Democrats for Education Reform.

Marco Vinicio Quintana, Founding Board Treasurer, Senior Vice President and Director BMO Harris Bank

Marco V. Quintana is Senior Vice President and Director with BMO Harris Bank's Commercial Business Banking Division. In his current role, Quintana leads a team of bankers in Illinois, Florida and Arizona who are responsible for business development and portfolio management of clients including nonprofits and companies from a variety of industries. Quintana has extensive experience in M&A, Cashflow, ABL, recapitalizations, commercial real estate and New Market Tax Credit financing. He earned a BS in finance from Lewis University and is a Leadership Greater Chicago 2018 Fellow and a board member of the Black Investment Fund in Florida.

Shanika Hope, Founding Board Member, Digital Content Strategist and Research Lead, Amazon

Dr. Shanika Hope is a former elementary school teacher, principal and high school turnaround specialist with over 20 years of experience in education. She has managed or supported more than three dozen Washington, D.C., public schools and public charter schools in various capacities. Prior to her current role as the Digital Content Strategist and Research Lead at Amazon, Hope's experience included serving as the Vice President of National Urban Markets Initiatives at McGraw Hill Education, the Vice President of Curriculum and Instruction at Discovery Education, the Assistant Superintendent of Elementary & Secondary Education for the D.C. State Education Office and as a School Performance Officer for DC Public Schools. She also served as a school Principal and teacher in both Washington, D.C., and Virginia. Dr. Hope earned a PhD in urban services/educational leadership an MA in math and science education from Old Dominion University, where she was selected as a Holmes Scholar.

Michelle Pierre-Farid, Chief Schools Officer, LEARN Charter School Network

Michelle Pierre-Farid serves as LEARN's Chief Schools Officer, a new role that provides strategic direction for curriculum, instruction, assessment and school improvement initiatives. In this role, she supports and supervises principals and the Department of Teaching and Learning and Department of Student Support Services.

Prior to coming to LEARN, Pierre-Farid served for six years as the Chief Academic Officer for the Cleveland Metropolitan School District, Ohio's second largest Pre-K-12 district enrolling nearly 40,000 students. Under her leadership, graduation rates in Cleveland improved by 17 percentage points within five years. Previously, Pierre-Farid had worked in Washington, D.C., as the Principal for New Leaders, as Deputy Chief Academic Officer for DC Public Schools, as Principal of Friendship Public Charter School and in other school leadership roles. Pierre-Farid

holds a BA in sociology and education from Adelphi University, an MS in school leadership from Trinity University, an MS in human resource development from Towson University, and an EdD in education leadership from the University of Pennsylvania.

Kelly Tyson, Principal, LEARN 6 Campus in North Chicago/Great Lakes

Kelly Baker Tyson, Principal of LEARN 6 Campus in North Chicago/Great Lakes, which serves military and civilian children, is entering her 24th year in the field of education. She began her career as a public school special education teacher for students with severe emotional and behavioral disturbances in the Iowa City Community School District. After moving to St. Louis, Missouri, Tyson taught mathematics in grades 3 to 6 at Community School, an independent elementary school. In 2003, Baker earned recognition from the St. Louis Science Center Carol B. & Jerome T. Loeb Prize for Excellence in Teaching, Mathematics and Science. In 2004, Tyson received a Fulbright Memorial Fund Scholarship to study the Japanese mathematics curriculum and education system. She next served as a special education coordinator for the Edwardsville Community Unit School District in Illinois and then from 2006 to 2013 as principal of City Academy, an independent elementary school in the inner city of St. Louis.

Tyson became the Principal of LEARN 6 Campus in North Chicago in 2014, an internal promotion from Assistant Principal of the school, and has been a critical in leading its strong academic performance. Under her leadership, the former Assistant Principal of LEARN 6 Campus, Christian Cigan, launched LEARN 10 Campus in North Chicago, the Network's second school serving military and civilian children. Tyson holds an MA in educational administration from the University of Iowa and a BS in elementary education and special education from Fontbonne University, St. Louis, Missouri.

**Kristen Denison, Chief of Advancement & External Affairs,
LEARN Charter School Network**

Kristen Denison serves as LEARN's Chief of Advancement and External Affairs. She is responsible for growth, fundraising, student recruiting and enrollment, and marketing for LEARN's ten schools. She also supports school leaders in developing relationships in the communities they serve. Denison has worked for LEARN since 2009 in various roles. Under her leadership, LEARN raised over \$38 million in private philanthropy, secured two discretionary Department of Education Charter Schools Program grants and expanded from two schools in Chicago to ten schools across three communities. Denison is a passionate advocate for school choice, having worked in the charter sector for over a decade both in Chicago and New Orleans, Louisiana. Denison is the daughter and granddaughter of U.S. Army officers and is committed to providing military families with high-quality school options. She earned a BA from Santa Clara University and an MA in public policy and administration from Northwestern University.

Donna Moore, Chief Financial Officer, LEARN Charter School Network

Donna Moore comes to LEARN with over 20 years of financial and operations management

experience. Prior to joining LEARN as the organization's first Chief Financial Officer in 2016, Moore served as the Chief Financial Officer of Chicago Public Media, Inc. (WBEZ 91.5 FM), a position she held for 16 years. In this role, Moore created the financial framework needed to manage growth in operations from \$7 million to over \$24 million. At WBEZ, she led the financing for a major facilities renovation project. She has also held positions in the for-profit sector and public accounting. At LEARN, Moore manages a \$55 million budget and leads a Finance Department responsible for managing LEARN school finances (banking relationships, debt structuring/refinancing, investments), accounting (payroll, payables, audit, financial reporting and analysis, budgeting, procurement) and compliance. Moore has a BBA in accounting from Loyola University, an MBA in finance from Kellogg School of Management at Northwestern University and an MPA from the Kennedy School at Harvard University.

Sabrina King, Chief Talent Officer, LEARN Charter School Network

Sabrina King serves as LEARN's Chief Talent Officer. King provides strategic direction, program design, and process management expertise for all areas of internal and external staffing, human capital management (pay, benefits, HRIS, labor law compliance, employee relations), and organizational effectiveness (performance management, leadership development, supervisor training, workplace culture). King brings more than 15 years of executive human resources experience to LEARN. Just prior to joining LEARN in 2017, King served as the Chief of People Management at the American Dental Association. King honed her HR expertise serving at two \$1 billion+ operating companies that each earned public recognition as "top Chicago employers." She began her career as a Financial and Business Analyst for Salomon Brothers in New York. King currently provides talent management and business governance advisory service as a board director for i.c. stars and Code Platoon, both technology-based workforce development nonprofits, and for Alliant Credit Union, a \$10 billion financial nonprofit.

King earned a BA in international government from Dartmouth College and an MA in Management in Organization Behavior from the Kellogg School of Management at Northwestern University. She holds a Senior Professional in HR designation. King is a certified trainer for Managing Personal Growth and Career Decision Making through Blessing White; a certified performance coach using the Lominger Career Architect suite; and in progress of earning certification as a culture coach using the Human Synergistics International Circumplex model.

Jane Boyd, Director of Special Education and Student Support Services, LEARN Charter School Network

Jane Boyd serves as LEARN's Director of Special Education and Student Support Services. In this role, Boyd manages a team of special education teachers, social workers, counselors, three managers assigned to various schools, clinicians and external social service partners across all ten LEARN campuses. Boyd brings 35 years of experience improving educational outcomes of students with behavioral, emotional and learning disabilities. This is her 12th year as a Director

of Special Education and Student Support Services, a role in which she has supported large districts with many schools and held responsibility for all aspects of the federal IDEA and Title grants. For the past four years, she has served as the LEA providing the full continuum of services for students with disabilities, including LEARN Waukegan where she is the LEA. Over the course of her career, Boyd has also served as a Special Education Teacher, Assistant Principal and Principal. Boyd has an MS in special education collaboration, graduate coursework in education leadership leading to state certification, undergraduate coursework leading to special education certification and a BA in elementary education. She is also the parent of a child with significant disabilities and the mother of a captain in the Marine Corp.

Founding Group Members who are LEARN Employees The following members are employees of LEARN Charter School Network: Greg White, Michelle Pierre-Farid, Kelly Tyson, Kristen Denison, Donna Moore, Sabrina King, Jane Boyd

Founding Group Experience LEARN’s Founding Group has a wide-range of experiences including founding, governing, operating and teaching as represented in the chart below. Please see Section E for their resumes. (Among those with school experience, none of their schools have closed or are slated for closure.)

Founding Group: Summary of Experience

	Organizational	Financial	Legal	Real Estate/ Facilities	New School Start-Up	Teaching	School Leadership	English Learner	SPED
Greg White	X	X	X	X	X				
Marco Quintana	X	X		X					
Maya Martin	X	X		X			X		
Shanika Hope	X					X	X		
Michelle Pierre-Farid	X					X	X	X	X
Kelly Tyson						X	X	X	X
Kristen Denison	X				X				
Donna Moore		X	X	X					
Sabrina King	X								
Jane Boyd	X		X			X	X	X	X

Founding Group Decision to Apply As a charter school network with the track record, desire and ability to serve more children, it is an expectation that LEARN staff in core leadership roles will support all aspects of launching new schools. Over the past decade, members of the LEARN team have successfully launched and supported ten public charter schools in three districts across Illinois. All members of the Founding Group were also involved in crafting the original Ward 8 POST proposal and the site visit with the Ward 8 POST members in May 2017 at LEARN 6 Campus in North Chicago. All Founding Group members continue to be involved in developing LEARN’s application to the DC Public Charter School Board and are highly motivated to work with the D.C. education community to ensure LEARN DC is successful.

LEARN’s successful track record of providing civilian and military families with a high-quality education inspired the Founding Group to engage in the Ward 8 POST’s unique, parent-led selection process. As described in Section A, in February 2017 LEARN was approached with the opportunity to respond to a community RFP designed by parents from the Ward 8 and the Joint Base Anacostia-Bolling (JBAB) communities for a new charter school operator. Called the Ward 8 Parent Operator Selection Team (POST), the military and Ward 8 parents worked together to identify an operator to open a new public school on a seven-acre parcel of federal land adjacent to JBAB. Up to 50% of the seats at the new school will be reserved for military families³⁵ and 50% will be open to children in the surrounding community through a lottery.

Motivated by the opportunity to leverage our expertise serving military, civilian and at-risk children in the same high-quality learning environment, we submitted our proposal to the Ward 8 POST on March 15, 2017. The POST reviewed our application and conducted an extensive site visit and interviews at LEARN 6 Campus in North Chicago on May 12, 2017. LEARN competed against four other local and national operators and was selected by the Ward 8 POST on June 6, 2017.

b. Key Personnel All members of the Founding Group listed above are involved in LEARN’s application to the DC Public Charter School Board and will continue to be involved throughout the LEARN DC planning process. Once it launches, several members of the Founding Group and their respective departments will provide LEARN DC with the following ongoing support:

- **Greg White**, LEARN’s Chief Executive Officer, will support LEARN DC with board management, political relationships, community relationships and overall strategy.
- **Michelle Pierre-Farid**, LEARN’s Schools Officer, will support and co-supervise the LEARN DC Principal
- **Kelly Tyson**, Principal of LEARN 6 Campus in North Chicago/Great Lakes, will mentor LEARN DC’s Principal, who will serve as LEARN 6’s Resident Principal for one year prior to LEARN DC’s launch.

³⁵ B21-0039 - Military Installation Public Charter School Amendment Act of 2015, <http://lims.dccouncil.us/Legislation/B21-0039?FromSearchResults=true>.

- **Donna Moore**, LEARN’s Chief Financial Officer will provide LEARN DC with services including payroll, accounts payable, procurement, banking relationships, facilities financing, financial reporting, audit, grant administration, student information systems and student/financial compliance.
- **Jane Boyd**, LEARN’s Director of Special Education and Student Support Services, will support and supervise LEARN DC’s Special Education Director.
- **Sabrina King**, Chief Talent Officer, will support and co-supervise LEARN DC’s Human Resources Manager, and provide services including cultivating talent pipelines and succession plans, selection process design and background checks, off-boarding, employee benefits, employee relations consultation, HR policy, personnel record keeping, human resource information system management and internal communications (the last in conjunction with LEARN Network Communications department).
- **Kristen Denison**, LEARN’s Chief of Advancement, will provide LEARN DC with start-up support, including but not limited to fundraising, marketing, and assistance with student recruitment and community engagement.

b. Key Personnel The full job descriptions are included in Appendix D. Job Descriptions. Below are the key responsibilities and outcomes for the LEARN DC Executive Director and Principal.

Job Title: Executive Director, LEARN DC	
KEY RESPONSIBILITIES/OUTCOMES <i>Organized by major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
<p>Strategy</p> <ul style="list-style-type: none"> ● Report to and regularly communicate with the Washington, D.C., Board of Directors; work with the Board on long-term strategic plans. ● Develop and ensure execution of the overall organizational plan and strategy for LEARN DC; collaborate with the senior team to understand all aspects and needs of the organization’s development, and to effectively communicate operational objectives and strategic plans. ● Foster a results-oriented, productive environment of accountability. ● Hire and supervise a team of senior leaders. 	25%
<p>Development & Community Engagement</p> <ul style="list-style-type: none"> ● Working closely with the LEARN DC Board and senior staff, assist, support and participate in fundraising and development; participate in solicitations of donors and in Board Development; oversee development staff. ● Serve as the face of LEARN DC to local governing authorities and other audiences including students, parents, teachers, the federal government, and the private/business sector, actively promoting LEARN DC. 	35%

<p>Operational Oversight</p> <ul style="list-style-type: none"> • Ensure sound operation of LEARN DC by directing an annual operating plan process and monitoring progress against plan. • Serve as the primary interface with the DC Charter Board to ensure appropriate allocation of possible resources and compliance with Charter Board and government regulations. • With the LEARN Principal and LEARN Network Academic Leaders develop LEARN DC academic goals and performance benchmarks; conduct progress reviews and performance evaluation against goals. • Ensure sound financial and accounting practices are followed, budgets are maintained and appropriate controls are in effect and administered. 	40%
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Job Title: Principal of LEARN DC	
KEY RESPONSIBILITIES/OUTCOMES <i>Organized by major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
<p>School Culture</p> <ul style="list-style-type: none"> • Advance the LEARN vision and core values through instructional expertise and leadership. • Create a school culture and climate that reflects the LEARN mission. • Demonstrate and communicate the organizational vision in daily activities. 	20%
<p>Academic Operations</p> <ul style="list-style-type: none"> • Manage day-to-day school responsibilities including direct supervision of staff. • Recruit, select, coach, evaluate, and retain instructional and support staff; lead school-based professional development • Supervise instructional methods, evaluate lesson plans, observe and coach instructional staff and academic support staff. • Develop, implement, and manage curriculum/assessment testing according to state regulations and school performance goals. • Drive instruction, performance outcomes, and enrichment for students using data and creative strategies. • With Director of Operations LEARN D.C., develop and manage the annual school budget including staffing and facilities. 	60%
<p>Family and Community Engagement</p> <ul style="list-style-type: none"> • Manage school communications including interactions with parents for problem resolution. • Engage parents and community members in school and extracurricular activities to build sustainable relations. • As requested, participate in community and other development efforts. 	20%

During the planning year, the following key personnel for LEARN DC will be hired and assume implementation responsibility under the guidance of the Founding Group:

- Executive Director (initially reporting to LEARN Charter School Network President & CEO prior to the school's launch, then transitioning to report to the LEARN DC Board of Directors in Year 1)
- Principal (reporting to LEARN DC Executive Director)
- Director of Operations (reporting to LEARN DC Executive Director)

Three months prior to the school's launch, a Director of Student Support Services (reporting to the LEARN DC Principal) will be hired.

Selection Criteria, LEARN DC Executive Director and Principal The two most critical hires for LEARN DC will be the Executive Director and the Principal.

The LEARN DC Executive Director will be the position most responsible for operationalizing LEARN's proven approach to creating a high-quality learning environment for students from diverse civilian and military families. The Executive Director will need to thoroughly understand and adapt LEARN's practices to meet the unique needs of JBAB and Ward 8 families. We will seek to promote from within the existing LEARN Network or hire an individual capable of leading a successful school start-up and then managing a high performing public charter school. This position will be responsible for providing leadership to the principal and other key personnel to achieve strategic and academic goals, cultivating strong community and school district relationships, guiding school financial stability including through active development efforts and managing overall coordination of services to LEARN DC from the Network.

The initial candidate profile includes the following selection criteria:

- Alignment with LEARN's *Five Core Values* (see Section A.1.)
- Demonstrated cultural competency, preferably experience working with military families and at-risk families.
- Passion for education innovation and serving children in underinvested communities.
- Entrepreneurial drive and proven results launching new ventures or major initiatives, including development and fundraising.
- Strategic thinker and skilled at executing multi-year business plans.
- Track record leading prudent financial and operational management practices for mid-sized schools or human services nonprofits.
- Superior relationship management and talent assessment skills, a community builder.

A search committee led by the Chief Talent Officer with representation from the Founding Group, Founding Board and the Ward 8 POST will finalize the candidate profile. This search committee will engage a dedicated recruiting agent (paid for by LEARN Charter School Network) to recruit a pipeline of internal and external Executive Director candidates.

We know from years of experience launching charter schools in three cities that the best predictor of a school's academic success is the quality of the school leader. Therefore, hiring an outstanding **Principal to lead LEARN DC** will be our next priority. Selection will also be managed by the aforementioned search committee based on the following criteria:

- Alignment with LEARN's Five Core Values.
- Passion for education innovation and serving children in underinvested communities.
- Demonstrated cultural competency and commitment to charter school movement.
- Experience working with military families and at-risk families.
- Minimum five years' experience as a master teacher or instructional coach.
- Track record of using data to drive school-wide decision-making.
- Track record with high school placement processes and outcomes.
- Proven experience selecting, implementing and supervising instructional methods, and coaching instructional staff in effective teaching strategies to close academic gaps.
- Experience and outcomes achieved from following social-emotional learning best practices and familiarity with Multi-Tier Systems of Support or similar approach.
- Demonstrated ability to lead school-based professional development and execute positive, high impact performance observation and coaching.
- Solid relationship management and communications skills: a team builder.

Developing a Candidate Pipeline To ensure a pipeline of excellent principal candidates, LEARN continually works to develop the instructional leadership skills of our internal instructional coaches and assistant principals. Training and mentoring our own future principals means that candidates can step into new positions with proven skills, commitment to our Five Core Values and knowledge of our programs and practices. We have begun conversations with several current and former leaders within the LEARN Charter School Network who may be interested in the role of LEARN DC Executive Director or LEARN DC Principal. In 2018, LEARN Network Human Resources began formally identifying LEARN staff interested in pursuing school leadership careers and established a preliminary pool of 32 staff members for further assessment and potential development.

For a LEARN campus serving the diverse Ward 8 and JBAB communities, we will focus specifically on selecting a Principal who ideally has experience working with military and civilian families with diverse backgrounds. Similar experience is preferred but not required of the LEARN DC Executive Director, a position that will need a strong business leader and strategic thinker. The five-part selection process for these two positions will include:

1. An in-depth interview focused on mission and core values-alignment, prior work accomplishments and evidence-based assessment of results by the search committee led by the LEARN President & CEO (for Executive Director candidates) or by the LEARN Charter School Network Chief Schools Officer (for principal candidates).

2. An assessment of leadership and culture management style, and fit with our mission and vision led by our Network's Chief Talent Officer.
3. A structured interview of finalist candidates by a panel of Ward 8 and JBAB parents who are not members of the search committee. Our Network's Chief Advancement Officer will facilitate the interview.
4. A vetting of character and work style via a "360 degree" reference-check by the Network's Chief Talent Officer.
5. A final selection review and approval by the search committee.

Remaining Key Personnel Selection The key personnel hire prior to Year 1 is the Director of Operations. This position will have direct accountability for day-to-day planning and execution of critical startup efforts including facility construction or community outreach.

The **Director of Operations** role is being established specifically for LEARN DC. (See the summary of this position below.) This staff member will plan, coordinate and supervise day-to-day business operations of the school office and the facility, and lead coordination of services shared with the LEARN Network, including financial and data management platforms. An initial pipeline of candidates for this position will be generated through LEARN's extensive contacts in charter schools and district schools. We will also conduct an online search and recruit potential candidates with the desired background in school operations or other facilities management.

Most important selection criteria will include:

- Alignment with LEARN's Five Core Values.
- Passion for our mission of serving children in underinvested communities.
- Demonstrated cultural competency and commitment to charter school movement.
- Minimum three years' experience in project management leadership.
- Experience developing and executing business plans: strategic, operating and tactical.
- Proven ability to successfully plan, organize and launch facility build-outs and construction projects.
- Successful compliance with extensive and varied regulatory requirements and authorities
- Demonstrated skill at complex vendor management.
- Experience developing and ensuring adoption of policies and procedures.
- Excellent communication, influencing, group facilitation and relationship management capabilities.
- Working knowledge of property, safety, security, IT and general office management.
- Proven success at using data and analysis to make informed decisions.

Job Title: Director of Operations, LEARN Washington, DC	
ESSENTIAL RESPONSIBILITIES	% TIME SPENT
<p>Facilities Operations (includes Security, Food and Transportation)</p> <ul style="list-style-type: none"> • Oversee space and site planning, acquisition, and construction management for build-out of new or expansion real estate facilities for LEARN Washington, D.C. • Direct maintenance of facilities that are clean, organized, and well-maintained; establish and implement preventive and scheduled maintenance plans; overseeing space reconfigurations to accommodate building population shifts. • Plan and direct procurement, maintenance and replacement of classroom furniture, furnishings and major supplies of student materials; coordinating as applicable with LEARN CMO for economies of scale and standardization of LEARN brand. • Find and select service and equipment providers. Negotiate and enforce costs, terms and conditions with suppliers. Conduct requests for proposals (RFPs) as needed. • Manage site relationships and any lease, real estate fulfillment obligations by school district or military base authorities. 	40%
<p>Campus Support</p> <ul style="list-style-type: none"> • Directly and indirectly manage all site-based operations staffs of such as IT technical support, building engineers, security officers, facility custodians, and office management. Covers all vendor-leased staff. • Oversee and optimize processes and operations of campus technology infrastructure. • Oversee local onboarding and off-boarding of staff including building/room access key(s), security badging. • Direct campus activities such as safety drills, pick-up and drop-off, school outings and other campus-wide teacher, parent or student events. 	30%
<p>Business Management & Compliance</p> <ul style="list-style-type: none"> • With LEARN Network Leadership Team and LEARN DC Executive Director, create and manage annual operating budgets including staffing plans. Coordinate procurement invoicing, general ledger accounting and expense reporting with LEARN Network financial systems. • Direct student enrollment and attendance data collection and reporting. • Organize and manage Board of Trustees meetings and compliance with FOIA rules. • Direct planning and compliance with all local, state and federal health, safety, occupancy, property and related regulations. 	25%
Direct and perform special projects as assigned.	5%

The **Director of Student Support Services** role is being established specifically for LEARN DC. This staff member will plan, coordinate, and supervise execution of all special education and social-emotional learning, reporting to the LEARN DC Principal. This staff member will work closely with the LEARN Network Director of Special Education and Student Support

Services to align local programs with Network-wide curricula and special education norms as well as integrate local regulatory requirements. To ensure fidelity of process and procedural alignment, all special education, social worker, and clinicians will be an indirect report of the LEARN DC Director of Student Support Services. An initial pipeline of candidates for this position will be generated through outreach via our local charter school contacts, vendor provider networks of special education and clinician talent and online search. Selection criteria include:

- Alignment with LEARN’s Five Core Values.
- Passion for our mission of serving children in underinvested communities.
- Demonstrated cultural competency and commitment to charter school movement.
- Minimum five years teaching experience in special education.
- Experience leading and managing a team of service providers or teachers.
- Demonstrated track record delivering gains in academic achievement for students with diverse needs.
- In-depth knowledge and hands-on design of diverse learner IEPs and 504 plans.
- Experience administering fully compliant process and procedures, and managing relations with authorizers and standards-setting authorities.

Job Title: Director of Student Support Services, Washington, DC	
<i>KEY RESPONSIBILITIES/OUTCOMES Organized by major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
<p>Program Direction</p> <ul style="list-style-type: none"> • Direct special education services for all students with disabilities and/or students who are English Language Learners (EL) and ensure that learning plans are aligned with the LEARN Network’s core curriculum and any locally required OSSE guidelines and policies. • Lead administration of social and emotional learning (SEL) aligned to LEARN Network standards and any future OSSE standards for SEL. • Ensure that every school has put into place an effective Multi-Tier Support System (MTSS) to provide tiers of support appropriate for individual scholars. • Monitor achievement testing for students with disabilities and EL students. 	25%
<p>Special Education Service Delivery</p> <ul style="list-style-type: none"> • Select, supervise, direct, coach, evaluate and coordinate services provided by the Special Education Team—includes: special education teachers, social workers, and related clinicians. Establish and manage vendor relations and outsourced staff. • With LEARN CMO Director of Student Services, plan and deliver staff professional development training • Supervise the writing of appropriate IEP/504 plans; oversee diverse learning progress monitoring and execution of (IEPs). • Collaborate with school leaders regarding the discipline of students with disabilities. 	40%

Compliance <ul style="list-style-type: none"> • Ensure that all IEPS and Special Education procedures are compliant with federal law. • Serve as a liaison to facilitate the relationship between LEARN D.C. and the Special Education Department of Local Education Agency; participate in all matters of dispute resolution pertaining to students with disabilities; manage mediation and due process procedures. • Coordinate the implementation of related grants. 	20%
Special projects as assigned	5%

Selection for these key personnel roles will be led by our Human Resources department and follow LEARN’s standard recruiting process for administration leaders, which includes:

1. Pre-screening for Core Values alignment and mutual interest.
2. An in-person behavioral interview that includes a review of technical achievements and qualifications and job simulation role plays with a panel of peers and subject matter experts on the Network staff.
3. A vetting of character, past achievements, strengths and development areas through a reference-check with two or three previous supervisors.
4. For finalists, an interview with the LEARN DC Executive Director.
5. Final selection made by the LEARN DC Executive Director and Network President & CEO.

In-person behavioral interviews include an assessment of 9 to 12 predefined behavioral effectiveness competencies considered critical for LEARN employees. These are characteristics or skills that directly influence someone’s degree of success and emotional comfort working in a LEARN environment. These competencies with their definitional statements are provided in Appendix E. Effectiveness Rating Scale. A summary list of the competencies is as follows:

Behavioral Effectiveness Competencies Summary

All Employees - All job levels (9)	Added for People Managers (3)
<p>CORE VALUES. Actions and decisions are consistent with LEARN’s values</p> <p>SERVICE FOCUSED. Meeting others’ needs (internal and external) and understanding their perspectives.</p> <p>RESULTS ORIENTATION / INITIATIVE. Sets and achieves goals, initiates action. Ability to recover quickly from failures.</p> <p>EXCELLENCE. Striving for, meeting or exceeding standards. High integrity.</p>	<p>MANAGES THROUGH VISION and PURPOSE. Can clearly articulate a vision for why the team exists and the purpose of the work; enabling others to engage and be inspired to achieve stretch results.</p> <p>EFFECTIVE TEAM LEADER. Fosters positive team morale and high productivity. Promotes work/life balance, recognizing the structured demands of a K-8 educational organization.</p>

All Employees, Cont.	Added for People Managers, Cont.
<p>EFFECTIVE COMMUNICATOR. Adapts content and communication to the needs of the audience, and shares information clearly.</p> <p>JUDGEMENT. Makes sound decisions appropriate to circumstances. Uses best available information and understanding of LEARN's core values to form an opinion objectively.</p> <p>PARTNERSHIP. Working as a positive team member. Can be counted on to advance LEARN and work team goals.</p> <p>PLANNING and ORGANIZING. Marshals resources (people, funds, material, support, etc.) to get things done effectively.</p> <p>CONFIDENTIALITY. Ensures all LEARN information is secure and shared in a manner that meets organizational policy for confidentiality including student, personnel and creative information.</p>	<p>MANAGERIAL COURAGE. Discerning about people and performance and able to make tough decisions. Willing to take a stand, even when it's unpopular, yet open to other's perspectives and not afraid to be proven wrong.</p>

c. Planning Year A full calendar of activities is included in Appendix F. Planning Year Calendar and reflects activities in the following functional areas: accounting and finance, administrative, facility, governance, human resources, operations, teaching and learning, special education and technology. A summarized version is included in the chart below:

DEADLINE	FUNCTIONAL AREA	MILESTONE	Owner
May 2017	Pre-Application	Ward 8 POST visit LEARN 6 Campus (accompanied by FOCUS and PAVE)	LEARN Network
June 2017	Pre-Application	Ward 8 POST selects LEARN as preferred operator for new public charter school	LEARN Network
July 2017	Pre-Application	LEARN team travels to DC to meet with JBAB School Liaison Officer, members of the Ward 8 POST, and other stakeholders	LEARN Network
Sept. 2017	Pre-Application	LEARN team + Board members meet with other stakeholders + JBAB Command Team	LEARN Network
Jan. 2018	Pre-Application	EdForward visits LEARN schools in Chicago for due diligence	LEARN Network
April 2018	Governance	LEARN's Board of Directors approves LEARN to apply for new charter school in DC	LEARN Network
June 2018	Pre-Application	LEARN CEO hosts Meet and Greet for Ward 8 and JBAB families at THEARC (located in Ward 8)	LEARN Network

July 2018	Human Resources	Hired LEARN DC Community Engagement Consultant (reports to Chief of Advancement)	LEARN Network
	Pre-Application	Ward 8 POST member hosts "LEARN Meet and Greet" for JBAB families on base (led by Chief of Advancement)	LEARN Network
Jan. 2019	Human Resources	Launch search for Executive Director	LEARN Network
	Finance & Accounting	Engage Insurance Broker	LEARN Network
	Facility	Obtain / occupy temp office space	LEARN Network
Feb. 2019	Facility	Engage Architect	LEARN Network
April 2019	Finance & Accounting	Form Finance Committee	LEARN Network
May 2019	Facility	Engage General Contractor	LEARN Network
June 2019	Finance & Accounting	Establish regular financial reporting schedule and process	LEARN Network
	Finance & Accounting	Finalize FY20 Budget	LEARN Network
	Administrative	Submit regional/state filings to establish organization	LEARN Network
	Facility	Obtain occupancy of building	LEARN Network
	Facility	Secure construction/facility financing	LEARN Network
	Governance	Implement OMA and establish Board calendar	ED
	Governance	Establish membership of full Board of Directors	ED
	Human Resources	Deadline to hire Executive Director	LEARN Network
July 2019	Finance & Accounting	Engage Auditor	ED
	Finance & Accounting	Establish internal financial processes	ED
	Facility	Start Construction	ED
	Operations	Establish partnerships with Ward 8/Navy	ED
Aug. 2019	Finance & Accounting	Establish / set up Line of Credit	ED
	Finance & Accounting	Finalize 5 Year Financial Plan	ED
Sept. 2019	Human Resources	Launch search for Principal	ED
	Governance	Formally form Board Committees	ED
	Operations	File to become School Foodservice Authority	ED
Dec. 2019	Teaching & Learning	Develop academic / curricular plan	ED
	Teaching & Learning	Establish policies (discipline, grading, promotion)	ED
Jan. 2020	Human Resources	Begin Administrator recruitment	ED

May 2020	Operations	Establish Foodservice contract	ED
June 2020	Finance & Accounting	Finalize FY21 Budget	ED
	Facility	End Construction	ED
	Human Resources	Hire Principal	ED
Aug. 2020	Facility	Install building security system	ED
Sept. 2020	Human Resources	Set up HR applicant tracking system	LEARN Network
	Special Education	Join DC Special Education Cooperative	LEARN Network
	Teaching & Learning	Create curricular maps and draft unit plans	Principal
	Teaching & Learning	Develop assessment plan	Principal
Oct. 2020	Operations	Develop recruitment calendar	Comm Eng
	Operations	Establish dates/procedure for lottery and notification	Comm Eng
Nov. 2020	Human Resources	Begin teacher / social worker recruitment	Principal
	Technology	Begin e-rate process (consultant, draft 470)	ED
	Technology	Purchase /setup SIS	Principal
Dec. 2020	Finance & Accounting	Establish Payroll System	ED
	Facility	Establish emergency plans	Principal
	Human Resources	Finalize hiring / on-boarding paperwork	Principal
Jan. 2021	Human Resources	Hire SpEd Director and Administrative Staff	ED
	Technology	Purchase student/staff hardware	ED
Feb. 2021	Facility	Order furniture	Principal
	Operations	Establish student file processes and procedures	Dir Ops
	Technology	Select erate vendors	ED
March 2021	Operations	Student recruitment advertising (mailer, fliers, etc.)	Comm Eng
	Operations	Establish student registration process	Comm Eng
April 2021	Facility	Select Janitorial Service	Dir Ops
	Operations	Select Pest Control vendor	Dir Ops
	Operations	Order school uniforms	Dir Ops
May 2021	Special Education	Select SpEd external partners (RSP, Medicaid, Legal)	SpEd Dir
	Technology	Purchase student/staff software	Dir Ops

June 2021	Finance & Accounting	Finalize FY22 Budget	ED
	Finance & Accounting	Establish Student Fees systems & processes	Dir Ops
	Special Education	Purchase SEL curriculum & SpEd education interventions	SpEd Dir
	Human Resources	Fully hire teaching and SpEd staff	HR Mgr
July 2021	Finance & Accounting	Establish Title I/II/III / IDEA Plan and Budget	ED/SpEd Dir/Dir Ops
	Human Resources	Establish employee benefits / open enrollment	HR Mgr

Transitioning LEARN DC’s governance to a board of directors will require a thoughtful plan, especially given the three-years of planning anticipated prior to the school’s proposed 2021 opening. Working with Charter Board Partners (CBP), LEARN has developed the following timeline for recruiting LEARN DC’s Board of Directors.

Proposed Governance Timeline

Date	Key Activities	Board Size (Voting Members)
August 29, 2018	Submit application to PCSB with three founding board members named (Chair, Treasurer & Member).	3
Aug.-Dec. 2018	Continue to cultivate group of volunteers to support founding board throughout fall of 2018 using skills matrix and committee structure (with support from CBP).	3
December 31, 2018	Receive notice of charter approval. Sign new contract with CBP for recruitment and matching of up to seven additional founding board members.	3
March 1, 2019	Add two candidates vetted by CBP and interviewed and selected by LEARN DC’s Chair, Treasurer and LEARN Network President & CEO.	5
June 1, 2019	LEARN DC’s Board votes to approve initial set of governing policies (e.g. Interview and Selection of Trustees, Board Member Agreement, Conflict of Interest, Bylaws).	5
October 1, 2019	Add two more candidates vetted by CBP and interviewed and selected by LEARN DC,’s Founding Officers and LEARN CEO.	7
Oct. 2019-Aug. 2021	Founding Board works with volunteer committee members throughout the process of planning and launching the school.	7
September 30, 2021	Add two parents of students enrolled at LEARN DC to the Board.	9

Addressing Challenges LEARN anticipates challenges in all phases of opening LEARN DC. As we've learned, the work of launching new schools is entrepreneurial and involves a vast array of challenges, both the unforeseen and predictable. We recognize that this is our first expansion outside of the state of Illinois and that this work is difficult. Some challenges may include:

- Hiring staff in the competitive Washington, D.C., marketplace.
- Executing construction of the new school on time and on budget.
- Seamless coordination between LEARN DC and LEARN Charter School Network in Illinois.
- Recruiting students in the Ward 8 community with many existing public charter school options.
- Building trust with the local community (both Ward 8 and JBAB).
- Ensuring all families, including non-English speakers, are informed about LEARN as a public option for all students.
- Ensuring Ward 8 families know that LEARN DC, which will be located on property that formerly had restricted access, is open to the public.

LEARN is well poised to assemble a team of experts and leverage best practices to successfully launch the school. To hire excellent leaders, teachers and staff for LEARN DC, we will follow the rigorous recruitment and selection process described below in Section B.2, Staffing Plan. To manage construction of the new school, we will hire a project manager in Washington, D.C., with experience managing the construction of schools or other public institutions and delivering them on-time and on-budget. In particular, we will seek out a local project manager who has experience working with the military. We worked successfully with Naval Station Great Lakes to open a new school on a military base. In summary, we believe that hiring extraordinary talent with deep expertise and knowledge of the local landscape will ensure LEARN is able to overcome many of the predictable expansion challenges.

To meet operational challenges posed by distance, such as clear communication, we will draw on the best practices of similar high-performing charter networks who have successfully expanded across state lines. As a member of the Charter School Growth Fund's portfolio, we have easy access to this expertise. Even with good systems in place and best practices upon which to draw, we understand there will be a learning curve and have allocated time and resources accordingly.

The most important step we can take to address the challenges of launching a school in a new city, however, is to build meaningful, enduring relationships in our new community. As a newcomer, we know that building trust will be critical to our success, including our ability to recruit students and hire staff. We have already begun the work of building relationships in Ward 8 and with JBAB leaders through the work of LEARN's DC's Community Engagement Consultant, Shukurat Adamoh-Faniyan, the former Executive Director of a Ward 8 charter school. LEARN hired Ms. Adamoh-Faniyan on July 23, 2018. We are also drawing on our existing relationships with Ward 8 POST and Parents Amplifying Voices in Education to seek introductions to other organizations that can be partners in ensuring the success of our school.

2. Staffing Plan

a. Staffing Levels LEARN’s method for determining appropriate staffing levels is based on nearly 17 years of experience educating elementary and middle school students from diverse communities. First, we firmly believe it is critical that every student be taught by a highly-qualified and committed educator. Our staffing model prioritizes small class size (about 24 students in grades K-8) with an experienced teacher at the helm. In our experience, keeping classes small and recruiting exceptional teachers leads to strong academic outcomes for our students. To that end, we use the following assumptions for teaching and special education staff:

- K-3rd: 1 Teacher and 1 instructional assistant per classroom.
- 4th-5th: 1 Teacher and 0.5 instructional assistant per classroom.
- K-5th: 0.75 Specials teachers per grade level (3 sections).
- K-5th: 0.50 Supplemental teachers per grade level (3 sections).
- K-5th: 0.75 SPED teachers per grade level (3 sections).
- K-5th: 0.75 SPED paraprofessionals per grade level (3 sections).
- 6th-8th: 1 ELA and 1 Math teacher per grade level (2 sections).
- 6th-8th: 0.5 Science and 0.5 Social Science teachers per grade level (2 sections).
- 6th-8th: 0.5 Specials teachers per grade level (2 sections).
- 6th-8th: 0.5 Supplemental teachers per grade level (2 sections).
- 6th-8th: 0.5 SPED teachers per grade level (2 sections).
- 6th-8th: 0.5 SPED para professionals per grade level (2 sections).

In Year 1 of operation, we anticipate having 30.75 staff members. Every K-3 classroom will have a full-time instructional assistant to support the classroom teacher. We expect 0.5 instructional assistants for every classroom in grades 4 and 5. Along with classroom teachers and instructional assistants, an Academic Interventionist will be hired in Year 1 to provide supplementary instruction in small groups or one-on-one to students who need more intensive support. As the school grows, an Instructional Coach will be hired in Year 3 to provide teachers with mentoring, coaching and professional development.

Regarding AppleTree’s staffing model for Pre-K3 and Pre-K4, each classroom is staffed with two to three teachers. In a typical school, AppleTree will have two classrooms that are comprised of a Lead Teacher, a Resident Teacher, and a Teaching Assistant and the other of the classrooms staffed with two Lead Teachers and a part-time Teaching Assistant. All AppleTree schools, LEARN DC would be included, receive support from a Social Worker, Instructional Coach, and Special Education Teacher as needed. These staff members are AppleTree employees.

From experience, we know that the key to successfully serving both at-risk and military families is providing robust social-emotional learning and student support services. To that end, an experienced Student Support Services team led by a full-time LEARN DC Student Support Services Director will ensure we are meeting the needs of all diverse learners. This team will

include a Social Worker, Special Education Teachers and a part-time School Psychologist. The full time Social Worker will join the LEARN DC team in Year 1 to address the unique challenges of both the military families and the Ward 8 community, which may include significant trauma, homelessness, grief, depression, anger, abuse, neglect and high mobility.

LEARN provides a starting allocation of special education teachers to each school based on general education enrollment. The ratio is one special education teacher to about 100 K-8 general education students. In most of our existing schools, this ratio leads to average caseloads of 10 to 12 special education students per special education teacher. Each spring, we review the anticipated number and level of IEPs in each school to determine whether any campus would need additional special education teachers. We will implement this allocation model at LEARN DC as a starting point, but anticipate a higher percentage of students with disabilities in D.C. and will adjust staffing as needed. Currently, we increase special education teacher allocations where students have greater needs (See chart in Section C.5., Student Policies.)

Based on the demographics of similar schools, we do not anticipate serving many English learners. If the number of English learners is as low as anticipated, ESL services would be managed by the Director of Student Services. As the program delivery model for EL learners will be adjusting based on enrollment, so with the staffing pattern. For enrollment of less than 10 EL students, ESL resource supports will be provided by a classroom teacher or Academic Interventionist. Should enrollment of EL students exceed 10, an ESL certified specialist would be hired to service students and to provide programming expertise. Should the enrollment of EL students exceed 20 in the same first language, a bilingual teacher would be hired to provide TBE services. This progression of increased staff would continue based on EL student enrollment. Should the number of EL students reach 40, an EL Coordinator will be hired to develop and implement the curriculum and professional development to support instruction for all English learners. Our current schools range from 0% to 45% English learners.

A High School Placement Counselor will be hired in Year 2 to support the broader student body and to assist our middle school students and families with the high school application process.

All LEARN Network schools are supported by a cohesive and knowledgeable Charter Management Organization, which is headed by an experienced leadership team from LEARN Charter School Network. The Network team will provide support in areas including human resources, teaching and learning, technology, student recruitment, fundraising, operations, student support services, financial services and other back-office services. Since the Network staff is based in Chicago, we believe it's imperative to have a team on site at LEARN DC to ensure the day-to-day operations of the school are handled efficiently. This team will include the following roles in Year 1: Director of Operations, Human Resources Manager, IT Manager and Facilities Manager. As the school expands, we will hire a Business Manager in Year 5.

Job Descriptions and Staffing

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1.00	1.00	1.00	1.00	1.00	1.00
Principal	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal		1.00	1.00	1.00	1.00	2.00
Instructional Coach				1.00	1.00	2.00
Academic Interventionists (see pg. 33 for description)		1.00	1.00	2.00	2.00	3.00
Classroom Teacher		6.00	12.00	18.00	21.00	24.00
Supplemental Teacher (job description is same as classroom teacher)		1.00	2.00	3.00	3.50	4.00
Instructional Assistants		3.00	6.00	9.00	12.00	13.50
Specials Teachers		1.25	2.50	3.75	4.50	5.25
Director of Student Support Services	.25	1.00	1.00	1.00	1.00	1.00
SPED Teachers		1.25	2.50	3.75	4.50	5.25
Speech-language pathology					1.00	1.00
Psychologist						1.00
Social Worker - Counselor		1.00	1.00	1.00	2.00	2.00
SPED paraprofessional - Aid		1.25	2.50	3.75	4.50	5.25
High School Placement Counselor			1.00	1.00	1.00	1.00
Nurse			0.50	0.50	0.50	0.50
Director of Operations	1.00	1.00	1.00	1.00	1.00	1.00
Business Manager						1.00
HR Manager		1.00	1.00	1.00	1.00	1.00
Office Manager	0.50	1.00	1.00	1.00	1.00	1.00
IT Manager		1.00	1.00	1.00	1.00	1.00

Office Assistant		1.00	1.00	1.00	1.00	1.00
Community Engagement Manager	1.00	1.00	1.00	1.00	1.00	1.00
Aides - part-time recess and lunch		3.00	3.00	3.00	4.00	4.00
Facilities Manager		1.00	1.00	1.00	1.00	1.00
Custodians		1.00	2.00	2.00	2.00	2.00
TOTAL	4.75	30.75	47.00	62.75	74.50	86.75

b. Teacher Quality We believe it is important for our employees, including administrators, teachers and support staff to reflect the diversity of the students we serve and the world they live in. We make every effort to hire local talent (including parents) who understand community needs for teaching and various staff positions.

In opening the LEARN DC we will follow the same strategies successful in attracting a large and talented pool of candidates to our other campuses. We will advertise open positions with the local chamber of commerce and neighborhood newspapers, Upon receiving our charter approval and determining an opening date, we will hold a job fair at a location convenient to Ward 8 and JBAB residents. We will begin employment messaging on our LEARN Charter School Network Facebook and LinkedIn pages early in the planning year and anticipate launching a LEARN DC Facebook page during that time. Our Network recruiters will begin direct outreach to strong potential candidates who are not actively job-searching.

Networking with local education, civic, religious, and elected leaders is another important recruitment strategy. We have a series of conversations planned with talent management peers at high performing charter schools in D.C. to gain advanced introductions. We will develop new relationships in Ward 8 and nearby areas by contacting employment ministries at local churches, connecting with educational nonprofits, reaching out to local chambers of commerce and attending community events.

Attracting the most promising new teachers from the national and local area is essential to our success. Toward that end, we network with national and regional education schools and professional contacts. We will target specific colleges, universities and teacher training programs including (but not limited to) American University, Catholic University of America, George Washington University, Howard University, Trinity Washington University, Teach for America, Urban Teachers and Capital Teacher Residency.

We have built a successful strategy in Illinois to ensure our schools do not experience teacher vacancies. At the beginning of each school year, we hire more teachers than needed to fill

positions. In our experience, prior to the start of the school year, approximately 4% of teachers depart for various unexpected personal reasons, and an additional 1% begin an extended, temporary period of absence, such as a maternity or family leave. When this happens, the Network has teachers hired to fill these vacancies. Because LEARN DC will be a standalone school, we plan to hire one additional teacher in Year 1 and up to four by Year 5. These are called Supplemental Teachers in the staffing chart above.

Another way LEARN ensures a pipeline of talented teachers is to encourage and develop our Instructional Assistants. We have recently shifted our hiring preference for Instructional Assistants to candidates who hold a BA and have completed some credits towards teaching certification. Instructional Assistants frequently co-teach lessons or work with small groups.

We are confident that LEARN DC will be able to attract and retain an outstanding faculty. Teachers want to work where they can be successful and LEARN has a strong track record of raising student achievement. We appeal to teachers eager to make a difference in the world, who want to work with at-risk students and appreciate our collaborative culture. We develop principals able to create school environments where teachers want to work, students want to learn, and families feel welcomed and valued. These attributes have consistently enabled LEARN to draw experienced staff from competitor charter schools and higher-paying district schools. Our staff indicate in workplace surveys that our warmth, commitment to ALL children (“we don’t give up on a child”), curriculum rigor, and the genuine caring relationships with administration and Network staff are some of LEARN’s greatest strengths. To help recruit teachers, students, and staff, we anticipate bringing existing staff and LEARN parents to DC for community events to serve as ambassadors of the LEARN brand.

Selection Criteria for Hiring Teachers LEARN sees the recruitment and retention of exceptional teachers as one of our organization’s most important tasks. We seek evidence that candidates are ready to support and challenge students regardless of their instructional level or cultural background. For instance, teachers must show that they understand how to analyze and use student work and test data to identify needs and plan personalized instruction. They must demonstrate that they share our core values of high expectations, respect for students and families and attention to whole-child development. We seek out teachers with a passion for their profession and a drive to work collaboratively with colleagues and parents.

Our rigorous selection process includes:

1. An initial phone interview with a LEARN school leader to identify candidates who appear to be a good fit technically for the position and share LEARN’s Core Values.
2. An in-person interview with the principal and up to four peers. Candidates for a teaching positions would present a demonstration lesson.
3. A behavioral interview with Human Resources to verify degree of alignment with position needs and LEARN’s Core Values, and discussion of compensation range and candidate’s expectations.
4. A reference check with two of the candidate’s supervisors (or professors if new to teaching).

Candidates are scored on both their qualifications and evidence of mindsets and behavioral competencies considered critical for LEARN employees. A list of these competencies appears in Section C.1.b., Key Personnel. page 68. See Appendix G. for the Candidate Summary.

Job descriptions are written in detail sufficient to enable a candidate or interviewer to clearly understand the primary duties and expectations of the job and the required skills, knowledge, experience, abilities and personal qualities. LEARN Network Human Resources regularly reviews job descriptions to ensure they represent current needs.

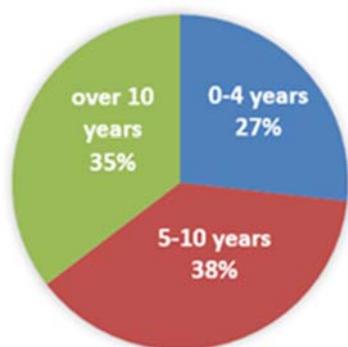
Effectiveness competencies were set most recently in 2017 and will be reviewed every 3 to 5 years to ensure continued alignment to LEARN strategic needs and any new research findings on human performance differentiators.

Once hired, LEARN continues to develop and critically assess teachers' capabilities. Through a formal observation and evaluation process managed by the Principal, teachers receive feedback on their ability to develop students academically, socially and emotionally.

Planned Mix of Experienced and New Teachers LEARN strives to maintain faculties with a balance of early-career, mid-career and experienced teachers. Our most recent Network teacher

survey, illustrated in the chart below, demonstrates that we have achieved a healthy balance.

Total years of related work experience



Among our most recent class of new hires (July 2018) over 20% had 10 or more years of related experience, 70% had between three and 10 years' experience and approximately 10% had less than three years' experience.

We anticipate attracting a similar mix of experienced and new teachers for LEARN DC once the school and its reputation are established. In the first five years, however, we anticipate that about 50% of our newly hired teachers will have

three or fewer years of experience. We are comfortable with the challenge of mentoring teachers new to the profession and providing them with in-depth, ongoing professional development, classroom observation, feedback and coaching. We see developing the skills of new teachers as an extension of our mission. In Chicago, we have organized and delivered training programs for teachers to earn state earning endorsements in high-impact fields such as special education.

Salary Ranges and Benefit Plans LEARN wants to reward high performance and provides a modest portion of compensation for educators, specialized student support staff, and senior leaders through bonus or variable pay. The amount of variable pay is set by job position each fiscal year based on projected budgets. For example, for 2017 and 2018, retention bonus opportunities for teachers in Years 2 or more of service have been \$1,500/year and for other non-leadership staff have been \$750/year. School leaders were eligible for performance-based bonuses ranging from \$2,500 to \$10,000 depending on position.

Teacher salaries within the LEARN Charter School Network are organized into salary bands, with teachers assigned to a band based on experience and the results of performance evaluations that include both classroom observations by an administrator and their success in producing strong academic outcomes for students. Salaries vary by community or district served. Salaries for LEARN DC teachers will meet or exceed that of other area charter schools.

Compensation for school leaders and support staff will be competitive with similar positions in the Washington, D.C. job market, especially those in charter schools. For leaders, pay will also be comparable to other Network staff with similar positions and experience, accounting for the higher cost of living in Washington, D.C. Salaries may include performance bonuses.

LEARN offers a comprehensive employee benefits package. LEARN DC employees will participate in the same or similar benefit programs offered by top-quality quality national providers:

- Medical insurance offering the option of PPO, HMO, High Deductible coverage or to opt-out of coverage. (Employees share in the premium costs.) For those with High Deductible coverage, a Health Savings Account with an employer contribution. The contribution amount varies depending on whether the coverage is individual or family.
- Dental insurance, with the ability to opt-out.
- Life insurance and AD&D with Network-paid coverage to \$50,000 and option to purchase additional coverage.
- Short-term disability insurance with a portion of premium paid by the Network.
- Long-term disability insurance paid by the Network.
- Option to contribute to flexible spending accounts and any local mass transit benefit programs.
- 403(b) Retirement Plan currently managed by TIAA with 4.5% annual employer contribution
- Option to remain in a DC Government Retirement Plan if an eligible former D. C. public school employee.
- Additional benefits common to LEARN Network schools will also be provided to employees of LEARN DC:
 - Cell phone stipends for selected leadership job positions.
 - Loan cancellation or forgiveness as permitted by federal, state, or local regulations.

- Employee Assistance Program.
- Annual wellness health screening and formal employee wellness report.
- Annual LEARN sponsorship of up to one community or charity walk/run event of the employee's choice to promote health/well-being.
- Sponsorship by LEARN in local team and league sports, based on sufficient staff interest.

LEARN will also assess and add benefit programs periodically to support local staff interest or to enhance competitive position with the top area charter schools (e.g., cell phone plan discounts, health club membership discounts, etc.)

Professional Development The LEARN Network has recently significantly expanded two departments – Teaching and Learning and Student Support Services – to provide greater support to schools. To oversee these expanded departments, LEARN created a new position, the Chief Schools Officer who directly supervises principals, the Managing Director of Teaching and Learning and the Director of Student Support Services. The Chief Schools officer is charged with carrying out a vision for excellence in the operation of schools to drive academic results. LEARN is fortunate to have a Chief Schools Officer, Michelle Pierre-Farid, who spent nine years working in Washington D.C., both as a principal in a Ward 8 charter school and as a Deputy Chief of Academics for a Ward 8 charter school. This allows her to play a vital role in connecting our work in Illinois with the unique needs of students and families in Washington, D.C. Prior to LEARN DC's opening, school leaders will participate in summer training and professional development in Illinois, detailed in the next section of the application.

Throughout the school year, administrators, teachers, and staff participate in ongoing professional development aligned with best practices for adult learning. Providers include the LEARN Network Teaching and Learning and Student Support Services Departments, school leaders, and outside curriculum consultants. Professional learning is outlined below.

PART 1 - School Leadership Professional Development Professional development for **school leaders** and leadership teams is aligned to Network priorities, annual school improvement plans called Success Equations and individual goals identified during performance reviews. Network leaders and consultants with specific expertise provide the professional development. LEARN DC will selectively attend professional development in Chicago and otherwise participate remotely via video conferencing. Network staff also will visit to provide professional development as outlined in Section B. Modes of professional development provided to leaders are as follows:

- Weekly Coaching - The LEARN DC Principal will receive coaching to accomplish goals in the School Success Equation and those selected by the principal and his or her supervisor at the beginning of year performance management conversation. The primary coaching tool is *Urban Excellence Framework* created by New Leaders for New Schools which is aligned to the principal's annual evaluation. A school leadership consultant will provide bi-monthly

coaching calls. The Chief Schools Officer will provide one monthly coaching call in addition to a monthly visit to LEARN DC. During this visit, she will conduct walkthroughs with the Principal and Executive Director, observe the principal coach staff, discuss observations and provide feedback.

- Coaching from Director of Student Support Services - The LEARN DC Executive Director, Special Education Director and Principal receive coaching to strengthen special education, social-emotional learning, MTSS and student discipline through the following activities:
 - Monthly on-site training and collaborative planning sessions.
 - Participating in quarterly training for all LEARN DC staff.
 - For the Special Education Director, a weekly video conference.
 - Continuous phone/text support as issues arise.
- Walkthroughs - A leader from the Network Teaching & Learning Department will visit LEARN DC each trimester to conduct two walkthroughs with LEARN DC’s Instructional Leadership Team. Each will observe classrooms to determine how teachers are progressing with specific instructional improvements. One walkthrough will focus on math instruction and the second on the KIPP Wheatley English language arts program. Participants will assess the quality of implementation based on a rubric and determine next steps.
- KIPP Wheatley Leadership: During the monthly visit to LEARN DC, the leader from the Teaching & Learning Department will provide professional development to the instructional leadership team on facilitating “Module Internalization Meetings” which prepare teachers with key practices for the upcoming KIPP Wheatley reading unit.
- Professional Learning Community Meetings - The Chief Schools Officer and the Managing Director of Teaching & Learning facilitate two monthly professional learning meetings--one for principals and resident principals and the other for emerging leaders including Assistant Principals, Instructional Coaches, and High School Placement Coordinators. LEARN DC leaders will attend meetings in Chicago as often as possible or participate via Skype. The focus and structure of each meeting is as follows:
 - *Principal/ Resident Principal Meetings* take place monthly for a full day and focus on developing skills to improve instruction and school culture and manage school operations. Meetings also build professional collaboration across schools.
 - *Emerging Leader Meetings* take place monthly and last for half a day. These trainings focus on leading people and improving instruction and are part of the Network strategy for developing future principals.

Part 2 - Professional Development for Teaching Staff Teacher professional development is provided by both Network and at the school level, primarily by school leadership.

Network Provided Professional Development - the following professional development is provided to teaching staff by the Network of Teaching & Learning and Student Support Services Departments. LEARN Network staff will travel to D.C. deliver the same professional development to LEARN DC staff members.

- **New Staff Orientation** - Prior to the start of school, teachers new to the LEARN Network attend a full extra week of training to learn about school curriculum, programs, lesson planning, the MTSS model, the Danielson Framework and Teacher Evaluation and more.
- **Summer Professional Development:** All staff will receive a week long intensive training focusing on orientation to aligning to LEARN's mission, core values and vision. Some sessions also include collaborative planning. Topics include:
 - Presenting school and classroom vision and goal setting based on a review of student data from the previous year.
 - Expectations for core instructional blocks, including lesson planning and execution practice.
 - Execution of KIPP Wheatley Module Zero - intended to provide a structured set of expectations for a strong launch to the KIPP Wheatley Curriculum. Lesson plans are provided for each grade along with training on how to implement these lessons.
 - Setting up and practicing schoolwide procedures and expectations.
 - Training on Illuminate program - Provides teachers with one place to build and administer formative assessments, capture and analyze multiple sources of data to inform instruction, and direct students to learning resources needed to support specific, targeted standards.
 - Tier 1 Responsive Classroom program - SEL goals are reviewed and training on implementation is provided.
 - Safety and security procedures - Training is provided and procedures are practiced.
 - Staff team building activities to encourage staff to learn about each other's strengths, weaknesses and work styles to encourage trust, communication and collaboration.
 - Family communication expectations and relationship building.
 - Data Driven Instruction training to ensure that we meet the needs of all scholars.
 - Social Emotional Learning and how to meet the needs of all scholars.
 - Progress monitoring and assessment expectations.

School-Based Professional Development: LEARN teachers receive professional development at the school during their planning period or on early release days when students go home an hour early so that teachers have time to meet. Teachers also receive development through one-on-one coaching from their school leaders as outlined in the performance management section. In addition, the Network has five full professional development days where staff report and students are released. To determine priorities for professional learning, the principal works with the Executive Director, Network, and other members of the school leadership team to assess teacher needs based on student data and progress in meeting goals set in the school's Success Equation.

Ongoing Professional Development provided to instructional staff:

- Weekly lesson internalization meetings for math and literacy led by a school-based instructional leader to analyze data and provide instructional supports to meet the needs of the grade level and classroom.

- Math and literacy unit internalization sessions provided before a unit begins for teachers to deepen their content knowledge and collaborate with grade level peers.
- Bi-weekly collaborative planning sessions focused on analyzing data to plan small group instruction and plan for units of study.
- Professional study groups for teachers to read professional literature and discuss how to put it into practice in their classrooms.
- Individual Professional Development Plans.

Five School-Based Professional Development Days during the school year Topics may include:

- Analyzing data or student work and using observations to plan improvements in instruction.
- Training and practice with classroom management or strategies for teaching social-emotional skills.
- Training and practice of instructional strategies (i.e. formative data collection, questioning, writing objectives, questioning).

PART 3 - Professional Development Provided Specifically to Support the Teaching of Diverse Learners The Network Director of Special Education and Student Support Services will provide the professional development described below to both LEARN DC teachers and leaders.

Professional development to address Social Emotional Learning programs:

- Responsive Classroom: Initial training during summer and also new teacher week, building-wide training monthly on early release Wednesdays.
- Second Step (social skills curriculum PreK-8) and Calm Classroom: Social workers trained as trainers for the staff during opening week and to model and coach in classrooms.

Professional development to address the needs of struggling learners: The Network Director of Special Education and Student Support Services will provide remote coaching to the DC Director of Student Support Services to train LEARN DC teachers on these topics:

- Co-Teaching (Marilyn Friend Model): Training during new teacher week. During year one, teacher pairs will be expected to implement One teach/One support and a second method selected by the teacher team. Coaching will be provided by the Director of Student Services. Bi-weekly plan time will be provided for each team.
- Methods for Differentiating Core Curriculum (Tomilson Model): Training during two early release Wednesdays for all teachers will focus on strategies for differentiating curriculum focused on presentation, process and product. The emphasis will be on scaffolding and accommodations rather than modifications which reduce the rigor of the content.
- Voyager Math Intervention Series (new to all schools in 2018-19): Special education teachers will be trained during opening week. Implementation monitored by managers, psychologists and the director.

- SRA Direct Instruction Reading Series (expanding from three schools to ten in 2018-19): Special education teachers trained during opening week. Implementation monitored by managers, psychologist and director.
- Aimsweb Progress Monitoring tools (already in place at LEARN Campuses in North Chicago): Initial training in key tools, (reading fluency and number concepts) during opening week. Implementation monitored by psychologists and director.

English Learner Practices: Training for all teachers by DC Student Support Services Director during opening week on home language surveys, ACCESS testing, WIDA standards, the “CAN DO descriptors” and strategies to differentiate instruction English learners. Training will also be provided on the LEARN EL service continuum which includes: ESL instruction, inclusion in English core curriculum with differentiated instruction and Transitional Bilingual Education for the students with more limited English proficiency.

General Practices: Quarterly training by DC SPED Director on changes to Federal or OSSE requirements and any newly identified research based best practices relating to special education. Both the DC SPED Director and the LCSN SPED Director will be monitoring this on a monthly basis.

- Annually during opening week, review of the role of the general education teacher regarding full implementation of the IEP or 504 plan which includes IEP accommodations, regular collaboration with the other members of the IEP team, in some cases co-teaching, and in some cases progress monitoring will be reviewed. At the same time, the critical role of the special education teacher and related service providers to fully implement each component of all IEPs and 504 plans. These roles will be reviewed and expanded upon mid-year.
- The special considerations when addressing the behaviors of SWD will be reviewed with administration, general education and special education teachers on a quarterly basis. This review will emphasize the following:
- The importance of developing, and fully implementing behavior intervention plans.
 - The strong priority placed on proactive behavior supports and prevention.
 - The need to conduct a manifestation determination should a suspension be issued.
 - The obligation to provide special education services during any periods of suspension.
 - The importance of taking a restorative justice approach when responding to behavior concerns to the maximum extent possible.
 - Annually, all staff will be trained in several areas related to the medical needs of scholars, including medication administration and record keeping, diabetes care.

Assessing Teacher Effectiveness Teacher effectiveness is measured in two ways. LEARN follows the Charlotte Danielson’s Framework for Teaching which identifies practices research has shown lead to higher student achievement. School leaders hold conversations with each teacher at the start of each school year to choose areas for professional development based on the

framework. Ongoing coaching throughout the year focuses on those goals and on areas of student need identified in standardized assessments. The Principal, Assistant Principal or Instructional Coach conduct classroom observations, typically weekly and unscheduled, followed by individual conferences with teachers to create informal improvement plans. Once a year, teachers receive a written formative evaluation (called a Mini Observation). Once or twice a year, teachers are formally evaluated with results influencing future position reappointment.

Teachers new to LEARN are formally evaluated twice: at 120 days into their first year (called a Scheduled Observation) to assess skill levels and determine their professional development needs using baseline academic outcomes, then again at the end of the year. The first evaluation weighs equally academic outcomes, instructional planning, instructional practices, classroom environment and professionalism on a uniform four-point scale. In the final evaluation conducted at year-end (called a Summative Scheduled Observation), academic outcomes, namely MAP and PARCC results, count for 50% of the total evaluation rating. Reappointment decisions are generally tied to an overall assessment of the full year's performance as well as the specific results in the Summative Scheduled Observation. This cycle is repeated in Year 2.

Once teachers have completed their second year at LEARN, the 120-day evaluation is eliminated. Instead, initial goal setting and development plans at the beginning of the year are established in part using the prior year's Summative Evaluation results. Experienced teachers are provided a Mini Observation during the first three-four months of school and receive the annual formal evaluation, the Summative Scheduled Observation, in January or February following receipt of Winter MAP scores and prior year's PARCC scores. Based largely on this evaluation, the principal reappoints a teacher immediately for the coming school year or defers that decision. Teacher evaluation is completed with support from Network human resources staff who advise principals on determining teacher effectiveness and providing them with the right supports, such as a Performance Improvement Plan (PIP). If a teacher with a PIP does not rapidly improve then LEARN will move to end their contract.

Summative Evaluation is always conducted by the Principal who rates teacher overall effectiveness using a 5-point scale (5=Exemplary and 1=Unsatisfactory) by assessing their total demonstrated contributions and capabilities including but not limited to:

- Prior year's Summative Evaluation; year to year growth for returning staff.
- Are you a Content/Grade/DDI lead or teacher mentor.
- Academic record of scholars being taught.
- Academic gains of scholars via additional measures (quizlets, DDI/STEP/BASS data).
- Roster composition (% on / above / below grade, % Diverse Learners, uniquely challenging or gifted scholars).
- Number of students who are proficient or higher.
- Unique school issues managed (e.g., opening new a grade).

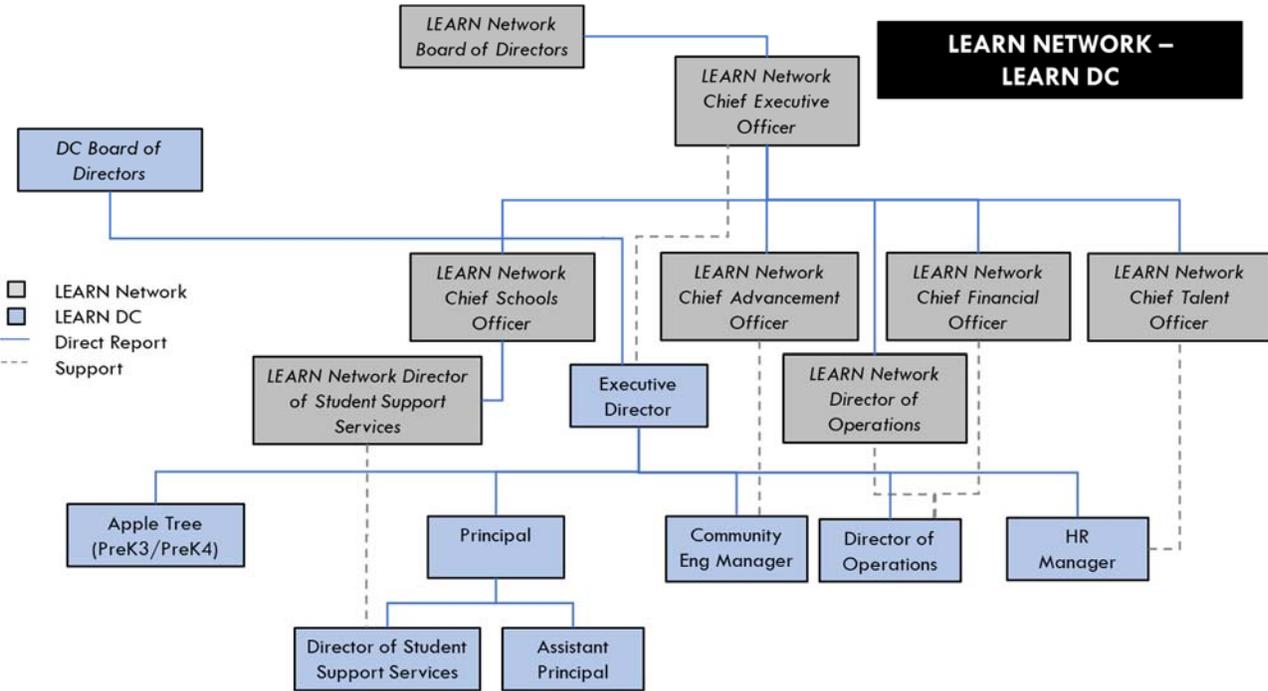
- Any persistent or recurring development needs.
- Demonstrated potential for increased role/duties.
- Demonstrated support for LEARN mission, goals, and core values.

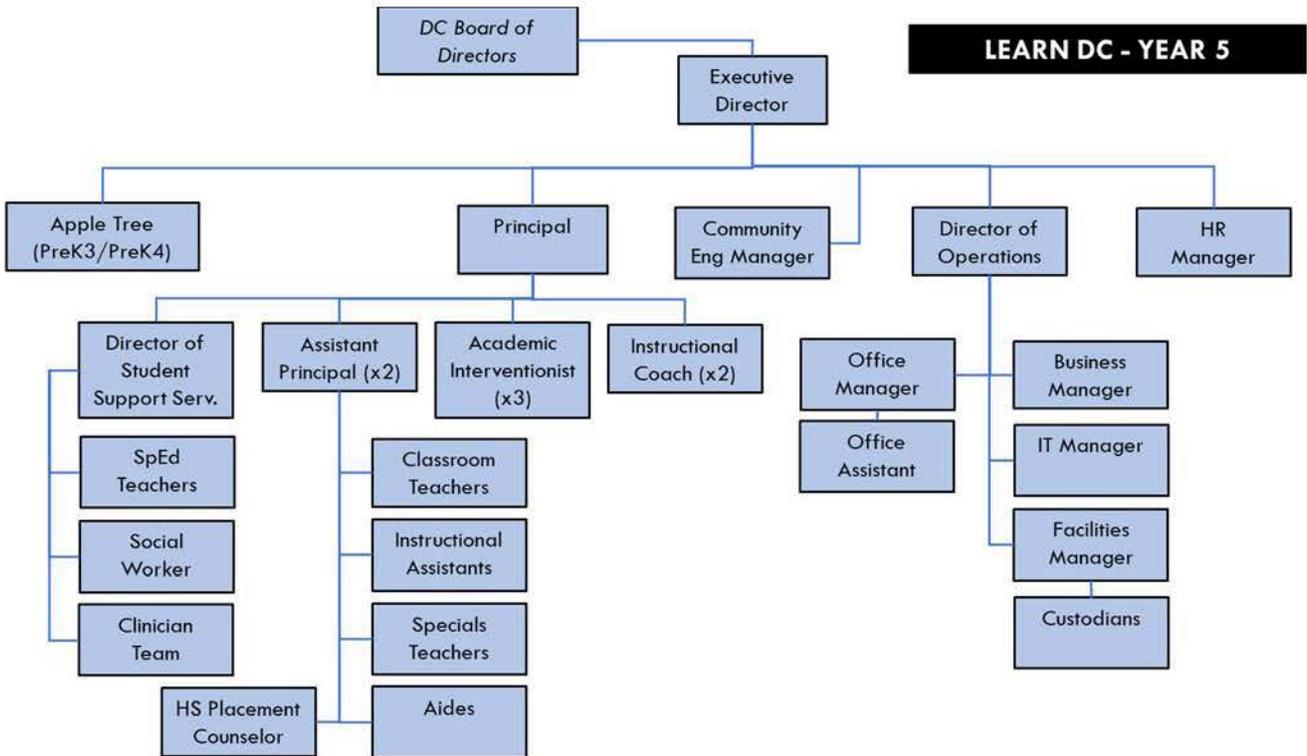
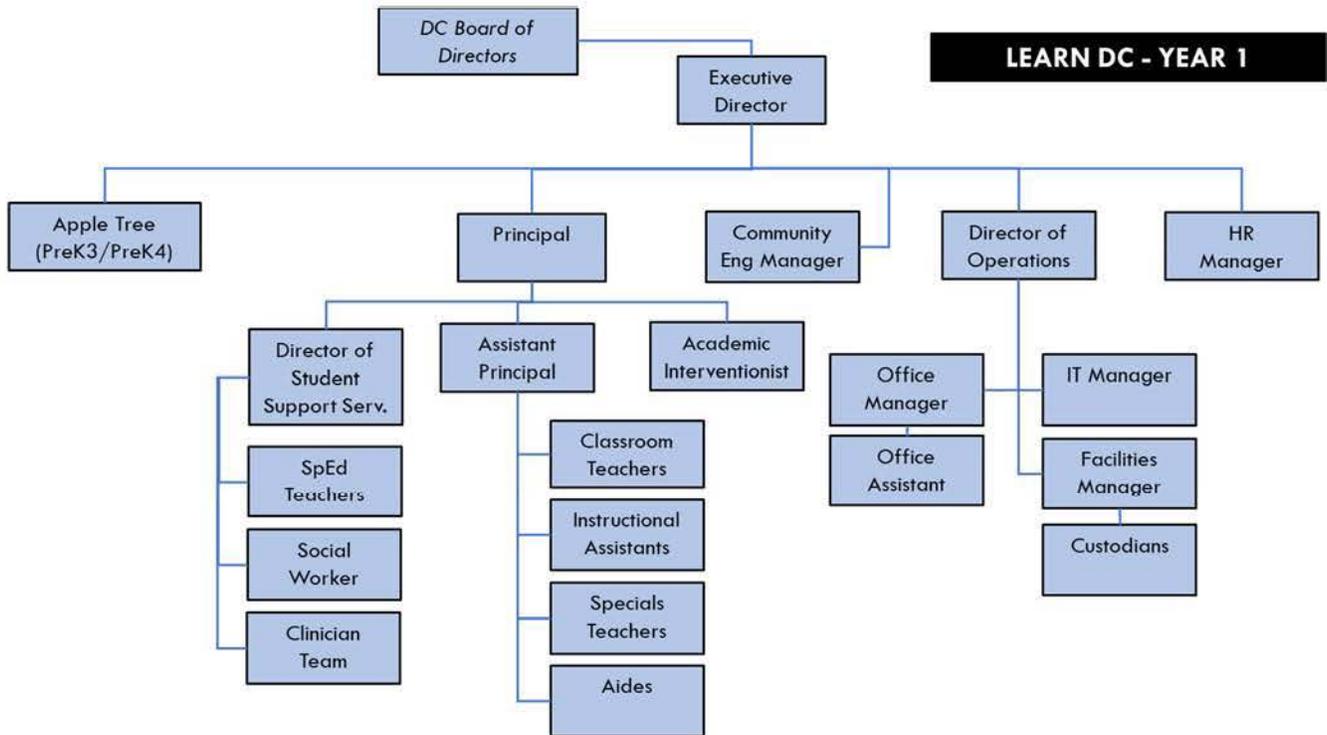
The principal’s effectiveness rating together with review of an instructor’s relevant years of experience and consistency of student academic achievements (as available) is considered when determining salary increase for reappointment. Merit increases are based by the Principal on a merit matrix set by LEARN Network. Principals may also allocate a one-time addition to salary called a salary augmentation for staff with the highest effectiveness ratings. Staff with weak ratings and a history of lower student academic achievement are generally not offered reappointment. A review of each year’s evaluations is used to inform upcoming professional development priorities.

Beyond coaching and evaluation efforts, the Principal also meets with their teachers one-on-one, sometimes referred to as “check-ins” to gauge their level of satisfaction with the overall school environment and solicit ideas for areas of improvement. This is a vital way in which the principals and the Network learn about the needs and interests of its staff, and can respond to the betterment of the schools overall.

3. Management and Internal Oversight

a. Administrative Structure Below is an organizational chart for the LEARN Network and for LEARN DC in Year 1 and Year 5.





LEARN DC Board of Trustees As required, the LEARN DC Board of Directors will include two (2) parents as members of the Board. As a matter of policy, all Board meetings will be open to the public and hosted at convenient locations and at convenient times to accommodate working families. Parents and students will be encouraged to not only attend but also to speak.

We envision a culture at LEARN DC where staff, parents and students have access to the Board both formally through regularly scheduled meetings but also informally through a variety of community-building events. In Illinois, these events include breakfast with the Board before the meeting and an annual event where Board members spend a day volunteering in a classroom.

The main roles and responsibilities of the LEARN DC Board of Directors will include:

- Leadership Selection – hiring, coaching, evaluating and supporting the LEARN DC Executive Director in consultation with LEARN Charter School Network.
- Planning and Policymaking – creating policies and ensuring effective organizational planning to carry out LEARN's mission.
- Academic Oversight – monitoring LEARN DC's performance against standards.
- Fundraising – ensuring resources are allocated effectively to reach LEARN DC's goals and that supplemental funds necessary to carry out the school's mission are raised and maintained.
- Financial Oversight - developing a budget, fiscal and related operational standards and monitoring the school's use of funds.

Succession Planning LEARN Charter School Network has developed a well-defined succession planning process for Board leadership. The Network will share its approach and practices with the LEARN DC Board and the LEARN DC Board will tailor those best practices to suit local needs to devise and implement a similar policy for succession planning. For example, the Network Board views Committee Chairs as well as the Vice Chair role as training for the Board Chair position. Those who serve in these roles gain knowledge of LEARN's strategic priorities and prepare themselves to step into more significant Board leadership roles. Also, LEARN continually cultivates and recruits new Board members with complementary skills and backgrounds who are strong advocates for our mission. We build a deep bench of talent so that every few years we can refresh our Board leadership to best match LEARN's future needs.

In addition, we expect that the LEARN DC Board will work with Charter Board Partners to draw from its expertise and get practical guidance on how best to create policies and systems that support effective succession planning and leadership development.

b. Performance Management The LEARN DC Board of Trustees will have five (5) standing committees to develop policies and provide recommendations to the Board: the Executive Committee, the Academic Achievement Committee, the Finance Committee, the Development Committee and the Governance Committee.

- The **Executive Committee** will be comprised of the Board Chair, Secretary and Treasurer and will be empowered to act and make decisions that cannot wait for the next regular board meeting or on matters that the full board has delegated authority to the Executive Committee. The Executive Committee will also be charged with 1) planning the agenda for Board meetings, 2) differentiating between governance matters that deserve the full board's attention and management matters that can be delegated to staff, 3) ensuring that the Board conducts an annual evaluation of the LEARN DC Executive Director and in consultation

with the Academic Achievement Committee, develops recommendations regarding the compensation and contract renewal of the Executive Director, LEARN Network and AppleTree and 4) serving as a communication link with other members of the board, especially the committee chairs.

- The **Academic Achievement Committee** will work with the LEARN DC Executive Director, Principal, and the LEARN Charter School Network Chief Schools Officer and CEO to evaluate the school's educational strategy and establish achievement metrics. The committee will meet every two months to monitor the effectiveness of the school's educational programs.
- The **Finance Committee** will ensure accurate financial budgeting, tracking and reporting by overseeing all accounting, bookkeeping and financial matters. Additional oversight will include the provision of timely reports for Board decision-making and ensuring that all financial transactions of the schools are clear, thorough and readily available for public inspection. Specifically, the Finance Committee will work with the LEARN Network Chief Financial Officer to ensure that the monthly, quarterly and annual financial statements and schedules generated for LEARN DC are timely and accurate. The Finance Committee will also annually evaluate LEARN DC's performance and fiscal condition on the various measures such as current ratio of current assets divided by current liabilities, unrestricted days cash, enrollment variance and cash flow, on a quarterly basis.
- The **Development Committee** is responsible for achieving LEARN DC's fundraising goals.
- The **Governance Committee** is responsible for ensuring an effective Governance Structure, including leading the Board in identification, cultivation and nomination of new board members, ensuring new board members are oriented to LEARN DC, the Board, the Ward 8/JBAB communities, and responsibilities and expectations of board service. The Governance Committee will also administer Board self-assessments and recommend ongoing Board education and training in order to maximize the effectiveness and contribution of existing board members. The Governance Committee will work directly with Charter Board Partners and use other available resources in the school community to ensure that Board members receive regular and ongoing training on relevant topics such as Board policy development, transparency laws and requirements, succession planning and goal setting.

Except for the Executive Committee, each committee shall be comprised of members who are designated by the Board President to serve. Each committee member will continue to serve until a new appointment is made, unless the committee is terminated during the committee member's term. The membership of each committee will appoint the committee chair.

The full Board and all committees, including the Executive Committee, will hold regular meetings at least quarterly on dates determined by members. Special meetings of the Board may be called at the request of the Board President and special meetings of any committee may be

called at the request of that committee's chair. The following activities and decisions will be reserved for the full LEARN DC Board:

- Annual review and update of the charter school strategic plan.
- Setting the annual budget of the school.
- Hiring the Executive Director and determining Executive Director compensation.
- Review and evaluation of the Executive Director's performance.
- Review AppleTree performance and decide on contract renewal.
- Review LEARN Network performance and decide on contract renewal.
- Setting goals for the following year.
- Evaluation of the effectiveness of the educational program.
- Election/selection of new members of the Board.
- Approving facilities plans and capital improvement projects.
- Approving Board policies.

Accountability for Goals Board members will work in partnership with the LEARN DC Executive Director, Principal and LEARN Charter School Network Directors and Officers (LEARN Network Leadership) on an in-depth annual strategic planning process, identifying short and long-term strategic priorities and key initiatives to achieve those priorities. The LEARN DC Board will develop, approve and use a Balanced Scorecard to hold the LEARN DC Executive Director accountable. The Balanced Scorecard will include a series of measures and targets that will indicate LEARN's progress and success against each priority, including all goals set forth in LEARN DC's charter.

LEARN DC's Executive Director, with guidance from LEARN Network's Chief Schools Officer, will evaluate the LEARN DC principal. In Illinois, LEARN uses the Illinois State Board of Education Principal Standards and student achievement on PARCC to evaluate the principal's performance. The performance of the DC principal will include the Performance Management Framework combined the forthcoming state report card.

Board Review of School Effectiveness On a quarterly basis, the DC Board will review key academic, organizational, and financial indicators. Working with the DC Executive Director and with guidance from the LEARN Network CEO, the DC Board will decide the appropriate indicators for the school in the planning year. Indicators may include: **Academic Indicators:** High school placement (% accepted to college preparatory high schools), PARCC results, both in aggregate and by subgroup (e.g., ELL, SPED, ethnicity), MAP results. **Organizational Indicators:** Teacher retention rate, staff vacancy rate, staff morale, security audit. **Financial Indicators:** Audit, sufficient liquidity, compliance, enrollment variance, number of months of essential operating cash reserves, current ratio: assets divided by liabilities.

School Community Input on Decisions LEARN welcomes parent, teacher, community and student participation in decision-making, both as observers and active participants. We want all

LEARN constituents to have a strong voice in critical decisions including those that affect school culture, discipline and the budgeting process. The LEARN DC Board will at a minimum include two parents empowered to engage fully in Board decision making. Based on parent and community input from the LEARN DC school community, LEARN will create convenient, accessible and formal mechanisms for parents, teachers, community members and students to communicate with the Board of Trustees, LEARN leadership and with each other.

Recognizing that LEARN will not have parents during the planning year, we will host monthly Open Houses at Ward 8 and JBAB community centers to update the community on LEARN's progress, respond to their questions, and hear feedback about LEARN's plans. We will also set up a Community Steering Committee, which we envision as an extension of the existing Ward 8 POST, to provide LEARN with input in key decisions related to the facility and school programming. We will also establish a LEARN email address, *LEARNCommunity@learncharter.org*, as a way for the community to express ideas, concerns or questions to LEARN.

As described in Section A, LEARN DC will also establish a formal Parent and Community Advisory Council which will serve as the official forum for parents and community members to provide the school pleaders with feedback on school practices and policies, suggest improvements and voice concerns. The Council will be led by parents and interested community members in partnership with the Principal, who will serve as the liaison between Council members and the school. Meetings will be open to all members of the public and will convene at a frequency most conducive to attendance and participation, to be determined by parents and community members. To ensure parents from Ward 8 and JBAB are represented, the Council will maintain a balance of 50% of its parent membership from each community.

c. Fiduciary Responsibility As the fiduciary of the school and public assets, the LEARN DC will ensure that adequate controls to prevent fraud are established and that funds provided to the proposed school are used and managed appropriately.

In the pre-opening year, the LEARN DC Executive Director will work with the LEARN Charter School Network CFO, the Board Treasurer and Director of Operations to establish proper accounting and internal control policies. The proposed policies will be presented to the LEARN DC Board for approval. We expect that LEARN DC will implement internal controls that are consistent with and based on the LEARN Accounting & Financial Policies and Procedures Manual. (See Appendix H).

The LEARN Charter School Network Accounting & Financial Policies and Procedures Manual contains numerous policies, including:

- *Fraud Policy.* The fraud policy applies to fraud or suspected fraud involving employees, officers or directors, as well as members, vendors, consultants, funding sources and/or any other parties with a business relationship with LEARN and delegates responsibility for the detection and prevention of fraud, misappropriate and other irregularities to management.

- *Security Policy.* The security policy covers access to electronically stored data, storage of back-up of accounting files, general office security, and technology and electronic communications.
- *Whistleblowing Policy.* The whistleblowing policy outlines a procedure for employees to report actions that an employee reasonably believes violate a law, or regulation or that constitutes fraudulent accounting or other practices.
- Policies relating to general ledger and chart of accounts.
- Policies associated with Revenues and Cash Receipts.
- Policies associated with Expenditures and Disbursement.
- Policies pertaining to specific asset and liability accounts.
- Policies associated with financial and tax accounting.
- Financial management policies.
- Policies associated with federal awards.

During the planning year, the LEARN DC Board will (1) establish clear job responsibilities of the staff and board members who direct or execute financial transactions; (2) establish strong financial and accounting procedures, effective internal controls, and policies for managing actual or perceived conflicts of interest; and (3) conduct reviews of external audits. At all times, the Board will conduct its fiduciary responsibility in compliance with the SRA, particularly DC Code § 38-1802.04(c) and DC PCSB's Procurement Contract Submission Policy, which govern schools' procedures for awarding procurement contracts and submitting board meeting minutes.

Establishing Clear Job Responsibilities The responsibilities for LEARN DC's finances will be shared by the LEARN DC Board, the LEARN DC Finance Committee, the school Executive Director, the school principal and the LEARN Network Chief Financial Officer (CFO). Those responsibilities will be clearly delineated and carried out by the appropriate individuals. The following is a brief summary of each role:

- LEARN DC Board shall approve the annual budget, consider and vote on policies recommended by the Finance Committee and Executive Director pertaining to the school's finances, and review LEARN DC's financial statements at regularly scheduled meetings.
- LEARN DC Finance Committee will be responsible for the direction and oversight regarding overall financial management of the school. As part of its responsibilities, the Finance Committee will:
 - Review and recommend the annual budget that is prepared for LEARN DC in advance of final approval by the Board
 - Engage in long term financial planning with the assistance of the Principal, DC Executive Director and LEARN Network Executive Director and Chief Financial Officer
 - Establish an investment policy and monitor investment performance
 - Evaluate and approve decisions involving the acquisition or rental of real property
 - Monitor LEARN DC's actual versus its budgeted financial performance

- Oversee the amount and use of reserve funds
- Serve as the Board’s audit committee and preview audit reports
- LEARN DC Executive Director works with the Finance Committee and liaises with the LEARN Charter School Network CFO to develop an annual budget and school level financial statements and schedules. The LEARN DC Executive Director also ensures that school level financial information the Finance Committee and LEARN Network CFO and her team need to perform their obligations is provided in a timely manner.
- LEARN DC Principal works with the LEARN DC Executive Director and Finance Committee to develop an annual budget that prioritizes the needs of students and families and is consistent with execution of the school’s mission.
- LEARN Charter School Network CFO leads a team of Network finance staff that manages and processes financial information for LEARN DC. The Network CFO and her team will assume day to day responsibility for the following: maintaining the general ledger, initiating and executing the budgeting process, cash and investment management, asset management, grants and contracts administration, purchasing, accounts receivable and billing, cash receipts and disbursements, accounts payable, payroll and benefits, financial statement preparation, external reporting of financial information, bank reconciliation, reconciliation of sub-ledgers, compliance with government reporting requirements, annual audit, leases, insurance.

Financial procedures To conduct its oversight function, prevent fraud and manage actual and perceived conflicts of interest, the LEARN DC Board will adopt policies and practices to be executed by the LEARN DC Finance Committee, Executive Committee and Executive Director with the assistance of the LEARN Charter School Network CFO and finance team. Among those policies and practices LEARN DC will be expected to adopt are the following:

- The LEARN Network CFO and finance team will guide the LEARN DC Executive Director, Principal and staff in implementing an annual Fraud Awareness Program. The program trains administrators and school leaders on the detection of fraud and required reporting.
- The LEARN DC Finance Committee will have unrestricted access to LEARN records and premises and will have broad authorization to investigate suspected fraud or misuse of LEARN DC funds.
- LEARN DC will maintain reporting procedures that require any employee who discovers or suspects fraud to contact the LEARN DC Finance Committee Chair or the LEARN DC Executive Director or the LEARN Network CFO. The report or complaint can be made anonymously.
- The LEARN Network CFO must approve any additions or deletions of accounts in the general ledger and chart of accounts.
- Net assets will be classified based upon the existence or absence of donor-imposed restrictions.

Ethical Standards and Procedures Directors and officers of LEARN DC are fiduciaries to the institution as a whole, collectively responsible for overseeing the welfare of the school and the

pursuit of its mission. The Board of Directors, officers and staff members of LEARN DC all owe a duty of loyalty and trust to LEARN DC Charter School. This requires that in their positions, they act in the interest of LEARN and not in their personal interests. Fiduciary responsibilities require each of them to approach every decision from the perspective of LEARN DC's overall best interest, putting aside consideration of how specific decisions may affect, favorably or unfavorably, themselves and family or friends.

Accordingly, no Directors, officers or staff members may use their positions or information they have about LEARN DC or the school's property or information obtained through their positions in a manner that allows them to secure an economic benefit, either directly or indirectly, for themselves or their relatives or associates.

The LEARN Charter School Network Accounting & Financial Policies and Procedures Manual specifically provides that no employee, officer, or agent of LEARN will participate in the selection, award or administration of a contract involving LEARN if a real or apparent conflict of interest would be involved. Such a conflict would arise when the employee, officer, or agent or any member of her or his immediate family, his or her partner, or an organization that employs or is about to employ any of the parties indicated herein, has a financial or other interest in the firm selected.

Any failure to comply with the standards of LEARN's conflict of interest policy results in disciplinary action that may include termination, referral for criminal prosecution and reimbursement of the involved entities or to the government for any loss or damage resulting from the violation.

If during his or her term of service, a Director or an Officer has any interest which may pose an actual or possible conflict of interest, he or she will disclose the material facts of that interest to the appropriate Board committee. After disclosure of the interest and all material facts, and any further investigation necessary, the appropriate committee will decide if a conflict of interest exists. A Director or Officer may also recuse him or herself at any time from involvement in any decision or discussion in which the Director believes he or she has or may have a conflict of interest, without going through the process of determining whether a conflict in fact exists.

School leaders will be directed to apply to the faculty and staff conflict of interest policies and procedures that are consistent with the LEARN DC Accounting & Financial Policies and Procedures Manual that will be adopted and as outlined above for Directors and Officers.

Conflicts of Interest We have not identified any existing relationships that could pose actual or perceived conflicts of interest pertaining to this application or governance and operation of LEARN DC. At this time, LEARN Charter School Network ("LEARN Network") does not plan to have staff membership on LEARN DC's board. Instead, LEARN Network will serve as the sole member of LEARN DC. The majority of the Board of Directors will be D.C. residents, parents and others who are not directly affiliated with LEARN Network.

Prior to election to the Board of Directors or appointment as a Director or an Officer, and annually thereafter, all Directors and Officers will disclose in writing, to the best of their knowledge, any Interest (as defined below) in any corporation or other organization which provides goods or professional or other services to LEARN Network or LEARN DC for a fee or other compensation. These disclosures will be updated regularly.

Under no circumstances will any Director, officer, individual, or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with LEARN Network involving the provision of educational management services to LEARN DC for a fee or other compensation serve as a voting member of the LEARN DC Board of Directors. Once the LEARN DC Board is established, a copy of each Director's disclosure statement will be available to any Director of LEARN DC upon request.

Annual Financial Audits LEARN DC will arrange for an annual audit of financial statements by a PCSB-approved accounting firm. The auditors will communicate directly with the LEARN DC Board's Finance Committee and Executive Committee. The accounting firm will work with the LEARN DC Finance Committee Chair and Executive Director to obtain the information needed to conduct the audit. The LEARN Network CFO and her team will be actively involved in assisting the independent auditor in preparation of the audit to the extent possible so as to reduce the cost of the audit. In addition, the LEARN Network CFO will review the draft audit report for typographical errors, check the financial statements against LEARN Network internal financial statements and review each audit report footnote for accuracy and completeness.

The Finance Committee will review and approve the annual audited financial statements, discuss internal control matters with the independent auditor, respond to any reported instances of fraud involving LEARN or its employees, conduct a quarterly analysis of the financial statements and to make policy and other recommendations to the LEARN Board on matters arising out of the audit. The Finance Committee will also be authorized to examine any documents in control of LEARN DC and contract with independent contractors to fulfill its responsibilities. After review and consideration by the LEARN DC Finance Committee, the audited financial statements, including the auditor's opinion, will be submitted and presented to the LEARN DC Board.

The LEARN DC Board will review the selection of select the auditor every five (5) years or earlier upon a determination that review is necessary.

Monitoring Use of Public Funds Preparation of financial statements and communication of key financial information are necessary and critical accounting function. LEARN DC will adopt policies designed to ensure that the LEARN DC Board and school leaders can monitor the use of the school's funds. Pursuant to those policies, each of which are incorporated into the LEARN Accounting & Financial Policies and Procedures Manual, and which will be customized for LEARN DC, the LEARN DC Board and Finance Committee will use financial statements as

management tools to make decisions, monitor the achievement of financial objectives and inform interested parties external to the organization.

LEARN DC will maintain a statement of financial position, statement of activities, statement of cash flows, and statement of functional expenses. Under the supervision of the LEARN Network CFO, individual statements of activities on a department and functional basis and comparisons of actual year-to-date revenues and expenses with year-to-date budgeted amounts will also be prepared. After the LEARN Network CFO approves the monthly financial statements, the statements will be distributed to the LEARN DC Executive Director. The Executive Director will regularly distribute the monthly financial statements to the LEARN DC Finance Committee for evaluation and consideration of the following measures: current ratio of current assets divided by current liabilities, unrestricted days cash, enrollment variance, total margin, debt to asset ratio, cash flow, debt to service coverage ratio.

The full LEARN DC Board will review the quarterly and annual financial statements and schedules and will consider any reports or recommendations from the Finance Committee based on its evaluation of the reporting at each of the Board's regularly scheduled meetings.

The LEARN DC Board will adopt a set of purchasing policies and procedures designed to ensure that LEARN DC makes ethical, responsible and reasonable purchasing decisions. The Board will comply with the DC PCSB Procurement Policy for all contracts over \$25,000 and all staff will be required to adhere to the purchasing policies and procedures.

In addition, the LEARN DC Executive Director will be authorized to enter into all contracts on behalf of LEARN DC. Both of these officials will maintain authority to initiate purchases on behalf of the school, within guidelines that will be set forth in the LEARN DC Accounting & Financial Policies and Procedures Manual that will be customized based upon the Policies and Procedures Manual used by LEARN Network.

The LEARN Network CFO will maintain and keep current a list of all authorized purchasers. Purchase requisitions will need to be processed and approved and the availability of funds will have to be confirmed based on a budget allocation that is assigned to purchase requisition.

The LEARN DC Executive Director will be a required approver for all purchases. Pre-approval by the LEARN DC Executive Director will be required for any purchase made in excess of \$5,000. LEARN DC Board Chair approval will be required for any significant unbudgeted purchases.

LEARN DC will seek to obtain oral quotations from at least two (2) vendors for purchase decisions in excess of \$5,000 for labor, equipment, supplies or services purchased, leased or contracted. For purchase decisions exceeding \$10,000, written quotations from at least two (2) vendors is required whenever possible. All purchase decisions of \$25,000 or above will follow the competitive bid process set out in the DC PCSB Procurement Policy.

Protocols for Fiscal Health LEARN DC will comply with standards for financial management systems set forth in the Uniform Guidance, Uniform Administrative Requirements, 2 C.F.R. § 200. The specific protocols, policies and practices that will govern LEARN DC will be described in more detail in the LEARN DC Accounting & Financial Policies and Procedures Manual.

As a recipient of federal funds, LEARN DC may be responsible for compliance with all applicable laws, regulations and provisions of contracts and grants relating to those federal dollars. To ensure that it meets this responsibility, in addition to compliance with the LEARN DC Accounting & Financial Policies and Procedures Manual, the school will follow certain policies associated with every grant or contract received directly or indirectly from a Federal agency. Those policies will include designation of a grant or project manager. The designation of the manager as an employee of LEARN DC or LEARN Network will depend on the scope and purpose of the grant or contract. The policies will also include training for the grant/project manager and necessary LEARN DC staff, provided by LEARN Network finance and/or compliance staff, as well as circulation of applicable laws and regulations relating to the grants or contracts, cooperation with Independent Auditors to ensure the auditors understand the applicable laws and regulations, and preparation and submission of financial reports as specified by the financial reporting clause of each grant or contract award document.

Membership LEARN DC will be part of the national LEARN Network. As part of the LEARN Network, LEARN DC will enter into a service agreement and LEARN Network will serve as the sole member of LEARN DC. The rights and powers of the sole member will be outlined in organization's articles of incorporation and draft bylaws and are limited in nature

Specifically, LEARN Network will retain the rights and powers of the single member of LEARN DC so that LEARN DC may secure the financial and organizational benefits of association with LEARN which is a well-established and financially stable organization. LEARN DC will be established as a separate, nonprofit entity, incorporated under the laws of the District of Columbia. Moreover, the LEARN DC Executive Director and Principal will be employed by the LEARN DC Board and the only rights and powers that LEARN Network will retain as the sole member will be:

- To approve material amendments to LEARN DC's Articles of Incorporation and Bylaws;
- To appoint and remove directors;
- To approve the merger, consolidation, or affiliation of the corporation with another corporation, organization or program or the dissolution of the corporation; and
- To approve the assumption or creation of any indebtedness of the corporation, except in the ordinary course of business of the corporation.

At all times, subject to Bylaws, Articles of Incorporation and the powers reserved to LEARN Network as the sole member, the affairs and activities of the LEARN DC Board would be conducted and all corporate powers exercised under the direction of the LEARN DC Board.

4. School Management Organization

a. SMO Selection As described in Section A, LEARN Charter School Network was selected through a competitive parent-led Request for Proposals process in 2017. A group of parents representing military families from JBAB and civilian families from Ward 8 came together to create a vision for a new public charter school. Called the Ward 8 POST, LEARN’s proposal was carefully evaluated by the eight Ward 8 and JBAB parents comprising the POST. The POST also evaluated LEARN based on a site visit at LEARN 6 Campus in North Chicago/Great Lakes in May 2017. The POST ranked applicants and ultimately selected LEARN as the preferred operator to improve educational outcomes for students in JBAB and Ward 8 in June 2017.

The AppleTree Institute for Education Innovation has been selected to fully manage and operate LEARN DC’s educational program for Pre-Kindergarten students (PK3 and PK4). AppleTree Institute was identified as an ideal service provider to help LEARN accomplish its educational mission and objectives under the planned charter agreement. LEARN selected AppleTree after researching early childhood education providers and due to AppleTree’s record of student academic achievement and efficient service provision with similar partners in Ward 8 like Rocketship and Perry Street Prep.

Growth Plan LEARN operates ten public charter schools in Illinois per the following chart and has no plans for further growth at this time beyond LEARN DC.

School	Enrolls	Grades Levels	Year Opened	Low Income	EL	SPED	AA/ Black	Latino	White	Asian	Other
LEARN Romano Butler	582	K-8	2001	93%	0%	10%	99%	1%	0%	0%	0%
LEARN Excel	452	K-5	2008	97%	1%	12%	96%	3%	0%	0%	1%
LEARN Campbell	402	K-5	2009	98%	2%	8%	96%	4%	0%	0%	0%
LEARN South Chicago	454	K-8	2010	97%	7%	9%	89%	11%	0%	0%	0%
LEARN Hunter Perkins	503	K-8	2011	86%	0%	10%	99%	1%	0%	0%	0%
LEARN 6 Campus	494	K-8	2012	60%	19%	11%	33%	46%	11%		6%
LEARN 7 Elementary	317	K-5	2013	95%	0%	11%	94%	5%	0%	0%	1%

LEARN 8 Middle	306	6-8	2013	92%	1%	16%	96%	2%	0%	0%	2%
LEARN 9 Campus	392	K-5	2015	60%	45%	8%	20%	73%	3%	0%	4%
LEARN 10 Campus	156	K-4	2016	55%	19%	10%	41%	22%	21%	0%	12%

• **Disclose any schools the SMO has operated that closed, sanctions placed on SMO’s short of closure, including, but not limited to, shortened or conditional renewals, withdrawals of charters, non-openings of schools, interventions caused by performance deficiencies, or compliance Violations:** This is not applicable to LEARN Network or AppleTree Institute.

• **Disclose management contracts broken or severed with schools and current or past litigation involving the applicant or any school it operates:** This is not applicable to LEARN Network or AppleTree Institute.

• **Disclose any negative publicity that the applicant has received and explain the circumstances of such publicity:** This is not applicable to LEARN or AppleTree Institute.

• **Disclose any current or past litigation proceedings or federal, state, or authorizer complaints against the SMO or its schools:** When the local school board in Waukegan, Illinois denied the charter proposal LEARN Charter School Network submitted to establish LEARN 9, the Network appealed the decision to the Illinois State Charter School Commission. The Commission reversed the local school board decision and granted LEARN a charter. The local school board appealed the Commission decision to the courts. LEARN was added as a necessary party defendant in the lawsuit. The Commission decision was ultimately affirmed by the court and the case has been closed.

b. Relationship between the Board and the SMO LEARN DC will file for incorporation under the District of Columbia Nonprofit Corporation Act to operate LEARN DC Public Charter School. LEARN DC’s proposed bylaws are also included in Section F. Upon conditional approval of the its charter application, LEARN DC will also apply for tax exempt status with the District of Columbia and under Section 501(c)(3) of the Internal Revenue Code.

Accountability The LEARN DC Board of Directors will serve as the governing authority of the charter school. The LEARN DC Board of Directors will have three principal roles: 1) oversight of the LEARN DC Executive Director, as well as LEARN Charter School Network and AppleTree, 2) establishment and enforcement of policies that enable LEARN DC to achieve its mission and 3) taking responsibility as the organization ultimately accountable for the achievement of student outcomes as well as mission fidelity and financial accountability.

The LEARN DC Executive Director will report directly to the LEARN DC Board and the Principal will report to the Executive Director. The Board will be required to monitor and evaluate the performance of the Executive Director. Additionally, the Board will monitor and assess the performance of LEARN Network and AppleTree Institute to ensure that the provision of services by these organizations meets the needs of LEARN DC students, families and staff.

The Board will be directly responsible for adopting policies that will be informed by the experience and practices of LEARN Network but that are tailored to the specific needs, laws and regulations at LEARN DC. The Board and its committees will hold itself, the Executive Director and other staff accountable for enforcement of those policies.

The Board will also be accountable to the DC PCSB to ensure that LEARN DC meets its obligations under its charter agreement and maintains fidelity to the LEARN DC mission and strategic objectives.

LEARN DC will enter into two agreements with LEARN Charter School Network: 1) a license agreement that will govern the parties' use and ownership of LEARN Network intellectual property, including any LEARN Network curriculum materials, trademarks and the LEARN Network logo and 2) a network service agreement that will govern LEARN Network's delivery of services to LEARN DC, including advocacy, community engagement, and external relations, compliance, curricular programming and support, data and technology, fund development, finance, human capital, school leader recruitment, professional development and operations. The LEARN DC Board will use several mechanisms to ensure that LEARN Network delivers the appropriate level of services.

- LEARN DC and LEARN Network will engage in an annual strategic planning process to ensure that the network is providing the necessary focused support to the school.
- LEARN DC will have the ability to convey any concerns (material or otherwise) to LEARN Network through the Executive Director and Principal who will be responsible for working with Network leadership and securing the services LEARN DC needs from LEARN Network.
- The Executive Director will be required to deliver a report to the LEARN DC Board at its regular meetings, including updates on Network support to be provided and sharing of best practices from other LEARN campuses.
- In addition, LEARN DC will have the ability to terminate the agreement with LEARN Network in the event of a material breach by LEARN Network, including but not limited to a material failure by LEARN Network to provide the services required and detailed in the license and network services agreement.

The license and the network services agreements will entitle the LEARN DC Board of Directors to evaluate LEARN Network's performance annually in terms of providing the specified services and support functions enumerated within the agreements. The data to be collected and metrics to

be included as part of the evaluation will be incorporated into the service agreement. Based on the results of this annual evaluation, LEARN Network will work diligently and in good faith to improve in those areas identified and to resolve any performance issues. In addition, the fee structure under the agreements will be evaluated in advance of a decision by the LEARN DC Board to renew LEARN Network's contract or alter the fee provisions of the agreements.

Board Membership LEARN DC will be governed by a Board of Directors comprising a diverse team of educational, civic, community and business leaders. LEARN DC is actively recruiting dedicated leaders and District of Columbia residents with passion and knowledge of the local community to join the founding group on the Board of Directors. We are formally working with Charter Board Partners on this effort.

At this time, LEARN Network does not plan to have staff serve as Directors on the LEARN DC Board. LEARN DC, however, will be part of the national network of LEARN charter schools. As part of that network, LEARN DC will enter into a license agreement and a network service agreement and LEARN Network will serve as the sole member of LEARN DC.

The rights and powers of the sole member are outlined in organization's articles of incorporation and draft bylaws. The sole-member relationship between LEARN Network and LEARN schools is intended to be a mutually beneficial vehicle to ensure quality and mission alignment between the Network and the individual schools. LEARN Network's goal and track record is to work collaboratively with individual schools to further the progress of the LEARN academic model and student success. Neither AppleTree Institute nor any of its staff will have membership or a position on the LEARN DC Board.

SMO Role LEARN DC will be a public charter school managed by LEARN Charter School Network, which is a nonprofit charter school network. The preschool and prekindergarten will be managed by AppleTree Institute for Education Innovation.

The terms of LEARN Network's delivery of services to LEARN DC will be outlined in two agreements – one governing LEARN DC's use of LEARN Network intellectual property (license agreement) and another to govern the provision of educational and operational services by LEARN Network to LEARN DC.

LEARN Network has a strong track record of operating high performing charter schools and will support the LEARN DC Charter School operationally and academically to free the LEARN DC Executive Director and Principal to serve as school leaders who can dedicate their time to leveraging resources in order to maximize student achievement. To ensure that the excellence attained at other LEARN campuses is effectively implemented at LEARN DC Charter School, the LEARN DC Executive Director and Principal will be selected in consultation with LEARN Network and they will be charged with administration of the LEARN academic model at

LEARN DC and enforcement of the academic, behavioral, and cultural standards that are common to all LEARN schools.

Per the license agreement, LEARN Network will provide LEARN DC with access to LEARN trademarks and other intellectual property. Under the network services agreement, LEARN Network will retain and allocate sufficient personnel to perform various management functions in a manner that ensures LEARN DC succeeds in achieving its mission. Under the supervision of the LEARN DC Executive Director and Principal, and subject to the authority of the LEARN DC Board, LEARN Network will provide comprehensive back office support, particularly in the areas of financial management, compliance and accountability, fundraising, operations management, strategic planning, community outreach, and all other administrative and/or operational tasks needed to ensure the school's success. The LEARN DC Executive Director and Principal will retain responsibility for the School's educational process but will have access to the Network Chief of Schools and other academic professionals for professional development and training.

AppleTree Institute The terms of the AppleTree Institute's provision of services to LEARN DC will similarly be outlined in a management agreement between LEARN DC and AppleTree Institute. Under the management agreement, AppleTree will manage and operate the early education program that will be established at LEARN DC. AppleTree will deliver the education to all early education students and manage and operate the program, under the direction and authority of the LEARN DC Board. Like the LEARN Network, AppleTree's performance will be evaluated and contract renewal decisions will be made by the LEARN DC Board.

Contract Termination LEARN DC will have the ability to terminate the agreement with LEARN Network under the following circumstances:

- In the event of a material breach by LEARN Network, including but not limited to a material failure by LEARN Network to provide the services required and detailed in the license agreement and network services agreement and providing that the breach is not cured within thirty (30) days from receipt of a notice of breach from LEARN DC
- If the Board responds to a proposed renewal notice from LEARN Network with a notice of non-renewal, the agreement will terminate at the end of the current term.
- Upon written mutual consent prior to the expiration of the agreement.
- If LEARN Network commences a case or proceeding, or files any petition in bankruptcy or for reorganization, liquidation or dissolution, or has been adjudicated insolvent or bankrupt or applies to any tribunal for a receiver, intervener, conservator or Director for itself or for any substantial part of its property.
- If an administrative or judicial body suspends or revokes any license required for LEARN Network to carry on its business and perform its obligations under the agreement.
- LEARN Network violates any material provision of law applicable to the charter school and which results in material adverse consequences to LEARN DC

- LEARN Network is found by a court of competent jurisdiction to have made fraudulent use of LEARN DC Charter School funds.

LEARN Network will have the ability to terminate the agreement with LEARN DC under the following circumstances:

- In the event of a material breach by LEARN DC, including but not limited to a material breach of any the material terms and conditions detailed in the license agreement and network services agreement and providing that the breach is not cured within thirty (30) days from receipt of a notice of breach from LEARN Network.
- In the event that a material portion of the management and/or licensing fee installment remains unpaid for sixty (60) days after such payment is due and no arrangement is made for payment.
- If LEARN Network sends a notice of non-renewal to LEARN DC, the agreement will terminate at the end of the current term.
- Upon written mutual consent prior to the expiration of the agreement.
- In the event LEARN Network invokes the right to terminate the agreement due to a disagreement with LEARN DC over the removal of the Principal.
- If LEARN DC's charter is revoked or not renewed.
- If LEARN DC takes any action which materially interferes with the ability LEARN Network has to provide services under the agreements and the issue is not cured within thirty (30) days following a notice from LEARN Network.

Under the AppleTree Institute agreement, the LEARN DC Board is empowered to terminate the management contract in the event that:

- AppleTree commences a case or proceeding, or files any petition in bankruptcy or for reorganization, liquidation or dissolution, or has been adjudicated insolvent or bankrupt or applies to any tribunal for a receiver, intervener, conservator or Director for itself or for any substantial part of its property.
- An administrative or judicial body suspends or revokes any license which may be required for AppleTree to carry on its business and perform its obligations under the management agreement and such suspension or revocation remains uncured after a 30-day notice
- AppleTree violates any material provision of law with respect to the Charter School from which the Charter School was not specifically exempted and which results in material adverse consequences to the school.
- Apple Tree is found by a court of competent jurisdiction to have made fraudulent use of Charter School funds.
- AppleTree breaches any of the material terms and conditions of this Agreement or the Cooperation Agreement, provided AppleTree has not cured the breach within 30 days from receipt of notice.
- AppleTree fails to achieve adequate academic progress in accordance with the Charter School's accountability standards and charter agreement.

Financial Transfers LEARN will charge LEARN DC a fee of 10% management of public revenues for the provision of network services. LEARN provides tremendous value to its existing network schools and will do so for LEARN DC, as detailed in the Network Services Agreement in Section F.

In addition to the management fee, there are several other of anticipated financial transfer between LEARN DC and LEARN.

LEARN will take on the responsibility for the development and financing of the facility which will greatly reduce the annual facility expense as LEARN is positioned to execute this at a much lower cost than LEARN DC could. As such, LEARN expects to enter into a lease agreement with LEARN DC. As part of any lease arrangement, LEARN DC will pay rent in exchange for use of a school facility.

LEARN will support LEARN DC in meeting the \$1.7M fundraising goal for the start-up period and first two years of operations. Should the two entities fail to raise the funds necessary to meet the needs associated with start-up and the first two years of operations, LEARN will commit to providing the school with the necessary funds. In addition, LEARN Network will directly cover all expenses incurred before the year prior to opening.

LEARN will provide LEARN DC with emergency financial support in the event that there is a concern with LEARN DC's liquidity. Either LEARN will assist the school in obtaining a line of credit through a guarantee or LEARN will provide the school with an unsecured line of credit.

LEARN may procure goods and services directly on LEARN DC's behalf. Should this occur, LEARN will invoice LEARN DC for the associated expenses on a pass-through basis.

Segregated Resources LEARN DC's financial operation will be under the purview of the LEARN DC Board and the Executive Director and Principal. Public funds will flow directly to LEARN DC. Any equipment purchased with public funds will remain the property of LEARN DC. LEARN Network and LEARN DC will not share any employees and the two entities will maintain separate bank accounts. As noted above, LEARN DC financial statements and schedules will be overseen by the Board and Finance Committee and reported regularly to the full LEARN DC Board.

Additionally, LEARN Network staff will support LEARN DC per the terms of the license agreement and Network Services Agreement but will remain employees of LEARN Network. The Executive Director, Principal, and all school-based staff will be employees of LEARN DC. Should unanticipated pass-through expenditures occur, they will be documented by LEARN DC and LEARN Network and certified as accurate by an auditor selected by the LEARN DC Board from DC PCSB's approved list.

To further ensure that individual school resources are used exclusively for the benefit of LEARN DC, it will restrict physical access to valuable and movable assets belonging to LEARN DC to authorized personnel at LEARN DC and the LEARN DC accounting software will be fully accessible only to the Executive Director and limited financial services personnel. Every user will have an individual username and password, and users' access will be limited according to their functionality and role within the schools.

5. Student Policies and Procedures

a. Student Enrollment Policies LEARN intends to join My School DC, the common application lottery. We are still exploring how the military preference will function with My School DC.

Mid-Year Enrollment & Back-Filling LEARN's goal is to ensure schools are fully enrolled. Given that 50% of the seats at LEARN DC will be reserved for highly mobile military students, we anticipate accepting students mid-year. This is our current practice at LEARN 6 Campus. We intend to backfill the vast majority of open seats in all grades during and between school years.

b. IDEA / Special Education Compliance (Pre-K to 8th) LEARN understands our obligation as the LEA to provide a free appropriate public education for all students with disabilities in the least restrictive environment. We also understand our responsibility to fully implement all aspects of the IDEA, ADA, Section 504, OCR requirements, as well as all DC requirements from OSSE. This responsibility extends from Child Find duties for students in preschool through transition planning for our 8th grade scholars. As we implement both procedural requirements and instructional best practices, all funding for special education will be used to serve the needs of students with disabilities. The 2018-19 OSSE Consolidated Monitoring Report will be used by the LEARN Directors to self-monitor for full compliance.

The current Network Director of Special Education and Student Services, Jane Boyd, has developed a crosswalk between the Illinois requirements currently in place in our existing schools, the IDEA requirements, and the OSSE requirements that will be applicable in DC. This will be reviewed and updated quarterly.

Full Continuum of Services For students eligible for an Individualized Education Plan (IEP), we first consider accommodations in the general education classroom. General education and special education teachers co-teach and supports in the general education setting can also include modifications to the classroom space, assistive technology, adaptive materials, supports from a paraprofessional and a behavior intervention plan.

When serving student with disabilities, LEARN provides programs and services to meet the individual needs of children with a strong emphasis placed on two key supports.

1. LEARN provides access to the general education core curriculum to the maximum extent possible by providing push-in and co-teaching supports in core subject areas at all our

schools. We also regularly provide pull-out instruction to address specific IEP goals using high impact interventions. Co-teaching support in ELA and math is provided at all schools.

2. For students with more significant academic gaps, LEARN provides research-based interventions. Special education teachers monitor the progress of these students weekly to ensure that both general education supports and intense interventions are effective.

The IEPs for these students generally include 300 to 900 minutes of special education teacher support. The Illinois system uses level of service based on minutes removed from the general education setting rather than the D.C. system which focuses on total minutes of support.

Illinois Coding Standards:

LRE 1: 8 hours or less per week (0-20% of time) of specialized services outside of the general education classroom

LRE 2: More than 8 hours per week (21-60% of time) of specialized instruction and related services outside of the general education classroom

LRE 3: More than 24 hours per week (more than 60% of time) of specialized instruction and related services outside of the general education classroom

In most of our schools, the majority of special education students are LRE 1, receiving the majority of their services in the general education classroom. Some of these students are getting push-in support in both ELA and math along with pull out time to deliver targeted ELA or math interventions. These students might be considered Levels 3 and 4 in D.C. Our IEP decisions are based on student needs rather than offering specific limited options. For instance, during the 2017-18 school year, two students enrolled in LEARN 6 Campus in North Chicago with more significant needs for services. In Illinois they would be considered LRE 3 and in D.C. they would be considered Level 4. Teacher assignments were adjusted to create a separate class for these two scholars. Since the caseload average for LEARN special education teachers is 10 students, we have enough staff to be flexible and create programming tailored to the SWDs. Special education services are provided in general education classrooms and resource rooms at all of our schools. At some of our schools, we provide cross-categorical self-contained special education classrooms.

LEARN SY 2017-18 Individual Education Plans, Illinois Coding Standards

	Number of students and % IEP				
LEARN Campus	LRE 1	LRE 2	LRE 3	Total	IEP %
Romano Butler	45	11	2	58	10%
Excel	41	14	0	55	12%
Campbell	21	8	2	31	8%
South Chicago	42	0	0	42	9%

Hunter Perkins	24	22	2	48	10%
LEARN 6	46	2	1	49	10%
LEARN 7	36	0	0	36	11%
LEARN 8	39	10	1	50	16%
LEARN 9	26	5	0	31	8%
LEARN 10	18	0	0	16	10%
TOTAL	338	72	8	416	10%

Special Education Staffing Plan The LEARN Charter School Network Director of Special Education and Student Support Services provides oversight for the Student Support Services teams at each school. At LEARN DC, the DC Director of Student Support Services will lead that Student Support Services Team. Each school team includes: special education teachers, school psychologists, speech and language pathologists, social workers, occupational therapists, physical therapists and registered nurses.

Currently, all special education teachers and social workers at our existing campuses are employed directly by LEARN Network. For each of the other groups of related services providers, we employ a combination of professionals employed by LEARN and contracted staff so that all vacancies are filled with quality and licensed related service providers at the start of each school year. Each spring we actively recruit high-quality providers in each category. Current caseloads for all of the special education and related service providers are well below the state requirements and designed to provide quality support for all students with disabilities. Currently, the LEARN Special Education and Student Support Services leadership team includes a Network Director and three managers. This team of four provides expertise in both compliance and program excellence. Each school team receives weekly support from a member of the Network team. In addition, comprehensive staff development is designed by and provided by this team. (Section C.2., Staffing Plan.) For students with complex social emotional and behavioral needs, the Network provides teams with consultation and support from an experienced Board Certified Behavior Analyst.

The leadership model for LEARN DC will involve two levels of Student Support Services Directors. The LEARN Network Director will have oversight responsibilities. Prior to and during the school’s first year, she will travel to D.C. regularly to provide support and supervision. In preparation for the first year, she will participate in selecting a Director of Student Support Services for LEARN DC who will oversee all programming, staff, and compliance for all students with disabilities and any English Learner students should they enroll.

To ensure that we are meeting the academic and social emotional needs of all students, we have implemented a Multi-Tiered System of Supports (MTSS) at each school. MTSS is an evidence-based framework required in Illinois that uses data-based instructional planning and problem

solving to support student success in the areas of reading, writing, mathematics and social-emotional development. LEARN finds it highly effective and will implement it in LEARN DC.

When a student with a disability enrolls at LEARN, the school Student Support Services team immediately implements their existing IEP. In addition, for students not yet identified, LEARN complies with all federal and state requirements regarding Child Find. The MTSS process at LEARN involves regular screening for academic proficiency, early provision of any needed supports in the form of “Tier 2” interventions, regular progress monitoring, and individual problem solving for the students with the most significant “Tier 3” needs. LEARN uses this process to support students regardless of their disability status. The data from this process and the problem-solving teams that review the data are used to identify potential students with disabilities or students who are eligible for a 504 plan. A more robust description of this process can be found in Section B.1.b., Methods of Instruction.

Child Find Process The LEARN DC Executive Director, Principal, Student Support Services Director and student support services team members will be responsible for implementing a process to meet our child find obligations. Training will be provided by the LEARN Network Director of Special Education and Student Support Services Director for the DC Student Support Services Director and their team to fully understand and ensure our role in child find is fully implemented. This will include:

- Monthly coordination of services between the DC provider of Part C services, AppleTree Institute, and the DC Student Support Services Director.
- Timely response to any parent or other authorized party (according to new OSSE guidance dated July 2018) making a request for a special education or 504 evaluation
- Regularly reviewing the progress of struggling learners at bi-weekly grade level problem solving meetings to possibly refer students for disability consideration
- Monthly communications with the community via media of the availability of preschool screening and evaluations

Discipline Procedures for SWD The LEARN DC principal, Director of Student Support Services and special education teachers will be fully trained on the discipline protections provided for student with IEPs and 504 plans. See Section B for a detailed description of our procedures and supports. This compliance will include the use of exclusionary discipline as a last option, conducting manifestation determinations, and providing services during periods of suspension should a suspension be deemed necessary. The implementation of the Responsive Classroom Model which includes restorative practices, will provide a school environment that directly supports the behavior of SWD and will reduce the need for exclusionary discipline.

Section 504 Services At our schools, the registered nurse coordinates 504 teams to address the identification, completion and implementation of plans for students with a medical condition that qualifies them for a 504 plan. LEARN DC will follow this model. Teams include the parent and

when appropriate, the student. The Director of Student Support Services oversees this process and ensures that the appropriate staff become familiar with these plans on an annual basis. Students protected by Section 504 will receive all the accommodations, discipline protections and services listed in their plans.

Parent Notification Process Parents will be notified of their rights each year in the LEARN Student/Parent Handbook, at initial IEP or 504 meetings to discuss possible evaluation, and annually at 504 or IEP review meetings. Any parent concerns will be shared with the principal and the DC Director of Student Support Services within one business day. All requests from parents for an IEP meeting will be honored promptly. All requests for evaluation will be addressed within the OSSE timeline.

OSSE Compliance Process LEARN schools fully comply with all state and federal guidelines regarding special education monitoring, compliance, audits, complaint resolution and legal challenges. This high level of performance will be in place in LEARN DC. The DC Director of Student Support Services will be responsible for all aspects of compliance with special education requirements at LEARN DC. This includes record keeping and timely data submission. All inquiries and requested from OSSE will be responded to within two business days. All deadlines will be met regarding the sharing and submission of information. Should any complaints arise, these will be shared with the DC Principal and the Network Director of Special Education and Student Support Services within one business day. All matters of compliance will be addressed in a timely manner. All expectations and inquiries from OSSE will be addressed fully including plans for improvement within all deadlines.

Model adjustments based on expansion to DC In our 10 schools, there are a small number of scholars with low incidence disabilities, including significant physical impairments and mild cognitive impairments. When these students enroll, we work to implement the current IEP in our school setting. In some cases, new equipment was purchased and additional staff hired. A recent review of the curriculum and programming provided for these students indicates the need to develop a study committee (administrators, special education teachers, SLPs and parents) during the 2018-19 school year to study best practices, and then make recommendations for specialized curriculum and programming to be implemented in 2019-20. This committee's recommendations will help us prepare to offer a full continuum of services as the LEA at LEARN DC.

LEARN DC will be the first location where LEARN is the LEA for preschool students and responsible for both the transitions from Part C and preschool Child Find. These activities align to Illinois requirements and are familiar to some members of the leadership team. In the coming months, we will need to fully understand OSSE guidelines regarding both activities and provide comprehensive training to administrators and related service providers.

D: Finance Plan

1. Facilities

a. Identification of a Site When LEARN D.C. reaches full enrollment in Year 6 with an anticipated 712 students, it will require a facility of approximately 65,000 to 70,000 square feet with a total of 31 classrooms and a cafeteria and a gym that can also serve as multi-purpose spaces. LEARN's facility will also require suitable outdoor play space and about 90 parking spaces that meet city code requirements. We anticipate opening the school in an existing facility and constructing additional space in phases to accommodate each year's target enrollment. One possible approach is described below, but we are open to others that meet our programmatic needs and financing. In Year 1, we anticipate serving 220 students in nine classrooms.

Sites under Consideration The Ward 8 Parent Operator Selection Team (POST) in partnership with Joint Base Anacostia Bolling (JBAB) identified a seven-acre site at JBAB as the location for a proposed charter school. The site is located at 2692 Mitscher Road, Washington, D.C. After a lengthy and competitive selection process, as described in Section A, the Ward 8 POST chose LEARN as its preferred charter operator. Before LEARN enters into a lease agreement with JBAB for the site, we are first seeking authorization for the school from D.C. Public Charter School Board. We cannot enter into a lease agreement prior to receiving charter authorization.

After moving the fence line and the entry access point, the proposed site would be made easily accessible to both military families living on the base and the wider Ward 8 community. It will also meet needs for safety as it's located on JBAB property. (See map in Appendix I.)

Community Involvement in Design To begin conceptualizing the school, LEARN engaged Studio Twenty-Seven Architecture to create initial renderings for LEARN DC at the JBAB site (See Appendix J). Before arriving at a final design, we will host a charrette for Ward 8 POST and interested parents from JBAB and the Ward 8 community to hear their ideas and incorporate their feedback on the initial drawings. This will be an extension of the work LEARN is already doing in the community as described in Section A.4. Community Input. LEARN will have the ability to design the building to meet the needs of its school community.

The initial design provides an abundance of safe, green play space and is integrated with the earth and sited to take advantage of river-front views. The design defines multiple outdoor play spaces, a welcoming entrance and a preschool wing for the AppleTree early childhood program. The building would also be fully accessible for students with limited mobility. The site has space for ample parking, for queuing cars at arrival and dismissal, and for a clear separation between secure JBAB operations and the public charter school.

We have identified a preliminary strategy for constructing LEARN D.C. at JBAB:

- Phase 1: renovation of an existing 10,208 square foot JBAB building, along with 5,333 square feet of new construction, enabling us to serve about 220 students in SY 21-22.

- Phase 2: new construction of 21,700 square feet that will accommodate an additional 380 students in SY 22-23 and also provide cafeteria/multipurpose space and administrative offices.
- Phase 3: new construction of a 35,000 square foot addition to be connected to the Phase 2 structure and house more classrooms, the gymnasium/ multipurpose spaces, and a recessed parking structure.

Effect of Location We have thoroughly analyzed the feasibility of charter school operations at the proposed site. LEARN’s leadership is well-qualified to conduct such as an analysis based on our experience leasing space from the United States Navy at Naval Station Great Lakes in North Chicago for our LEARN 6 Campus. Currently, the parcel of land proposed for LEARN DC is not accessible to the general public as it is located on military-secured property. Subject to lease negotiations, the JBAB installation fence will be realigned ensuring civilian children, staff and families can access the school without security clearance. Regarding transportation, the Anacostia Metrorail Station is .7 miles from the proposed site.

Because of LEARN DC’s proposed location, we anticipate the need for extensive community outreach to ensure that Ward 8 families know that it is a public charter school is available to all children. LEARN has experience with this kind of outreach as the site of our LEARN 6 Campus was previously inaccessible to the community. Prior to opening that school, LEARN hosted open houses and community events at the local library and other public spaces. Once construction was complete, we offered weekly tours to prospective families and community members. These efforts proved effective in addressing misconceptions about our intended population.

Securing a Facility The facility financing plan assumes that LEARN Network will be responsible for procuring, constructing or renovating and delivering the facility to the school with sufficient time for the school to open as planned. LEARN Network will utilize facility loans (short term construction financing) for the first two phases of construction and will issue a bond for the third phase of construction. We anticipate that Phase I of construction will require an investment of approximately \$4.7M, Phase II will require an additional investment of \$8.5M and Phase III will require approximately \$13.8M for a total construction cost of just over \$27M (difference due to rounding). LEARN intends to make a \$2M equity contribution to the construction project. LEARN will then lease the facility back to the school for the annual debt service for each phase as indicated in the attached budget worksheet.

LEARN has significant experience in real estate acquisition, facility development and management and financing. We have a deep understanding of the key risks and mitigating strategies common in the facility development and financing process and have built our plans and financing strategies to anticipate those potential pitfalls. For example, we have assumed conservative construction costs, soft costs that are well above the norm, large construction contingencies and substantial borrowing transaction expenses. We have strong relationships with

lenders and tax exempt bond issuers and a deep history of successfully constructing and renovating multiple facilities. Given the phasing of the project, we will have ample opportunity to secure financing for the smaller loans and the larger bond issue which we anticipate will be needed in year four of the school’s existence. We have already initiated conversations regarding borrowing and based on our robust balance sheet and prior borrowing experience, we are confident that we are well positioned to execute the necessary financing.

We have opened and currently operate ten schools in the Chicago area and have undertaken four major construction projects including both new construction and major renovation. We have also closed on over \$40 million of facilities financing including New Market Tax Credits, Tax-Exempt Bond Financing and other loan agreements related to the construction of our Herro, Hunter Perkins and Romano Butler campuses. We are confident that these experiences will serve as a strong foundation for us to successfully deliver the multi-phase construction project to LEARN DC. The following chart summarizes our current real estate:

School	Description
LEARN Romano Butler	Built as new construction and owned by LEARN
LEARN Excel	Renovated industrial building and owned by LEARN
LEARN Campbell	Private lease, co-share with day-care & community center
LEARN South Chicago Campus	Co-share with District school
LEARN Hunter Perkins Campus	Rehabbed / renovated existing school, owned by LEARN
LEARN 6 North Chicago	Renovated Navy facility
LEARN 7 Elementary School	Renovated industrial building and owned by LEARN
LEARN 8 Middle School	Renovated industrial building and owned by LEARN
LEARN 9 Waukegan	Private lease, renovated school building
LEARN 10 North Chicago	Private lease

2. Finance

Goals and Objectives LEARN is committed to developing budgets that are conservative and realistic while addressing community needs. We have a responsibility to optimize our allotted public funds to advance our students’ academic, social and emotional growth. Toward that end, we follow a systematic approach to budget development and oversight with all stakeholders in mind. LEARN’s budget process includes discussion among staff, principals, senior leadership and the Board of Directors. Oversight involves frequent interaction among stakeholders to ensure

financial decisions are handled in an organized and timely way. For LEARN DC, we are also seeking guidance on our financial model from EdOps, a D.C. consulting firm.

The budget that we are proposing for LEARN DC meets both short- and long-term financial goals and is aligned with the school's vision and mission. Our short-term goal is to develop a budget that puts the school on stable financial footing while making both one-time and ongoing investments in student education. This ranges from investing in technology and other FF&E to ensuring that student-teacher ratios are low. Additionally, the short-term focus is on maximizing the facility utility while minimizing the annual facility expense until the school reaches a larger enrollment base at which time it will be able to support a more robust facility. Our long-term goal is to create a budget that directs substantial resources to students while operating at a surplus solely on recurring public revenue.

The budget makes significant investment in human capital with a strong focus on ensuring that student-teacher ratios are low and that there are ample special education staff to support all diverse learners. We have found that these two priorities are critical to meeting our mission as disadvantaged students and military students often need significantly more support and intervention than other student populations. In year five of the budget, the student-teacher ratio (including instructional assistants) is 13:1. Additionally, the budget allocates substantial resources to student technology and supports critical programs such as Teach-to-One.

Our budget reflects a commitment to fair, competitive compensation. Teacher salaries were established as an average of \$67,000 per year based on an anticipated mix of experience levels and the Washington, D.C., salary tables. We assumed 95-100% of the DC Public Schools' teacher salaries.

Another short- and long-term goal is to minimize the school facility expense. LEARN will accomplish this by owning the facility, managing the construction project and issuing the associated debt at a significantly lower cost than the school would be able to do itself. LEARN will pass through the debt service expense to the school which will create a significant savings for LEARN DC.

The budget was designed to generate robust annual surpluses and annual increases in cash flow with minimal need for external philanthropy. We will build a healthy cash reserve over the course of the school's first five years of operations growing to just under \$2.5M by the end of Year 5. Our cash reserve will grow from 42 days cash on hand in Year 1 to 61 days cash on hand in Year 5. Note that Year 6 is the first year of full enrollment. In that year, the annual surplus will exceed \$350K and the annual increase in cash will be approximately \$440K. This trajectory will ensure that LEARN DC will continue to increase its days cash on hand each year. Additionally, we believe in budgeting conservatively and for proactively mitigating against unforeseen financial events. As such, the attached budget includes a contingency of 2% of total revenues.

Contingencies As mentioned above, LEARN has budgeted conservatively to ensure that it is able to withstand any shocks to the school's finances. LEARN has deep experience with delays in funding and decreases in government revenue as these practices are not unusual in the Chicago charter school sector. LEARN is careful to create contingencies that shield the organization from these types of financial situations. We have incorporated these practices in our budgeting practices for LEARN DC. They are as follows:

1. We have created an annual contingency of 2% of total revenue in the budget. This will provide the school with the necessary resources to weather a change in funding and/or have resources available for unforeseen expenses.
2. We will create a sizeable cash reserve from the first year of school operations. It is unusual for a new school to develop a cash reserve of more than 40 days cash on hand in its first year and over 60 days cash on hand in its fifth year. This cash reserve will provide the school with sufficient cushion to ensure that it will not have any difficulty with a delay in funding or with shifts in revenue or unforeseen expenses.
3. The LEARN Network will provide LEARN DC with funds as needed to ensure it remains financially viable at all times, a practice LEARN follows with its existing schools. This support may be given in the form of a grant, a loan, or a loan that LEARN chooses to convert to a grant in part or in whole.
4. LEARN will either assist the school in obtaining a line of credit through a guarantee or, provide a direct, unsecured line of credit to the school to protect it against liquidity risks.

Financial Transfers LEARN will charge LEARN DC a fee of 10% management of public revenues for the provision of network services. LEARN provides tremendous value to its existing network schools and will do so for LEARN DC, as detailed in the Network Services Agreement in Section F.

In addition to the management fee, there are several other of anticipated financial transfer between LEARN DC and LEARN.

LEARN will take on the responsibility for the development and financing of the facility which will greatly reduce the annual facility expense as LEARN is positioned to execute this at a much lower cost than LEARN D. could. As such, LEARN expects to enter into a lease agreement with LEARN DC. As part of any lease arrangement, LEARN DC will pay rent in exchange for use of a school facility.

LEARN will support LEARN DC in meeting the \$1.7M fundraising goal for the start-up period and first two years of operations. Should the two entities fail to raise the funds necessary to meet the needs associated with start-up and the first two years of operations, LEARN will commit to providing the school with the necessary funds. In addition, LEARN Network will directly cover all expenses incurred before the year prior to opening.

LEARN will provide LEARN DC with emergency financial support in the event that there is a concern with LEARN DC's liquidity. Either LEARN will assist the school in obtaining a line of credit through a guarantee or LEARN will provide the school with an unsecured line of credit.

LEARN may procure goods and services directly on LEARN DC's behalf. Should this occur, LEARN will invoice LEARN DC for the associated expenses on a pass-through basis.

Cash Flow Management LEARN's cash flow management plan has a three-pronged approach:

1. Implement strong financial oversight and internal controls to protect public funds at all times.
2. Ensure sufficient liquidity at all times.
3. Develop and implement contingencies in the event that revenue are significantly lower or expenses are significantly higher than expected.

Fiscal Oversight and Internal Control Throughout LEARN's history it has implemented strong financial oversight and internal control policies to safeguard funds and manage cash flow. A core component of this commitment centers around regular review of financial information, reporting and the associated analysis.

To ensure that LEARN DC maintains a stable financial position, LEARN Network will prepare financial reports including a quarterly detailed income statement, balance sheet and a monthly cash flow analysis. The Network CFO will review and present these reports at Board Meetings along with a budget variance analysis and forecast.

In addition, the LEARN Network accounting team will produce and review monthly reports with the LEARN DC Executive Director, Director of Operations, Principal and LEARN Network Chief Schools Officer to monitor spending compared to budget and to discuss forecast adjustments as necessary. A critical piece of our model is to ensure our LEARN Network CMO finance team supports school leaders and staff throughout the year.

In addition to strong review, reporting and analysis practices, LEARN Network will also create and implement accounting processes and policies for DC financial operations to ensure proper segregation of duties. LEARN Network will open a LEARN DC bank account which will be used for all financial transactions related to the school. This account will be separate from all other LEARN bank accounts. The LEARN Network accounting team will prepare monthly bank reconciliations, process accounts payable, develop appropriate transaction approval and review processes, complete the monthly close and implement the payroll system. The CFO will work with the independent audit firm to ensure that the annual audit is compliant with charter authorizer and government regulations and audit results are presented to the board. On a regularly basis, the network compliance team will review, complete and monitor compliance requirements as per the charter agreement.

At its foundation, a strong cash flow management plan relies upon a sound budget. LEARN Network has developed a systematic approach to budget development and oversight with all stakeholders in mind. This will ensure the financial health of the school is maintained and monitored carefully. The frequent interaction among the CFO, LEARN DC Executive Director will ensure that financial decisions and issues are handled in a strategic and timely manner.

Liquidity As discussed above, LEARN will ensure sufficient liquidity for LEARN DC by either guaranteeing and securing a line of credit for the school or providing the school with a direct, unsecured line of credit.

Planned Fundraising LEARN DC will require modest fundraising through the second year of operations. Beginning in year three, the school will not require any philanthropic revenue. The school's fundraising needs are as follows:

- \$550,000 in the year prior to opening
- \$800,000 in the first year of operations
- \$350,000 in the second year of operations

The majority of LEARN D.C.'s fundraising need in years one and two is not for operations but will be used to create the cash reserve. In fact, LEARN D.C. could almost eliminate the need for fundraising did it not place such a high value on creating a large cash reserve in the early years.

In the planning years, LEARN Charter School Network will manage fundraising with participation from the LEARN D.C. Executive Director, once hired. LEARN has established strong partnerships with philanthropic organizations and individuals, many of whom generously make multi-year commitments to support our expansion. For example, the Charter School Growth Fund awarded LEARN a \$4.8 million, six-year grant to support the Network's growth.

In September 2015, LEARN was one of only 12 charter school management organizations nationally awarded a federal charter school replication and expansion grant. LEARN has received permission from the U.S. Department of Education to use a portion of its \$6.5 million Charter Schools Program grant to support LEARN in DC with personnel expenses prior to launch, classroom supplies, technology and furniture.

LEARN Network's Advancement and External Affairs Department consistently meets its annual fundraising goals. We have had conversations with the following D.C. funders and consider their support likely upon charter approval: Education Forward D.C., Walton Family Foundation, CityBridge Foundation.

In the event LEARN DC cannot raise the money, LEARN Network will provide the school with funds, as needed, to ensure that the school remains financially viable at all times. These funds may be in the form of a loan, a grant or a loan that is converted to a grant in part or in whole.

3. Budget Workbook

PCSB Charter Application
5 Year Staffing Plan

LEARN DC Public Charter School

	Planning Year			Year 1			Year 2		
	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense
Executive Director	1.00	\$ 150,000	\$ 150,000	1.00	\$ 153,000	\$ 153,000	1.00	\$ 156,060	\$ 156,060
Principal	1.00	\$ 110,000	\$ 110,000	1.00	\$ 111,650	\$ 111,650	1.00	\$ 113,883	\$ 113,883
Assistant Principal			\$ -	1.00	\$ 100,000	\$ 100,000	1.00	\$ 102,000	\$ 102,000
Instructional Coach			\$ -			\$ -			\$ -
Academic Interventionists			\$ -	1.00	\$ 65,000	\$ 65,000	1.00	\$ 66,300	\$ 66,300
Classroom Teacher			\$ -	6.00	\$ 67,000	\$ 402,000	12.00	\$ 68,340	\$ 820,080
Supplemental Teacher			\$ -	1.00	\$ 67,000	\$ 67,000	2.00	\$ 68,340	\$ 136,680
Instructional Assistants			\$ -	3.00	\$ 39,000	\$ 117,000	6.00	\$ 39,780	\$ 238,680
Specials Teachers			\$ -	1.25	\$ 60,000	\$ 75,000	2.50	\$ 61,200	\$ 153,000
Director of Student Support Services	0.25	\$ 84,000	\$ 21,000	1.00	\$ 85,260	\$ 85,260	1.00	\$ 86,965	\$ 86,965
SPED Teachers			\$ -	1.25	\$ 65,000	\$ 81,250	2.50	\$ 66,300	\$ 165,750
Speech-language pathology			\$ -			\$ -			\$ -
Psychologist			\$ -			\$ -			\$ -
Social Worker - Counselor			\$ -	1.00	\$ 65,000	\$ 65,000	1.00	\$ 66,300	\$ 66,300
SPED paraprofessional - Aid				1.25	\$ 30,000	\$ 37,500	2.50	\$ 30,600	\$ 76,500
High School Placement Counselor			\$ -			\$ -	1.00	\$ 61,200	\$ 61,200
Nurse			\$ -			\$ -	0.50	\$ 76,500	\$ 38,250
Director of Operations	1.00	\$ 85,000	\$ 85,000	1.00	\$ 86,700	\$ 86,700	1.00	\$ 88,434	\$ 88,434
Business Manager			\$ -			\$ -			\$ -
HR Manager			\$ -	1.00	\$ 65,000	\$ 65,000	1.00	\$ 66,300	\$ 66,300
Office Manager	0.50	\$ 50,000	\$ 25,000	1.00	\$ 50,000	\$ 50,000	1.00	\$ 51,000	\$ 51,000
IT Manager			\$ -	1.00	\$ 55,000	\$ 55,000	1.00	\$ 56,100	\$ 56,100
Office Assistant			\$ -	1.00	\$ 35,000	\$ 35,000	1.00	\$ 35,700	\$ 35,700
Community Engagement Manager	1.00	\$ 50,000	\$ 50,000	1.00	\$ 50,000	\$ 50,000	1.00	\$ 51,000	\$ 51,000
Aides - part-time recess and lunch			\$ -	3.00	\$ 7,500	\$ 22,500	3.00	\$ 7,650	\$ 22,950
Facilities Manager			\$ -	1.00	\$ 50,000	\$ 50,000	1.00	\$ 51,000	\$ 51,000
Custodians			\$ -	1.00	\$ 30,000	\$ 30,000	2.00	\$ 30,600	\$ 61,200
TOTAL	4.75		\$ 441,000	30.75		\$ 1,803,860	47.00		\$ 2,765,332

	Rate/ Per Employee Expense	Total Expense	Rate/ Per Employee Expense	Total Expense	Rate/ Per Employee Expense	Total Expense
Health Insurance	\$ 4,140.89	\$ 19,669.21		\$ 129,242.24		\$ 200,504.10
Retirement Contributions		\$ 9,922.50		\$ 40,586.85		\$ 62,837.76
Social Security	6.2%	\$ 27,342.00	6.2%	\$ 111,839.32	6.2%	\$ 173,551.08
Medicare	1.45%	\$ 6,394.50	1.45%	\$ 26,155.97	1.45%	\$ 40,097.31
Unemployment		\$ 1,239.75		\$ 8,025.75		\$ 12,267.00
Other Employee Benefits		\$ 4,800.50		\$ 25,526.86		\$ 39,570.63
		\$ 69,368.46		\$ 341,376.98		\$ 528,827.89

PCSB Charter Application
5 Year Staffing Plan

LEARN DC Public Charter School

	Year 3			Year 4			Year 5		
	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense
Executive Director	1.00	\$ 159,181	\$ 159,181	1.00	\$ 162,365	\$ 162,365	1.00	\$ 165,612	\$ 165,612
Principal	1.00	\$ 116,161	\$ 116,161	1.00	\$ 118,484	\$ 118,484	1.00	\$ 120,854	\$ 120,854
Assistant Principal	1.00	\$ 104,040	\$ 104,040	1.00	\$ 106,121	\$ 106,121	2.00	\$ 108,243	\$ 216,486
Instructional Coach	1.00	\$ 78,030	\$ 78,030	1.00	\$ 79,591	\$ 79,591	2.00	\$ 81,183	\$ 162,366
Academic Interventionists	2.00	\$ 67,626	\$ 135,252	2.00	\$ 68,979	\$ 137,958	3.00	\$ 70,359	\$ 211,077
Classroom Teacher	18.00	\$ 69,707	\$ 1,254,726	21.00	\$ 71,101	\$ 1,493,121	24.00	\$ 72,523	\$ 1,740,552
Supplemental Teacher	3.00	\$ 69,707	\$ 209,121	3.50	\$ 71,101	\$ 248,854	4.00	\$ 72,523	\$ 290,092
Instructional Assistants	9.00	\$ 40,576	\$ 365,184	12.00	\$ 41,388	\$ 496,656	13.50	\$ 42,216	\$ 569,916
Specials Teachers	3.75	\$ 62,424	\$ 234,090	4.50	\$ 63,672	\$ 286,524	5.25	\$ 64,945	\$ 340,961
Director of Student Support Services	1.00	\$ 88,704	\$ 88,704	1.00	\$ 90,478	\$ 90,478	1.00	\$ 92,288	\$ 92,288
SPED Teachers	3.75	\$ 67,626	\$ 253,598	4.50	\$ 68,979	\$ 310,406	5.25	\$ 70,359	\$ 369,385
Speech-language pathology			\$ -	1.00	\$ 80,000	\$ 80,000	1.00	\$ 81,600	\$ 81,600
Psychologist			\$ -			\$ -	1.00	\$ 80,000	\$ 80,000
Social Worker - Counselor	1.00	\$ 67,626	\$ 67,626	2.00	\$ 68,979	\$ 137,958	2.00	\$ 70,359	\$ 140,718
SPED paraprofessional - Aid	3.75	\$ 31,212	\$ 117,045	4.50	\$ 31,836	\$ 143,262	5.25	\$ 32,473	\$ 170,483
High School Placement Counselor	1.00	\$ 62,424	\$ 62,424	1.00	\$ 63,672	\$ 63,672	1.00	\$ 64,945	\$ 64,945
Nurse	0.50	\$ 78,030	\$ 39,015	0.50	\$ 79,591	\$ 39,796	0.50	\$ 81,183	\$ 40,592
Director of Operations	1.00	\$ 90,203	\$ 90,203	1.00	\$ 92,007	\$ 92,007	1.00	\$ 93,847	\$ 93,847
Business Manager			\$ -			\$ -	1.00	\$ 60,000	\$ 60,000
HR Manager	1.00	\$ 67,626	\$ 67,626	1.00	\$ 68,979	\$ 68,979	1.00	\$ 70,359	\$ 70,359
Office Manager	1.00	\$ 52,020	\$ 52,020	1.00	\$ 53,060	\$ 53,060	1.00	\$ 54,121	\$ 54,121
IT Manager	1.00	\$ 57,222	\$ 57,222	1.00	\$ 58,366	\$ 58,366	1.00	\$ 59,533	\$ 59,533
Office Assistant	1.00	\$ 36,414	\$ 36,414	1.00	\$ 37,142	\$ 37,142	1.00	\$ 37,885	\$ 37,885
Community Engagement Manager	1.00	\$ 52,020	\$ 52,020	1.00	\$ 53,060	\$ 53,060	1.00	\$ 54,121	\$ 54,121
Aides - part-time recess and lunch	3.00	\$ 7,803	\$ 23,409	4.00	\$ 7,959	\$ 31,836	4.00	\$ 8,118	\$ 32,472
Facilities Manager	1.00	\$ 52,020	\$ 52,020	1.00	\$ 53,060	\$ 53,060	1.00	\$ 54,121	\$ 54,121
Custodians	2.00	\$ 31,212	\$ 62,424	2.00	\$ 31,836	\$ 63,672	2.00	\$ 32,473	\$ 64,946
TOTAL	62.75		\$ 3,777,555	74.50		\$ 4,506,427	86.75		\$ 5,439,332

	Rate/ Per Employee Expense	Total Expense	Rate/ Per Employee Expense	Total Expense	Rate/ Per Employee Expense	Total Expense
Health Insurance		\$ 271,709.72		\$ 327,426.45		\$ 386,984.00
Retirement Contributions		\$ 86,058.10		\$ 102,941.64		\$ 124,218.26
Social Security	6.2%	\$ 237,823.00	6.2%	\$ 284,658.39	6.2%	\$ 343,471.79
Medicare	1.45%	\$ 54,774.54	1.45%	\$ 65,343.18	1.45%	\$ 78,870.31
Unemployment		\$ 16,623.42		\$ 20,032.21		\$ 23,675.99
Other Employee Benefits		\$ 53,844.58		\$ 64,699.30		\$ 77,091.66
		\$ 720,833.36		\$ 865,101.18		\$ 1,034,312.01

General Education	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten 3	44	60	60	60	60
Pre-Kindergarten 4	44	60	60	60	60
Kindergarten	72	72	72	72	72
Grades 1	0	72	72	72	72
Grades 2	0	0	72	72	72
Grades 3	0	0	0	72	72
Grades 4	0	0	0	0	68
Grades 5	0	0	0	0	0
Grades 6	60	60	60	60	60
Grades 7	0	57	57	57	57
Grades 8	0	0	54	54	54
Grades 9	0	0	0	0	0
Grades 10	0	0	0	0	0
Grades 11	0	0	0	0	0
Grades 12	0	0	0	0	0
Alternative	0	0	0	0	0
Special Ed Schools	0	0	0	0	0
Adult	0	0	0	0	0
Subtotal General Education	220	381	507	579	647

Special Education	Year 1	Year 2	Year 3	Year 4	Year 5
Level 1	11	19	25	28	31
Level 2	9	16	21	23	25
Level 3	5	8	11	12	13
Level 4	6	10	13	15	16
Subtotal for Special Ed	31	53	70	78	85

English Language Learners	Year 1	Year 2	Year 3	Year 4	Year 5
Subtotal - ELL	0	0	0	0	0

Special Education-Residential	Year 1	Year 2	Year 3	Year 4	Year 5
Level 1 Residential	0	0	0	0	0
Level 2 Residential	0	0	0	0	0
Level 3 Residential	0	0	0	0	0
Level 4 Residential	0	0	0	0	0
<i>Subtotal for Special Ed Residential</i>	0	0	0	0	0

Residential	Year 1	Year 2	Year 3	Year 4	Year 5
LEP/NEP Residential	0	0	0	0	0

Residential	Year 1	Year 2	Year 3	Year 4	Year 5
Residential	0	0	0	0	0

At-Risk Students	Year 1	Year 2	Year 3	Year 4	Year 5
At-Risk	110	191	254	290	324

Special Education Add-ons (ESY)	Year 1	Year 2	Year 3	Year 4	Year 5
Level 1 ESY	3	5	6	7	8
Level 2 ESY	2	4	5	6	6
Level 3 ESY	1	2	3	3	3
Level 4 ESY	2	3	3	4	4
<i>Subtotal for Special Ed - ESY</i>	8	14	17	20	21

TOTAL ENROLLMENT	220	381	507	579	647
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PCSB Charter Application
5-Year Financial Projections

LEARN DC Public Charter School

	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE					
Per Pupil Charter Payments - General Education	3,105,371	5,170,137	6,766,206	7,719,242	8,651,330
Per Pupil Charter Payments - Categorical Enhancements	918,944	1,613,789	2,176,560	2,495,155	2,773,744
Per Pupil Facilities Allowance	766,281	1,366,872	1,873,475	2,203,717	2,536,405
Federal Funding	444,424	576,603	414,119	480,022	544,444
Other Government Funding/Grants	70,585	139,458	207,486	248,842	289,235
Private Grants and Donations	800,000	350,000	-	-	-
Activity Fees	45,203	79,028	106,171	122,415	138,116
In-kind Revenue	-	-	-	-	-
Other Income	690	1,213	1,639	1,899	2,154
TOTAL REVENUES	6,151,498	9,297,099	11,545,655	13,271,293	14,935,430

ORDINARY EXPENSE

Personnel Salaries and Benefits

Principal/Executive Salary	364,650	371,943	457,412	466,561	665,318
Teachers Salaries	544,000	1,130,288	1,736,472	2,088,541	2,444,370
Special Education Salaries	334,010	461,815	662,225	900,062	1,145,551
Teacher Aides/Assistants Salaries	139,500	261,630	388,593	528,492	602,388
Other Education Professionals Salaries	50,000	157,380	162,174	165,243	168,373
Business/Operations Salaries	333,600	374,134	381,309	388,626	456,091
Administrative/Other Staff Salaries	50,000	51,000	52,020	53,060	54,121
Employee Benefits and Payroll Taxes	341,377	528,828	720,833	865,101	1,034,312
Contracted Staff	-	-	-	-	-
Staff Development Expense	38,929	59,612	75,517	89,478	102,101
Subtotal: Personnel Expense	2,196,066	3,396,630	4,636,554	5,545,163	6,672,624

Direct Student Expense

Educational Supplies and Textbooks	100,620	118,283	190,046	209,570	261,913
Student Assessment Materials	11,880	23,842	35,883	43,197	50,340
Contracted Student Services	1,714,574	2,522,171	2,688,351	2,630,253	2,536,202
Food Service	120,595	242,026	364,250	438,498	511,012
Miscellaneous Student Expense	35,799	71,597	107,370	124,266	140,782
Subtotal: Direct Student Expense	1,983,469	2,977,920	3,385,899	3,445,783	3,500,249

Occupancy Expenses

Rent	311,321	865,706	865,706	865,706	1,908,053
Depreciation (facilities only)	-	-	-	-	-
Interest (facilities only)	-	-	-	-	-
Building Maintenance and Repairs	46,623	47,322	48,032	48,753	49,484
Utilities	46,623	113,399	115,100	116,826	230,933
Janitorial Supplies	1,100	1,934	2,612	3,027	3,434
Contracted Building Services	77,705	78,871	80,054	81,254	82,473
Subtotal: Occupancy Expenses	483,372	1,107,232	1,111,504	1,115,567	2,274,376

Assumptions

Title I, II, IDEA, Title V-b
NSLP, Healthy Schools Act, E-rate
Raised revenue backed by the CMO
Includes before and after care ~ 290 per student (excludes Pre-k)
miscellaneous, incl. bank interest

Executive Director, Principal, Asst. Principal & Instructional Coach
Classroom, Supplemental , and Specials Teachers
SpEd Teachers & Student Support Services
Instructional Assistants and Student Aids
HS Placement Counselor, Nurse and Community Engagement Mgr.
Dir of Fin/Ops, Office Mgr., Data Mgr., Facilities Mgr., & HR
Office Manager
FICA, SUI, health, 401k, life/disability
Includes staff PD, Recruiting and Staff events > 12k per FTE

~\$750 per student in Start-up Year with an avg of ~\$470 in following years
~\$90 per student (excludes pre-k students served by Apple Tree fee)
PPF-pass through to Apple Tree & Cont. SpEd - \$50k, \$226k, \$360k, \$274k & \$155k respectively
~\$950 per student (excludes pre-k students served by Apple Tree fee)
~\$270 per student (excludes pre-k students served by Apple Tree fee)

Debt secured by CMO and charged to LEARN DC as rent over a 3 phase construction plan
~ \$2 per square foot
~ \$3 per square foot
~ \$4 per square foot with marginal expenses decreasing at scale

PCSB Charter Application
5-Year Financial Projections

LEARN DC Public Charter School

	Year 1	Year 2	Year 3	Year 4	Year 5
Office Expenses					
Office Supplies and Materials	5,280	10,597	15,948	19,199	22,374
Office Equipment Rental and Maintenance	3,300	6,623	9,967	11,999	13,983
Telephone/Telecommunications	50,000	50,750	51,511	52,284	53,068
Legal, Accounting and Payroll Services	37,000	50,525	51,283	52,052	52,833
Printing and Copying	7,920	15,895	23,922	28,798	33,560
Postage and Shipping	1,980	3,974	5,980	7,199	8,390
Other	-	-	-	-	-
Subtotal: Office Expenses	105,480	138,363	158,612	171,531	184,208
General Expenses					
Insurance	45,000	45,675	46,360	47,056	47,761
Transportation	37,861	75,273	112,923	135,944	158,491
Administration Fee (to PCSB)	53,515	89,471	115,457	132,713	149,354
Management Fee	368,692	665,110	921,827	1,091,532	1,255,500
Depreciation and Amortization (non-facility)	50,190	101,474	152,790	196,772	240,703
Interest Expense (non-facility)	-	-	-	-	-
Other General Expense	155,237	242,555	307,379	354,060	399,238
Subtotal: General Expenses	710,495	1,219,558	1,656,735	1,958,077	2,251,048
TOTAL EXPENSES	5,478,882	8,839,702	10,949,304	12,236,121	14,882,506
Operating Revenue/Expense	672,616	457,397	596,351	1,035,172	52,924
CASH FLOWS					
Operating Activities					
Add Depreciation	50,190	101,474	152,790	196,772	240,703
(Increase)/Decrease in Current Assets	-	-	-	-	-
Increase/(Decrease) in Current Liabilities	-	-	-	-	-
Cash Flows from Operations	722,806	558,871	749,141	1,231,943	293,627
Investing Activities					
Purchase of property, plant and equipment	(165,228)	(256,422)	(256,581)	(219,906)	(219,657)
Purchase of investment securities	-	-	-	-	-
Other investing activities	-	-	-	-	-
Cash Flows from Investing	(165,228)	(256,422)	(256,581)	(219,906)	(219,657)
Financing Activities					
Proceeds from loans	-	-	-	-	-
Repayment of loans	-	-	-	-	-
Other financing activities	-	-	-	-	-
Cash Flows from Investing	-	-	-	-	-
NET CHANGE IN CASH	557,578	302,449	492,560	1,012,037	73,969
Cash, Beginning Balance	68,821	626,399	928,848	1,421,408	2,433,446
Cash, Ending Balance	626,399	928,848	1,421,408	2,433,446	2,507,415

Assumptions

~\$40 per student per K-8 Student Count
~\$25 per student per K-8 Student Count
~\$185 per student per K-8 Student Count
\$35k for legal services and \$15k for Audit services - Other support provided by LEARN CMO
~\$60 per student per K-8 Student Count
~\$15 per student per K-8 Student Count

~\$45k yearly
~\$300 per student per K-8 Student
1% of public revenues
10% of public revenues excluding PK PPF and PK add-on funding (At-Risk & SpEd)
based on cap ex; straight-line over useful life
\$20/student + 1% contingency

based on cap ex; straight-line over useful life

New Classroom ~ \$10k, New FTE ~ \$2k & New Student ~ \$2k. Replacement rate ~25%

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PCSB Charter Application
 Planning Year and First Year Financial Projections

LEARN DC Public Charter School

	Q1	Q2	Q3	Q4	Planning Year	Q1	Q2	Q3	Q4	Year 1
REVENUE										
Per Pupil Charter Payments - General Education	-	-	-	-	-	1,086,880	776,343	621,074	621,074	3,105,371
Per Pupil Charter Payments - Categorical Enhancements	-	-	-	-	-	321,630	229,736	183,789	183,789	918,944
Per Pupil Facilities Allowance	-	-	-	-	-	268,198	498,083	-	-	766,281
Federal Funding	-	57,500	86,250	86,250	230,000	67,500	146,784	115,070	115,070	444,424
Other Government Funding/Grants	-	-	-	-	-	9,712	22,078	21,016	17,779	70,585
Private Grants and Donations	550,000	-	-	-	550,000	200,000	200,000	200,000	200,000	800,000
Activity Fees	-	-	-	-	-	6,139	14,111	14,111	10,842	45,203
In-kind Revenue	-	-	-	-	-	-	-	-	-	-
Other Income	25	25	25	25	100	173	173	173	173	690
TOTAL REVENUES	550,025	57,525	86,275	86,275	780,100	1,960,232	1,887,306	1,155,233	1,148,727	6,151,498
ORDINARY EXPENSE										
<i>Personnel Salaries and Benefits</i>										
Principal/Executive Salary	65,000	65,000	65,000	65,000	260,000	91,163	91,163	91,163	91,163	364,650
Teachers Salaries	-	-	-	-	-	136,000	136,000	136,000	136,000	544,000
Special Education Salaries	5,250	5,250	5,250	5,250	21,000	83,503	83,503	83,503	83,503	334,010
Teacher Aides/Assistants Salaries	-	-	-	-	-	34,875	34,875	34,875	34,875	139,500
Other Education Professionals Salaries	12,500	12,500	12,500	12,500	50,000	12,500	12,500	12,500	12,500	50,000
Business/Operations Salaries	21,250	21,250	21,250	21,250	85,000	83,400	83,400	83,400	83,400	333,600
Administrative/Other Staff Salaries	6,250	6,250	6,250	6,250	25,000	12,500	12,500	12,500	12,500	50,000
Employee Benefits and Payroll Taxes	17,342	17,342	17,342	17,342	69,368	85,344	85,344	85,344	85,344	341,377
Contracted Staff	-	-	-	-	-	-	-	-	-	-
Staff Development Expense	5,321	4,553	12,233	6,345	28,450	8,299	7,684	13,828	9,118	38,929
Subtotal: Personnel Expense	132,913	132,145	139,825	133,937	538,818	547,583	546,969	553,112	548,402	2,196,066
<i>Direct Student Expense</i>										
Educational Supplies and Textbooks	-	-	-	-	-	56,347	20,124	12,074	12,074	100,620
Student Assessment Materials	-	-	-	-	-	2,970	2,970	2,970	2,970	11,880
Contracted Student Services	-	-	-	-	-	189,953	569,858	569,858	384,905	1,714,574
Food Service	-	-	-	-	-	12,060	36,179	36,179	36,179	120,595
Miscellaneous Student Expense	4,500	3,750	11,250	5,500	25,000	4,668	8,700	12,780	9,652	35,799
Subtotal: Direct Student Expense	4,500	3,750	11,250	5,500	25,000	265,997	637,831	633,861	445,780	1,983,469
<i>Occupancy Expenses</i>										
Rent	-	-	-	-	-	77,830	77,830	77,830	77,830	311,321
Depreciation (facilities only)	-	-	-	-	-	-	-	-	-	-
Interest (facilities only)	-	-	-	-	-	-	-	-	-	-
Building Maintenance and Repairs	-	-	-	-	-	11,656	11,656	11,656	11,656	46,623
Utilities	-	-	-	-	-	11,656	11,656	11,656	11,656	46,623
Janitorial Supplies	-	-	-	-	-	275	275	275	275	1,100
Contracted Building Services	-	-	-	-	-	19,426	19,426	19,426	19,426	77,705
Subtotal: Occupancy Expenses	-	-	-	-	-	120,843	120,843	120,843	120,843	483,372

PCSB Charter Application
 Planning Year and First Year Financial Projections

LEARN DC Public Charter School

	Q1	Q2	Q3	Q4	Planning Year	Q1	Q2	Q3	Q4	Year 1
Office Expenses										
Office Supplies and Materials	2,500	2,500	2,500	2,500	10,000	1,320	1,320	1,320	1,320	5,280
Office Equipment Rental and Maintenance	1,800	1,800	1,800	1,800	7,200	825	825	825	825	3,300
Telephone/Telecommunications	2,925	2,925	2,925	2,925	11,700	12,500	12,500	12,500	12,500	50,000
Legal, Accounting and Payroll Services	2,500	2,500	2,500	2,500	10,000	8,750	10,750	8,750	8,750	37,000
Printing and Copying	625	625	625	625	2,500	1,980	1,980	1,980	1,980	7,920
Postage and Shipping	500	500	500	500	2,000	495	495	495	495	1,980
Other	-	-	-	-	-	-	-	-	-	-
Subtotal: Office Expenses	10,850	10,850	10,850	10,850	43,400	25,870	27,870	25,870	25,870	105,480
General Expenses										
Insurance	500	500	500	500	2,000	11,250	11,250	11,250	11,250	45,000
Transportation	59	59	59	59	238	4,020	11,280	11,280	11,280	37,861
Administration Fee (to PCSB)	-	-	-	-	-	13,379	13,379	13,379	13,379	53,515
Management Fee	-	-	-	-	-	92,173	92,173	92,173	92,173	368,692
Depreciation and Amortization (non-facility)	4,286	4,286	4,286	4,286	17,144	12,547	12,547	12,547	12,547	50,190
Interest Expense (non-facility)	-	-	-	-	-	-	-	-	-	-
Other General Expense	4,026	4,026	4,026	4,026	16,102	38,809	38,809	38,809	38,809	155,237
Subtotal: General Expenses	8,871	8,871	8,871	8,871	35,484	172,179	179,439	179,439	179,439	710,495
TOTAL EXPENSES	157,134	155,616	170,796	159,158	642,702	1,132,472	1,512,951	1,513,125	1,320,334	5,478,882
Operating Revenue/Expense	392,891	(98,091)	(84,521)	(72,883)	137,398	827,760	374,355	(357,892)	(171,607)	672,616
CASH FLOWS										
Operating Activities										
Add Depreciation	4,286	4,286	4,286	4,286	17,144	12,547	12,547	12,547	12,547	50,190
(Increase)/Decrease in Current Assets	-	-	-	-	-	-	-	-	-	-
Increase/(Decrease) in Current Liabilities	-	-	-	-	-	-	-	-	-	-
Cash Flows from Operations	397,178	(93,804)	(80,234)	(68,596)	154,542	840,307	386,903	(345,345)	(159,060)	722,806
Investing Activities										
Purchase of property, plant and equipment	(85,721)	-	-	-	(85,721)	(165,228)	-	-	-	(165,228)
Purchase of investment securities	-	-	-	-	-	-	-	-	-	-
Other investing activities	-	-	-	-	-	-	-	-	-	-
Cash Flows from Investing	(85,721)	-	-	-	(85,721)	(165,228)	-	-	-	(165,228)
Financing Activities										
Proceeds from loans	-	-	-	-	-	-	-	-	-	-
Repayment of loans	-	-	-	-	-	-	-	-	-	-
Other financing activities	-	-	-	-	-	-	-	-	-	-
Cash Flows from Investing	-	-	-	-	-	-	-	-	-	-
NET CHANGE IN CASH	311,457	(93,804)	(80,234)	(68,596)	68,821	675,079	386,903	(345,345)	(159,060)	557,578
Cash, Beginning Balance	-	311,457	217,652	137,418	-	68,821	743,900	1,130,803	785,458	68,821
Cash, Ending Balance	311,457	217,652	137,418	68,821	68,821	743,900	1,130,803	785,458	626,399	626,399

Section E: Founding Group Supporting Documents

LEARN D.C. Public Charter School Founding Board Director Agreement

LEARN D.C. Public Charter School (LEARN D.C.) Board of Directors will manage and carry out the LEARN D.C. Public Charter School vision, foster relationships with staff and the school community, and oversee the budget. It shall be the goal of every board member to help guarantee the educational success of students. The vision and mission statement of LEARN D.C. Public Charter School, will serve to guide and direct the board of directors. The goal to continually improve, maintain integrity, serve LEARN D.C. families and ensure academic success for our students shall take precedence in all situations.

As a Founding Board Director, I will have the responsibility to serve on the Inaugural Board of Directors for the LEARN D.C. Public Charter School. In that role, I have a responsibility to act responsibly and prudently as a steward while working to establish the permanent LEARN D.C. Public Charter School Board of Directors. I have read, understand and am willing to comply with the Board Director Expectations which outline my responsibilities as a Founding Board Member.

BOARD DIRECTOR DUTIES AND RESPONSIBILITIES

Founding Directors shall fulfill their responsibilities on the Board to their fullest capability. Specifically, the Founding Board Directors will fulfill the following duties and responsibilities:

- 1. Recruit and orient new individuals to serve on the permanent Board Directors**
 - Define Board membership needs in terms of skill, experience and diversity.
 - Cultivate, check the credentials of and recruit prospective nominees.
 - Provide for new Board director onboarding.
- 2. Provide strategic advice on the school launch**
- 3. Enhance LEARN D.C.'s standing in the community**
 - Serve as ambassadors, advocates and community representatives of LEARN D.C.
- 4. Establish legal and financial policies and structures necessary for start-up period**
 - Establish policies needed to guide LEARN D.C.'s board directors and staff during start-up period.
 - Retain a fiscal agent for LEARN D.C., if necessary.
 - Oversee application for 501(c)(3) status from the Internal Revenue Service.
 - Adhere to the provisions of the organization's bylaws and articles of incorporation.
 - Adhere to local, state and federal laws and regulations that apply to the organization.
 - Ensure compliance with all federal, state and local government regulations.

5. **Identify potential funders and fundraising and development opportunities**

6. **Develop and approve mission and vision of LEARN D.C.**

- Create and approve the mission and vision statement.

7. **Recruit and Select the Executive Director**

- Work with LEARN to develop the Executive Director's job description.
- Recruit and identify candidates to find ensure selection of the most qualified individual.
- Approve contract.



Date: 8-24-18

Founding Board Director
LEARN D.C. Board of Directors

LEARN D.C. Public Charter School Board Director Agreement

LEARN D.C. Public Charter School (LEARN D.C.) Board of Directors will manage and carry out the LEARN D.C. Public Charter School vision, foster relationships with staff and the school community, and oversee the budget. It shall be the goal of every board member to help guarantee the educational success of students. The vision and mission statement of LEARN D.C. Public Charter School, will serve to guide and direct the board of directors. The goal to continually improve, maintain integrity, serve LEARN D.C. families and ensure academic success for our students shall take precedence in all situations.

I understand that as a director of the Board of LEARN D.C. I have a responsibility to act responsibly and prudently as its steward. I have read, understand and am willing to comply with the Board Director Expectations which outline my responsibilities to the Board. If I ever find myself in a situation where I am unable to fulfill these expectations I will resign from the Board.

BOARD DIRECTOR DUTIES AND RESPONSIBILITIES

Directors shall fulfill their responsibilities on the Board, Board committees or subcommittees to their fullest capability. Specifically, Board Directors will fulfill the following duties and responsibilities:

- 1. Determine the mission and purpose of LEARN D.C. and keep it clearly in focus**
 - Create and periodically review the mission statement.
 - Understand and support the mission statement.

- 2. Select the Executive Director**
 - Reach consensus on the Executive Director's job description.
 - Undertake a careful search process to find the most qualified individual.
 - Oversee and approve contract negotiation and renewal.

- 3. Support and review the performance of the Executive Director**
 - Provide frequent and constructive feedback.
 - Assist when board members overstep prerogatives or misunderstand their roles.
 - Compliment for exceptional accomplishments.
 - Provide for an annual written performance review with a process agreed upon with the Executive Director well in advance.

- 4. Ensure effective organizational planning**
 - Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and strategy.

- Establish and approve the rate of growth of LEARN D.C.

5. Ensure adequate financial resources

- Approve fundraising targets and goals.
- Assist in carrying out the development plan.
- Make an annual gift at a level that is personally meaningful.

6. Manage resources effectively

- Approve the annual budget.
- Monitor budget implementation through periodic financial reports.
- Approve accounting and personnel policies.
- Provide for an independent annual audit by a qualified CPA.
- Ensure the full board has the proper training to be effective stewards of public funding.
- Ensure adequate insurance is in force to cover scholars, staff, visitors, the Board, and the assets of the LEARN D.C.

7. Determine, monitor and strengthen the programs and services

- Assure programs and services are consistent with the mission and the charter.
- Approve measurable organizational outcomes.
- Approve annual, attainable Board and management level goals.
- Monitor progress in achieving the outcomes and goals.
- Assess the quality of the program and services.

8. Enhance LEARN's public standing

- Serve as ambassadors, advocates and community representatives of LEARN D.C.
- Ensure that no Board Director represents her/himself as speaking on behalf of the Board unless specifically authorized to do so.
- Provide for a written annual report and public presentation that details LEARN D.C.'s mission, programs, financial condition, and progress made towards charter promises.
- Approve goals of an annual public relations program.

9. Ensure legal and ethical integrity and maintain accountability

- Establish policies to guide LEARN D.C.'s board directors and staff.
- Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
- Adhere to the provisions of the organization's bylaws and articles of incorporation.
- Adhere to local, state and federal laws and regulations that apply to the organization.
- Ensure compliance with all federal state and local government regulations.

10. Recruit and orient new Board Directors and assess Board performance

- Define Board membership needs in terms of skill, experience and diversity.

- Cultivate, check the credentials of and recruit prospective nominees.
- Provide for new Board director onboarding.
- Conduct an annual evaluation of the full Board and individual Board Directors.

BOARD DIRECTOR EXPECTATIONS

Additionally, each Board Director shall work to fulfill the following Director Expectations:

Board Development Activities.

- Actively participate in one or more fundraising event(s) annually.
- Use personal and professional contacts and expertise for the benefit of LEARN D.C.. Introduce several individuals and/or organizations to LEARN D.C. annually.
- Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.

Meeting Participation.

- Directors are expected to regularly attend Board and committee meetings, prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, each Director shall notify the Board or committee chair.
- Directors missing more than two consecutive board meetings without prior notice of their absence may be relieved of their board involvement.
- All Board Directors should be prepared to contribute approximately 8-10 hours per month toward Board service which includes:
 - Attending a Board meeting (2-3 hours every other month).
 - Attending the annual retreat (6-8 hours once per year).
 - Participating on a Board committee (1-2 hours a month).
 - Reading materials, preparing for meetings (1 hour per month).
 - Attending events, assisting with fundraising and other ambassador tasks as needed (2-3 hours per month).
 - Visiting the LEARN D.C. campus at least once every quarter (1-2 hours each quarter).
- Actively serve as a committee chair and/or committee member.

Board Director Documentation.

- All Directors will conduct a self-evaluation and engage in activities that contribute to the board's self-evaluation.
- All Directors will complete disclosure statements and conflict of interest forms and update information as appropriate.

- Inform the LEARN Board of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation. Maintain confidentiality of all LEARN Board materials and discussions.

Behavioral Expectations.

- Directors shall respect and listen to ideas being presented by other board members.
- Directors shall abide maintain confidentiality of all LEARN Board materials and discussions consistent with applicable law and regulations, including the open meetings law [C.R.S. 24-6-401 through 402].
- Board Directors shall exemplify integrity, honesty and respect.
- Any Director finding himself or herself involved in an unresolvable conflict shall put the vision of the school first and step down from the board.
- On school grounds, Board Directors shall be mindful of the different roles they play: parent, volunteer, board member, etc. A Director will not use their position of authority while acting in their parent or volunteer roles.

In turn, LEARN D.C. will do the following:

1. Help directors perform their duties by keeping them informed about issues in the academic field, and by offering them opportunities for professional development as a Board Director.
2. Respond in a straightforward fashion to questions that Directors have that are necessary to carry out Board and committee-related responsibilities to this organization.
3. Work in good faith with Directors towards achievement of LEARN D.C. goals.
4. If LEARN D.C. does not fulfill its commitments, a Director can call on the Board Chair and/or Executive Director to discuss these responsibilities.

Director, LEARN D.C. Board of Directors

Date: _____

Chair, LEARN D.C. Board of Directors

Date: _____

LEARN D.C. Public Charter School Founding Board Director Agreement

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BOARD DIRECTOR DUTIES AND RESPONSIBILITIES

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 - Provide for new Board director onboarding.

- 2. Provide strategic advice on the school launch**

- 3. Enhance LEARN D.C.'s standing in the community**
 - Serve as ambassadors, advocates and community representatives of LEARN D.C.

- 4. Establish legal and financial policies and structures necessary for start-up period**
 - Establish policies needed to guide LEARN D.C.'s board directors and staff during start-up period.
 - Retain a fiscal agent for LEARN D.C., if necessary.
 - Oversee application for 501(c)(3) status from the Internal Revenue Service.
 - Adhere to the provisions of the organization's bylaws and articles of incorporation.
 - Adhere to local, state and federal laws and regulations that apply to the organization.
 - Ensure compliance with all federal, state and local government regulations.

5. Identify potential funders and fundraising and development opportunities

6. Develop and approve mission and vision of LEARN D.C.

- Create and approve the mission and vision statement.

7. Recruit and Select the Executive Director

- Work with LEARN to develop the Executive Director's job description.
- Recruit and identify candidates to find ensure selection of the most qualified individual.
- Approve contract.

Date: _____

Founding Board Director
LEARN D.C. Board of Directors

LEARN D.C. Public Charter School Founding Board Director Agreement

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5. **Identify potential funders and fundraising and development opportunities**

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- Create and approve the mission and vision statement.

7. **Recruit and Select the Executive Director**

- Work with LEARN to develop the Executive Director's job description.
- Recruit and identify candidates to find ensure selection of the most qualified individual.
- Approve contract.

[Redacted Signature]

Date: 8/28/18

Founding Board Director
LEARN D.C. Board of Directors

LEARN D.C. Public Charter School Founding Board Director Agreement

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 - Establish policies needed to guide LEARN D.C.'s board directors and staff during start-up period.
 - Retain a fiscal agent for LEARN D.C., if necessary.
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 - Adhere to the provisions of the organization's bylaws and articles of incorporation.
 - Adhere to local, state and federal laws and regulations that apply to the organization.
 - Ensure compliance with all federal, state and local government regulations.

5. **Identify potential funders and fundraising and development opportunities**

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- Create and approve the mission and vision statement.

7. **Recruit and Select the Executive Director**

- Work with LEARN to develop the Executive Director's job description.
- Recruit and identify candidates to find ensure selection of the most qualified individual.
- Approve contract.

[Redacted Signature]

Founding Board Director
LEARN D.C. Board of Directors

Date: 9/20/10

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

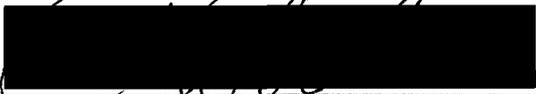
Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		✓
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		✓
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		✓
4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		✓
6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?	✓	
7 Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10 Do you currently serve as a member of the board of any public charter school?		✓
11 Do you currently serve as a public official?		✓
12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13 To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	
Name Donna Moore	Title Chief Financial Officer
Name of Proposed School LEARN DC	Date 8/8/18

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		✓
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		✓
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		✓
4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		✓
6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?	✓	
7 Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10 Do you currently serve as a member of the board of any public charter school?		✓
11 Do you currently serve as a public official?		✓
12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	✓	
13 To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	
Name Gregory White	Title President & CEO
Name of Proposed School LEARN DC	Date 8/21/18

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		✓
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		✓
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		✓
4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		✓
6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?	✓	
7 Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10 Do you currently serve as a member of the board of any public charter school?		✓
11 Do you currently serve as a public official?		✓
12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13 To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	
Name Jane Boyd	Title Director of Student Support Services
Name of Proposed School LEARN DC	Date 8/8/18

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		✓
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		✓
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		✓
4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		✓
6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?	✓	
7 Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10 Do you currently serve as a member of the board of any public charter school?		✓
11 Do you currently serve as a public official?		✓
12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13 To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	
Name Kelly Tyson	Title Principal, LEARN 6 Campus in North Chicago/Great Lakes
Name of Proposed School LEARN DC	Date 8/8/18

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		✓
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		✓
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		✓
4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		✓
6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?	✓	
7 Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10 Do you currently serve as a member of the board of any public charter school?		✓
11 Do you currently serve as a public official?		✓
12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13 To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	
Name Kristen Denison	Title Chief Advancement & External Affairs Officer
Name of Proposed School LEARN DC	Date 7/31/2018

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		<input checked="" type="checkbox"/>
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		<input type="checkbox"/>
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		<input type="checkbox"/>
4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		<input type="checkbox"/>
5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		<input type="checkbox"/>
6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?		<input type="checkbox"/>
7 Did you or your spouse provide any start-up funds to the proposed charter school?		<input type="checkbox"/>
8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		<input type="checkbox"/>
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		<input type="checkbox"/>
10 Do you currently serve as a member of the board of any public charter school?		<input type="checkbox"/>
11 Do you currently serve as a public official?		<input type="checkbox"/>
12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		<input type="checkbox"/>
13 To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		<input type="checkbox"/>

Signature 	
Name Marco V. Quintana	Title Founding Board Treasurer
Name of Proposed School LEARN DC Public Charter School	Date 8-24-2018

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		No
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		No
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		No
4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		No
5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		No
6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?		No
7 Did you or your spouse provide any start-up funds to the proposed charter school?		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 that would answer "yes" to any of the questions 1-7?		No
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		No
10 Do you currently serve as a member of the board of any public charter school?		No
11 Do you currently serve as a public official?		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 (North Star – founding board)	
13 To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		No

Signature 	
Name Maya Martin	Title Founder and Executive Director

Name of Proposed School LEARN DC	8/15/18 Date
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Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		✓
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		✓
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		✓
4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		✓
6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors? <i>I will be a member of the management organization</i>	✓	
7 Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10 Do you currently serve as a member of the board of any public charter school?		✓
11 Do you currently serve as a public official?		✓
12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13 To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	
Name Sabrina King	Title Chief Talent Officer
Name of Proposed School LEARN DC	Date 7/31/18

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		✓
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		✓
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		✓
4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		✓
6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?		✓
7 Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10 Do you currently serve as a member of the board of any public charter school?		✓
11 Do you currently serve as a public official?		✓
12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	✓	
13 To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	
Name <i>Shanika Hope</i>	Title <i>Board Member</i>
Name of Proposed School LEARN DC Public Charter School	Date <i>8/28/16</i>

Conflict of Interest Form

Supplemental Response for Question 12

Question: *Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?*

Response: *From 2006 to 2009 I worked for Friendship Public Charter Schools in various capacities that included activities related to establishing charter schools in Washington, DC. Additionally, in 2010 I participated in preliminary charter school application development activities for a proposed charter school named Tribeca. The proposed charter school application did not move forward.*

Donna L. Moore, CPA

EXECUTIVE SUMMARY

Strategic Financial Executive with extensive not-for-profit expertise. Experience in public accounting, health-care and education industries. Proven leader in navigating growth and re-organization in dynamic business environments. Strong track record in leading financial functions and business process improvements. Key financial representative and presenter to Board of Directors and Finance Committee.

Areas of expertise include:

- Financial Planning and Analysis
- Risk Management
- Team Building
- Budgeting and Forecasting
- Banking Relationships
- Facilities Management
- Treasury and Investments
- Project Management
- Human Resources

PROFESSIONAL EXPERIENCE

LEARN CHARTER SCHOOL NETWORK

2016-Present

Nationally recognized network of 10 elementary charter schools with annual operating budget of \$55M.

Chief Financial Officer

Lead all financial activities including accounting, budgeting, audit, payroll, compliance and investment management, with team of 7.

- Built a strong finance and accounting team for improved operational efficiencies. Recommended and implemented accounting policies, systems and internal controls for multi-site system. Resulted in “no audit findings” for the last two fiscal years.
- Designed monthly and quarterly financial reports and forecasts to Board of Directors, Principals and Senior Management to support strategic planning and to monitor revenues and expenses to budget.
- Led budget process improvements including development of new financial tool. Resulted in increased collaboration with Principals and Senior Management in allocating network resources.
- Implemented improvements in treasury and investment management resulting in higher returns. Transferred to new banking platform and worked with Finance Committee in the development of investment policy.

CHICAGO PUBLIC MEDIA, INC., (WBEZ 91.5 FM), Chicago, IL

1997 - 2015

A \$24M not-for-profit public media institution creating and distributing local and national programming.

Chief Financial Officer (2000-Present)

Assistant Secretary - Board of Directors (2013-Present)

Interim Chief Operating Officer (2008-2009)

Lead all financial activities including budgeting, financial reporting, forecasting, audit, investments and donor data services.

Financial Management and Strategic Planning

- Designed financial reporting structure, including forecasts, budgets and metrics for senior management and board of directors, creating framework to manage growth in operations from \$7M to over \$24M.
- Recommended and implemented accounting policies, systems and internal controls, driving operational efficiencies and financial transparency.
- Completed \$22M tax-exempt bond issuance to finance 20K square foot expansion at Navy Pier facilities. Key team member in facilities renovation project. Monitored project funds and worked with construction manager to complete project on budget and on time.
- Negotiated renewal of letter of credit and financial covenants with lending institutions, saving over

50% in fees and generating more favorable bank covenants. Negotiated lines of credit of \$500K for operations and \$2.5M term loan to finance purchase of radio license. Implemented \$22M in interest rate swap transactions to fix monthly interest costs.

- Monitored growth in investment portfolio from \$4.6M to over \$28M. Station lead in working with portfolio manager to implement investment policy and manage capital campaign proceeds.
- Led 2008 organizational restructure, reducing operating costs more than 5%. Provided strategic and financial support in the development of local and national programming including nationally-recognized program, *This American Life*.

Administration and Operations

- Developed HR infrastructure to manage growth in staff from 45 to 135. Created team of 3 focused on organizational development, benefits administration and recruitment. Developed employee handbooks and led team in improvements to performance evaluation systems.
- Managed creation of facilities and IT departments, negotiated leases and developed capital expenditure budgets from \$700K to over \$1.5M.
- Negotiated and monitored annual renewals for property and casualty insurance, valued at over \$38M.

Controller/Director of Finance (1997-2000)

PRIOR EXPERIENCE

RUSH PRUDENTIAL HEALTH PLANS (Manager Financial Planning and Analysis), Chicago, IL
JOHNSON PUBLISHING COMPANY (Accountant), Chicago, IL
ERNST & WHINNEY (Currently EY), (Senior Auditor), Chicago, IL

EDUCATION AND CERTIFICATIONS

John F. Kennedy School of Government, Harvard University, MPA
Kellogg School of Management, Northwestern University, MBA, Finance
Loyola University, BBA, Accounting
HR Certification Institute, Professional in Human Resource (PHR)

PROFESSIONAL AFFILIATIONS

Chicago Finance Exchange - Female financial executives in Chicago metropolitan area – Former President

GREGORY A. WHITE

EXPERIENCE

LEARN CHARTER SCHOOLS, Chicago, IL 2008 – Present

LEARN is a network of 10 elementary charter schools with a total enrollment of 4,100 students, 500 FTEs, and \$60MM annual budget. LEARN is nationally recognized for its outstanding academic achievement in low-income communities.

President & CEO

Lead LEARN's high-performing, award-winning school network. Recruit, support and evaluate the school's leadership team. Collaborate with leaders at each school to deliver a high quality education. Ensure sound operating, financial and accounting practices. Foster a success-oriented, entrepreneurial, and respectful culture.

- Conceived and led a strategy to grow the organization from one to 10 schools, while guiding the organization's transition from entrepreneurial phase to an enduring institution. Implemented systems and processes to increase staff productivity, lower operating costs, and accelerate student academic achievement.
- Fundraise over \$5 million annually from individuals and foundations. Have negotiated and secured in excess of \$35 million in funding to open new schools including bank debt, bond financing, and new markets and historic tax credits.
- Oversee all key functional areas (Human Resources, Technology, Finance, and Teaching & Learning). Develop and manage key partnerships, the Board of Directors and government agencies. Advocate for charter school legislation.

THE CHICAGO COMMUNITY TRUST, Chicago, IL 2006 – 2008

\$2 billion foundation that grants over \$115MM annually.

Vice President, Strategy & Operations

Member of the senior leadership team, responsible for 15 human resources, technology, grants processing, marketing & communications, and administrative professionals. Served on three subcommittees of the Board of Directors' (finance, governance, and communications & philanthropic services).

- Led the Trust's strategic planning process to develop a 3-year plan and oversaw initial implementation of the new plan.
- Attracted new donors to the Trust and collaborated with them to achieve their philanthropic objectives.
- Provided leadership for several of the Trust's largest grants, including awards programs and geographic affiliates.
- Maintained high visibility for the Trust and led collaborative efforts, partnerships, and alliances with community, governmental, corporate, and not-for-profit leaders.

CHICAGO VENTURE PARTNERS, L.P., Chicago, IL 1998 – 2006

A \$45 million SBIC licensed private equity fund which focused on growth and later stage financings.

Co-Founder & Partner

Co-founded and launched a successful venture capital fund. Served as one of three investment committee members who invested in 15 privately-held companies. Led business development activities to source investment opportunities. Performed industry research and company due diligence on investments. Performed semi-annual evaluation of all portfolio companies, prepared investor reports, managed relationship with the fund's largest investor, and oversaw all regulatory compliance issues.

- Developed financial models to project returns and quantified investment risk of proposed investments.
- Structured and negotiated investments in privately held companies to maximize the fund's risk adjusted return.
- Provided strategic advice and support to portfolio companies including serving on boards of directors, assisting in recruiting and evaluating executive personnel, and identifying new sales opportunities.

CORPORATE ADVISORY SERVICES, Chicago, IL 1995 – 2006

Corporate Advisory Services was a strategic consulting firm that specialized in serving private equity funds, rapidly growing entrepreneurial companies, and not-for profit organizations.

President

Founded the firm and completed more than 25 engagements across a variety of industries. Selected engagements include:

Private Equity Funds: **Midcities Investment Fund, I (MIF)** and **Shorebank Capital Corporation (SCC)**

- Analyzed the feasibility of, and crafted investment strategy for, a new, private equity fund, (**MIF**).
 - Raised \$750,000 in seed capital commitments to launch this community development fund.
 - Wrote private placement memorandum, developed fundraising plan, met with more than 30 institutional investors and secured in excess of \$12 million in “soft circle” commitments.
- Assisted the President in managing **SCC’s** portfolio of 35 equity and subordinated debt investments. Evaluated investments in new deals and restructured or liquidated non-performing investments.

Entrepreneurial Development Programs: **The Denali Initiative** and **The Runners’ Club**

- Assisted in recruiting and selecting 34 high caliber Executive Directors for intensive multiple-year program to develop social entrepreneurs (***The Denali Initiative***).
 - Coached participants to write business plans, raise capital, recruit advisory boards, and launch their enterprises.
 - Served as key decision maker for \$2.5 million community seed fund that made awards to 32 social enterprises.
- Conceived, designed and managed advanced entrepreneurial development program, ***The Runners’ Club***, an organization which has trained 84 entrepreneurs who have raised \$14 million in capital and created 350 new jobs.

For-Profit and Not-For-Profit Companies

- Assisted more than 10 for-profit companies in: raising capital; writing business plans; evaluating and hiring senior managers; structuring compensation plans; improving decision making processes; and executing growth strategies.
- Consulted with 8 not-for profit clients on: program evaluation; strategic planning; training; business plan writing; model replication; and launching a social enterprise.

SALOMON BROTHERS, Chicago, IL 1993 – 1995
Fixed Income Salesman - Sold fixed income investments to institutional investors

CONTINENTAL BANK, Chicago, IL 1990 – 1993
Account Officer - Underwrote loans to corporations

THE ROUSE COMPANY, Baltimore, MD 1986 – 1988
Assistant Research Analyst - Analyzed market feasibility and projected sales for commercial real estate properties

THE ENTERPRISE FOUNDATION, Baltimore, MD 1985 – 1986
Assistant Field Officer - Provided technical assistance to affordable housing developers

EDUCATION

HARVARD BUSINESS SCHOOL, Cambridge, MA 1990
 Master of Business Administration, General Management

BROWN UNIVERSITY, Providence, RI 1985
 Bachelor of Arts *with Honors*, Economics and Development Studies

TEACHING

KELLOGG GRADUATE SCHOOL OF MANAGEMENT, Evanston, IL 2003 – 2013
Adjunct Professor - Entrepreneurship Program, Department of Finance

BOARD MEMBER / OTHER

Director, Federal Home Loan Bank of Chicago 2009 - Present
 • \$90 billion wholesale bank. SEC reporting: Human Resources & Compensation and Public Policy Committees

Former Director, Christ The King High School; National Louis University; Lakefront Supportive Housing Fellow, Broad Academy - a highly selective two-year fellowship in urban public education. (2015-2016)
 Fellow, Pahara-Aspen Education Fellowship - selective two -year leadership development program (2012- 2013)

Jane Boyd

Administrative Experiences:

*Director of Special Education and Student Support Services
LEARN Charter School Network*

2017-present

- Advocating for the best interests of scholars across 10 schools
- Partnering with school leaders to improve services and supports
- Responding to parent concerns and supporting families
- Selecting and evaluating special education teachers and clinicians
- Expanding MTSS Tier 3 ELA and Math supports with data collection
- Ensuring compliance with all network, state and federal guidelines regarding Special Education and English Learners
- Advising on student discipline situations
- Directing all special education programming
- Ensuring a full continuum of special education services (LEA in one campus)
- Expanding SEL programming across the network
- Defining common student practices across all sites

Director of Student Services Park Ridge District #64

2014-2017

- Advocating for the best interests of students across 7 schools
- Leading the provision of quality special education services
- Managing federal grants, and all special education finances
- Serving as LEA to ensure a full continuum of services
- Supervising special education administrators, teachers and support staff
- Collaborating with building administrators and other departments
- Ensuring compliance with district, state and federal policies
- Resolving multiple legal challenges and disputes
- Designing professional development aligned with department goals
- Mediating conflicts regarding special education decisions
- Expanding MTSS and SEL programming and services for all students

Director of Student Services West Chicago District #33

2007-14

- Advocating for the best interests of students
- Supporting families in a diverse community

- Directing all special education programming
- Coaching the implementation of Problem Solving, MTSS
- Serving as an expert on special education and 504 rules, regulations and best practices
- Guiding significant improvements in reading instruction for special education students
- Developing positive relationships with parents and staff
- Effectively managing all special education grants and finances
- Hiring and evaluating special education and student services staff

Assistant Director of Student Services Batavia School District #101 2004-07

- Supporting special services and personnel
- Developing positive relationships with Batavia parents, teachers, administrators and support staff
- Coordinating all private placements
- Leading special education instructional improvements

Coordinator NSSEO, Wheeling Illinois 2002-04

Principal, Public Day School, K-12 Oswego IL 2000-02

Student Services Supervisor, School District #204 1999-00

Assistant Principal, West Aurora District 129 1998-99

Teaching Experiences:

West Aurora D #129 Middle School Special Education Teacher	1997-98
West Chicago D #33 6th Grade Teacher	1993-97
West Chicago D #33 Elementary Special Education Teacher	1988-93
Joliet Public Schools Special Education Teacher	1987-88
Evanston Public Schools Special Education Resource Teacher	1984-87
Evanston Public Schools Middle School Math Teacher	1982-84

Current Illinois Certifications:

- Type 75 Administration with Director of Special Education Endorsement
- Type 10 Special Education Teacher, LBS 1
- Type 03 General Education Teacher K-9

Academic Background:

<i>Northern Illinois University</i> , DeKalb, IL Administrative Coursework	1997-98
Northern Illinois University , Masters Degree in Special Education Collaboration and Consultation	1989-91
National Louis University , Evanston, IL Special Education Certification	1983-86
<i>Pace University</i> , NY Bachelor's Degree Elementary Education	1977-80

Staff Development and Higher Education Experiences:

Aurora University , Adjunct Instructor	2015
Ohadi Foundation Presenter and Author	2000-07
North Central College , Adjunct Instructor	1993-02

Kelly J. Baker Tyson

EDUCATION

Master of Arts, Educational Administration, GPA 3.9

University of Iowa, 1998

Bachelor of Science Degree, Elementary Education & Special Education, GPA 3.89

Fontbonne University, 1995

PROFESSIONAL EXPERIENCE

LEARN Charter School Network, Chicago IL **2013-Present**
Principal, LEARN Campus 6 (K-8)

City Academy, St. Louis, Missouri **2006-2013**
Principal (PreK-6)

Edwardsville Community Unit School District #7, Illinois **2005-2006**
District Administrator: Special Education and Related Services Coordinator

Community School, St. Louis, Missouri **1998-2005**
Elementary Education Teacher

Ernest Horn Elementary School, Iowa City, Iowa **1996-1998**
Special Education Teacher

New City School, St. Louis, Missouri **1995-1996**
Interim Elementary Education Teacher

CERTIFICATION

- Missouri Principal, (K-8, ADMIN I)
- Missouri Teacher of Learning Disabled, (K-12, PCII)
- Missouri Teacher of Behavior Disordered, (K-12, PCII)
- Missouri Teacher, (1-8, PCII)
- Illinois Administrative, (K-12, Principal)
- Illinois Standard Special Teaching, (K-12, Learning Behavior Specialist I)
- Illinois Standard Elementary Teaching, (K-9)
- Framework for Teaching Proficiency Test (Charlotte Danielson) passed July 26, 2014

PROFESSIONAL DEVELOPMENT

- Responsive Classrooms
- Tools of the Mind
- TBE/TPI Leadership Institute: The Rights of Immigrant Students and ELLs: Understanding TBE and TPI Requirements: State and Federal Issues
- Alternate Assessment Training
- 2005 Special Education Director's Conference
- Administrators' Academy: Leading Schools in Culturally Diverse Settings
- Administrators' Academy: Introduction to the Evaluation of Certified Staff
- Bullying and Violence in elementary and Secondary Schools
- Healthy Kids Make Better Learners
- NAIS People of Color Conference

RELATED EXPERIENCE/ HONORS

Licensed State of Illinois Foster Parent

Fulbright Memorial Fund Scholarship Recipient, (2004)

- Studied the Japanese mathematics curriculum, education system, and culture.
- Earned ten graduate credits pertaining to research conducted and classes attended in Japan.

St. Louis Science Center/ Carol B. & Jerome T. Loeb Prize for Excellence in Teaching, (2003) Mathematics and Science Honorary

- Recognized for teaching excellence in the area of mathematics.

John Burroughs School, St. Louis, Missouri, (2001-2003)

- Assistant Track and Field Coach

Aim High St. Louis Program, St. Louis, Missouri, (2001-2002)

- Social Studies Teacher

Immigrant and Refugees Women's Program, (1999-2001)

- Language Tutor

Kristen M. Denison



EDUCATION

2008-2014 **Northwestern University**, Evanston, IL
Master of Arts in Public Policy & Administration

2002-2006 **Santa Clara University**, Santa Clara, CA
Bachelor of Arts Degree in Art History, June 2006
Member, National Society of Collegiate Scholars

EXPERIENCE

8/09 - Present **Chief Advancement & External Affairs Officer**, LEARN Charter School Network, Chicago, IL
LEARN Charter School Network is a high performing network of college prep elementary schools serving communities of need in Illinois. Denison is a member of LEARN's Senior Leadership team, managing a team responsible for advancing LEARN's mission of providing students with the academic foundation and ambition to earn a college degree.

- Lead the effort to open new public charter schools in underinvested communities
- Secured ~\$39 million in funding (philanthropy and discretionary federal grants) to open new schools and support operations of existing schools
- Manage all efforts of the student recruitment and enrollment cycle for over 4,000 children in ten schools
- Manage all marketing and communications for both internal and external stakeholders

3/09-7/09 **Graduate School Internship, Development Research Intern**, Renaissance Schools Fund, Chicago, IL
The Renaissance Schools Fund is a nonprofit organization supporting Renaissance 2010, a Chicago Public Schools initiative intended to increase the number of high quality educational options in communities across Chicago.

- Identify and research potential supporters: corporations, foundations, and high net worth individuals
- Prepare and present in-depth prospect research profiles to senior staff
- Maintain confidential reference library of research reports, documents, journals, and articles for donor database

3/07-8/08 **Program Coordinator**, The BizWorld Foundation, San Francisco, CA

BizWorld develops "experiential learning programs that teach the basics of business, entrepreneurship, and money management and promote teamwork and leadership in the classroom." Over 200,000 students have participated in the BizWorld and BizWiz courses.

- Traveled nationally to represent BizWorld at education conferences
- Presented its programs to teachers, administrators, volunteers, donors and like-minded organizations
- Shared responsibility for marketing and advertising including the BizWorld website (www.bizworld.org) and quarterly newsletters
- Managed partnership with Google Grants and maintained Google AdWords and Analytics accounts
- Organized the 2007 and 2008 "Grand Prix" fundraising events; each raised over \$80,000

11/06-3/07 **Education Researcher**, New Orleans, LA

On behalf of a private foundation, identified and evaluated elementary schools serving at-risk children of post-Katrina New Orleans

- Developed an evaluation process incorporating school visits, inspections of facilities, interviews with administrators and faculty, and classroom observations
- Visited 22 charter and private schools throughout Orleans Parish and recommended six for financial support
- Assisted each of the six schools in the preparation and final review of proposals and budgets for facilities repair, school materials, crisis counseling and teacher development

OBJECTIVE

Dedicated finance professional with significant experience and education in commercial banking. Seeking a challenging position that will utilize and maximize my work experience, education and leadership skills for further growth and advancement.

EMPLOYMENT HISTORY

Senior Vice President, Managing Director, Commercial Treasury & Payment Solutions (June 2017- Present)

- Leads a team of Treasury Management Consultants in Arizona, Florida and Illinois who are responsible for business development and management of existing portfolio.
- Responsible for the strategic direction of the Business Banking Line of Business for the Arizona, Florida, and Illinois markets as a key member of the Leadership Team. This includes assisting with the development, prioritization and implementation of business, technology, sales and service, and people strategies and plans to optimize channel delivery and enhance customer experience growth and profitability.
- Spearheads New Market Tax Credit financing solution, responsibilities includes structuring, consulting and closing transactions with Relationship Managers' across segments of the commercial bank. Wrote NMTC financing guideline for diversified industries Group which, is used across segments; instrumental in securing 3 rounds of New Market Tax Credit allocation (\$28MM, \$45MM, and \$55MM, respectively).

Vice President, Market Manager – Commercial Business Banking Group (September 2014 – June 2017)

- Led and coached a team of commercial relationship managers responsible for business development in the Illinois market, with particular focus on companies in the general middle market space.
- Managed a portfolio management team with a credit portfolio of \$225 million in loan commitments and \$400 million in deposits.
- Successfully executed growth strategy and vision for the group with focus in loan, deposit and revenue in specific industries, credit profile and profitability.
- Coached team to performance, skill and professional development and financial success.

Vice President, Commercial Relationship Manager – Diversified Industries Group (March 2010 – September 2014)**BMO Harris Bank, Chicago, IL**

- Manages a portfolio of over \$65 million in outstanding credits of companies with annual revenues ranging from \$15 million to \$500 million.
- Engage in business development activities, which includes calling and presenting marketing material on prospective clients, providing bank services proposals, underwriting, loan structuring, credit facility negotiations, credit monitoring and legal documentation review.
- New Market Tax Credit steering committee; includes strategy and execution of allocation of the \$28 million award. Responsible for pipeline of deals while formally consulting and helping RMs across segments structure, negotiate and execute transactions.
- Commercial Diversity Counsel Committee member, help drive diversity and inclusion awareness and education throughout the commercial bank.
- Latino Banking Committee member; participates in marketing opportunities for the bank including revising Spanish marketing material.

Officer, Commercial Relationship Manager - Middle Market Division (December 2008- March 2010)**Fifth Third Bank, Chicago, IL**

- Managed a C&I middle-market portfolio of over \$35 million in outstanding credits of companies with annual revenues ranging from \$15 million to \$500 million.
- Pursue and cold-call prospective clients to develop business opportunities.
- Develop and maintain internal and external referral relationships.
- Serves as a mentor in the formal mentorship program to junior associates in the current credit training program.

Commercial Portfolio Manager – Construction & Engineering Division (June 2006- December 2008)**Fifth Third Bank, Chicago, IL**

- Co-Managed a commercial middle market portfolio of over \$600 million in credit commitments of companies with annual revenues ranging from \$15 million to \$350 million; with primary focus in the construction and engineering industry.
- Constructed multi-scenario financial models, of various types of financial transactions, which included working capital financing, equipment financing, recapitalizations, and mergers & acquisitions. Provides/recommends appropriate credit structure based on analysis and results of financial modeling.
- Responsible for all loan document preparation, including third party document coordination, completion, review and funding/booking processes, including negotiating legal documents and resolving any open items and ensuring all credit conditions are satisfied prior to funding.
- Drafted/prepared credit proposals, term sheets, and marketing materials for prospective and existing clients.

- Credit training program; which included formal credit training and two rotations through general middle market lending groups. Responsibilities included analyzing financial statements, gathering specific industry information, requesting/reviewing background checks and verifying corporate standings, etc. to complete and fully underwrite transaction to present and receive appropriate approval.

Banking Center Manager/Financial Investment Representative - Oak Lawn Banking Center

(July 2003-June 2006)

Fifth Third Bank, Oak Lawn, IL

- Managed daily bank operations with a total of \$408 million in assets while remaining in compliance with federal bank regulations and maintaining policies and procedures.
- Supervised 26 employees and achieved significant improvements in their productivity through promoting a sales culture and guarantying staff reception of proper training and coaching in order to demonstrate abilities to sell and reach team and individual goals.
- Developed, originated, documented and closed commercial loans concentrating in small business lending of \$250,000 or less.
- Customer contact managing Investment opportunities, conflict resolution, as well as lending and overdraft authorization.
- Managed several banking centers in the south region and managed internal processes with full P&L responsibility, reporting to the regional manager.
- Spearhead Employee Benefit Banking, Hispanic Banking and University Initiative to increase deposit sales and retention for the Chicago Affiliate- South Region.
- Began as a customer service representative (teller); Performed daily office responsibilities such as, account transactions, account maintenance, customer correspondence, balancing consistently, opening new accounts, and completing delegated reports and projects as scheduled.

EDUCATION

Bachelor of Science in Finance, Degree Conferred December 2003

Major G.P.A 3.03

Lewis University: College of Business, Romeoville, IL

- Financed 75% of Education (Scholarships & Awards)
- Achievement award from Lewis University
- Dean's List 3 Semesters
- Athlete, NCAA Division I Volleyball Team (2003 NCAA NATIONAL CHAMPIONS)
- Athlete, NCAA Division II Basketball Team (2001-2002)

Associate of Arts, Degree Conferred August 2001

Morton College: College of Arts, Cicero, IL

- Athletic Scholarship from Morton College
- Captain, Junior College NCAA Division II Basketball Team (1999-2001)

SKILLS & CERTIFICATIONS

- Fluent in **Spanish**
- NASD Series 6, 63 and Life Insurance Licensed
- Proficient in Excel, Power Point, Microsoft Word, Moody's Financial Analyst and the Internet
- **Fifth Third Bank-Credit Training Courses, (Courses instructed by Michael Pimley of Pimley and Pimley Inc.)** Financial Statement Analysis, Cash Flow Analysis, Loan Structure, Debt Capacity Analysis, Projection Analysis, Interest Rate Hedging/Swap Analysis.

ACTIVITIES

- Board Member – LEARN Network of Charter Schools
- Miller Coors Tap The Future Business Plan National Judge 2013 – Present
- Elmhurst College, Assistant Coach 2011-2014 – Helped lead team to national tournament and final four finish in 2012
- Ultimate Volleyball Club, Head Coach 2009-Present - Lead Girls 18 Gold team to a 7th place finish in the nation
- Chicago Christian High School, Assistant Coach 2010 – Helped lead team to a Class 2A State Championship
- General Member of Construction Financial Management Association (CFMA)
- General Member of National Society of Hispanic MBA's (NSHMBA)

RECOGNITIONS

- Leadership Greater Chicago "LGC" – 2018 Fellow
- "Negocios-Now" publication of Latino's 40 under 40- 2017
- Acknowledged by Hispanic Executive Magazine as one of 12 influential leaders of 2013
- Nominated by NSHMBA as an Emerging Latino Leader in the City of Chicago, 2009

REFERENCES AVAILABLE UPON REQUEST

MAYA MARTIN

Education	HARVARD KENNEDY SCHOOL, John F. Kennedy School of Government	Cambridge, MA
	Master in Public Policy (MPP), June 2009	
	DARTMOUTH COLLEGE	Hanover, NH
	Artis Baccularatum (AB) in History and Sociology, June 2002	
Experience	PAVE (PARENTS AMPLIFYING VOICES IN EDUCATION), INC.	Washington, DC
April 2016 - Present	Founder and Executive Director <i>Reporting to the Board of Directors, responsible for overall strategy and operations for PAVE's staff, programs, expansion, and execution of its mission and vision.</i> <i>Programs</i> <ul style="list-style-type: none">• Be an external local and national presence that publishes and communicates program results.• Develop and build three departments in less three years: Community Engagement & Organizing, School Engagement & Partnerships, & Policy. <i>Finance and Operations</i> <ul style="list-style-type: none">• Create organizational budget with program costs and salaries and benefits for all employees.• Manage accountant to complete monthly close and annual financial reporting requirements. <i>Fundraising and Communications</i> <ul style="list-style-type: none">• Expand local fundraising activities to support existing and growing program operations.• Deepen and refine all aspects of communications—from web presence to external relations.• Use external presence and relationships to garner new opportunities for PAVE.• Confirmed \$450,000 in funding for Year 1 (April 2016 – March 2017), \$1.1mil in funding for Year 2 (April 2017 – March 2018), and \$1mil in funding- to-date for Year 3 (April 2018 – March 2019). <i>Leadership and Management</i> <ul style="list-style-type: none">• Develop, maintain, and support a strong Board of Directors: serve as ex-officio of each committee.• Hire, lead, coach, develop, and retain a high-performing team of eleven staff members in Aug 2018.• Support five direct-reports and build a four-person senior leadership team.	
December 2015 – April 2016	NEW SCHOOLS VENTURE FUND – DC SCHOOLS FUND Entrepreneur in Residence <i>Responsible for learning & identifying the core components of a successful parent organizing model in education, with a focus on best practices, local climate, & community interests & needs.</i> <ul style="list-style-type: none">• Launched PAVE (Parents Amplifying Voices in Education), Inc. whose mission is to empower, connect, and train charter parent leaders to give families in DC a voice and a choice in the vision for education in our city.• Created a 12-month business plan for PAVE based on the lessons learned from other parent organizing models and the environment, education climate, and work in DC.• Identified a core group of DC parents to serve as leaders around educational equity and identified a founding PAVE board of 8 PAVE members.	Washington, DC
June 2014 – November 2015	ACHIEVEMENT PREP Chief of Staff <i>Responsible for serving as a direct report to and critical thought partner to the Founder and CEO; managed network data and accountability, operations, enrollment, marketing and communications, and special projects.</i> <i>Data and Accountability</i> <ul style="list-style-type: none">• Directly managed the Data Analyst Fellow/Director of Data and Accountability.• Supported the creation of campus and network dashboards for weekly and quarterly distribution.• Supervised all data submissions to state agencies. <i>Operations</i> <ul style="list-style-type: none">• Directly managed two Operations Managers across two campuses.• Managed creation of a network-wide Operations Manual, inclusive of policies and procedures.• Managed creation of a network-wide Emergency Response Manual, focused on network safety.• Led quarterly network-wide operations team meetings & monthly Operations leadership meetings.• Created evaluative performance checklist and bi-weekly meeting structures for the department.	Washington, DC

Chief of Staff, cont.

Enrollment

- Directly managed the network's Enrollment Coordinator.
- Created and monitored monthly enrollment action plans and enrollment targets.
- Monitored the re-enrollment process across the network.
- Managed the enrollment audits across the network and all enrollment submissions to state agencies.

Marketing and Communications

- Supported and supervised the creation of marketing materials inclusive of talent recruitment brochures and materials, scholar recruitment brochures and materials, and capital campaign and development materials.
- Managed network social media, website, and email distribution accounts.

Special Projects

- Directly managed the network's Special Projects Fellow.
- Oversaw all grant submissions and development initiatives.
- Managed all state compliance submissions.
- Served as the school liaison to community and local organizations.

June 2009-

CENTER CITY PUBLIC CHARTER SCHOOLS

Washington, DC

June 2014

Director of Policy and Special Programs

Responsible for creating and overseeing programs supporting student achievement, recruitment, retention, and promotion. Direct report to the Chief of Schools.

Extended Learning and Out of School Time:

- Managed the Associate Director of Extended Learning and Out of School Time to develop programs that support the academic achievement at 6 campus-based extended learning sites.

Enrichment:

- Oversight for enrichment content areas (art, music, dance, PE, and Spanish): conducting professional development, aligning curriculum to DC standards, and performance assessments.
- Coordinated the Annual Visual and Performing Arts Recital at THEARC for art, music, and dance.

Summer Programming:

- Managed 5-week internal summer school with approx 400 students and 80 staff.
- Created a Summer Learn-A-Thon, implementing 18 events in Reading, Writing, and Mathematics.

District-Wide Events and Initiatives:

- Managed a fellow to plan and execute 6 district-wide events in the core content areas.
- Managed and created materials for the PreK-8th grade end of year project, Capstone.

High School Placement:

- Created and implemented a district wide high school placement program.
- Created partnerships with SSATB, Scholastic Testing Service, and Project MATCH.
- Managed 12- 8th grade advisors and counselors at 6 campuses for placement and promotion.

Enrollment:

- Managed enrollment of approximately 1400 PreK-8th grade students.
- Served on My School DC project management team as the charter representative to build the city-wide common lottery.
- Grew enrollment: 1217 in 09-10 to full capacity of 1400 in 11-12, increasing rev approx \$2.2 mil.

Internal and External Relations:

- Managed and updated website; created and updated Facebook page.
- Attended ANC meetings and outreached to school communities.
- Created and edited Center City's Policy and Procedures Manual and Student-Family Handbook.
- Partnered Center City with Education Pioneers starting in the 2010 summer. Managed 2 of 2 fellows at Center City in 2010 and 1 of 3 fellows at Center City in 2011.
- Created and managed the 2012-13 Center City Summer, Fall, Winter, and Spring Intern Programs, selecting and placing over 20 interns throughout the 6 campuses and Central Office.

Summer 2008

KIPP DC, Education Pioneers Fellow

Washington, DC

2004-2007

SPONSORS FOR EDUCATIONAL OPPORTUNITY (CAREER)

New York, NY

Senior Program Manager

- Recruited, interviewed, selected and placed students from database of 3800+ undergrad applicants.
- Mentor in Investment Banking: In 2005-35 students, in 2006-40 students, and in 2007-45 students.
- Coordinated creation and production of 2005-2006 Career Program brochure and edited materials.
- Matched over 400 interns and 200 alumni mentors for summer programs of 2005, 2006, and 2007.
- Directed applicant interview process of 1600 interviews yearly by 75 alumni and staff interviewers.
- Selected candidates for interviews with Data Analyst, managed (and built) online interview system for scheduling of interviews, created and managed 25 staff and 50 alumni interviewers' schedule's, confirmed interview locations and set up at 6 investment banks and SEO New York office, ensured students moved through interview process quickly so offers could be made.
- Managed Black Initiative, partnering SEO with black professional organizations.
- Directed Orientation, Graduation, Mid-Summer Workshop, and End of Summer Workshop for all 400 interns– organizing workshops, training, and keynote luncheon. Managed 2 program coordinators and 2 program assistants in executing the 4 main events of the summer internship.
- Responsible for the management of one program assistant.

2002-2004

DARTMOUTH COLLEGE, OFFICE OF ADMISSIONS

Hanover, NH

Assistant Director

- Recruited, read and evaluated applications for high school candidates for classes of 2007 and 2008.
- Chaired Black & African-American Recruitment, grew black students from 5 to 8%.
- Co-Chaired Admissions Outreach Interns (minority recruitment interns), managing 8 interns. Held weekly meetings with interns and managed them in all minority outreach programming.
- Co-Chaired Senior Interviewer Program, managing 17 interviewers for all on-campus interviews.
- Managed Admissions Assistant to schedule travel and recruitment calendar.
- Chaired Student of Color Visitation Programs, planning 9 days of programming for 225 prospective students. Planned and coordinated all aspects of visit, including management of budget.

**Professional
Affiliations**

Advisory Board Member, Democrats for Education Reform DC (DFER-DC)
Seeding Disruption Fellowship (November 2017 – November 2018)
PIE Network Leadership Institute (January 2018 – January 2019)

Washington, DC
Washington, DC
Minneapolis, MN

MICHELLE N. PIERRE-FARID

SUMMARY OF QUALIFICATIONS

Dynamic results driven leader who has set high expectations for all staff members and students which has led to continuous student achievement accomplishments. Leadership style is proactive, versatile, collaborative and strategic in creating plans that will ensure educational excellence for all students. A strategic visionary with a clear sense of purpose and urgency when faced with diverse situational challenges during a time stagnate student achievement outcomes and evolving political climate.

ACADEMIC BACKGROUND

Ed.D	University of Pennsylvania	2012	Ed. Leadership
M.S.	Trinity University	2004	School Leadership
M.S.	Towson University	2003	Human Resource Development
B.A.	Adelphi University	1998	Sociology and Education

WORK HISTORY

**LEARN Charter Network
Chief Schools Officer**

**Chicago, IL
2018- Present**

-
- Develop a cohesive team between Student Support Services and Teaching and Learning
 - Coach and support principals in the leadership trajectory
 - Provide leadership over the teaching and learning program
 - Engage in partnership with foundations, universities and civic community to impact the services to schools.
-

**Cleveland Metropolitan School District
Chief Academic Officer**

**Cleveland, OH
2012- 2018**

-
- Increased 4 year graduation rate by 17% points within 5 years.
 - Increased reading for 3rd graders for 3 consecutive school years.
 - Provide leadership over the academic program which serves almost 40,000 students.
 - Aligned fiscal resources with the academic needs of the students through Title Funding.
 - Create and develop professional development for the school leaders and pipeline program for Aspiring Principals and Aspiring Principal Managers.
 - Engage in partnership with foundations, universities and civic community to impact the services to schools.
-

**New Leaders
Executive Director for DC Program**

**Washington, DC
2010 – 2012**

-
- Launched a strategy that led to New Leaders principals performing above their District counterparts by 30% based on the state assessment.
 - Developed the local year-long curriculum for training principals and series on how to get dramatic gains for urban schools; 90% and 95% respectively of the participants stating that it was effective and engaging.
 - Increased the local advisory board by 50% in one year.
 - Managed a \$3.6 million dollar budget in order fiscally support sustainability for the DC Program.
 - Raised \$2 million dollars toward the overall budget.
 - Engaged key organizations to develop a strategic plan around leadership development.
 - Developed a professional development series on how to get dramatic gains in low performing schools with 95% of the participants stating it was effective and engaging.

Friendship Public Charter School
Deputy Chief Academic Officer

Washington, DC
2009 – 2010

- Created professional development in the areas of observations and supervision, lesson planning, strategic planning, and turnaround practices.
- Developed alignment from the Elementary through High School around the rigor needed to graduate from college in 4 years.
- Executed a strategic plan to increase student attendance to 95% across all campuses.
- Identified and selected assessment that could be used with early childhood readiness.
- Systematized schools key operations in discipline to decrease out of discipline infractions.
- Supervised the principals to increase the effectiveness of the interventions for student performing below grade level.
- Collaborated with George Washington University to support the development of strong early childhood program which led to creation of teacher leader program to support and coach teachers.
- Assisting teachers in creating Standards-Based lessons and assessments by using Understanding by Design.

Principal

2007 – 2009

- Raised student achievement by an average of 15% points in Reading and 29% points in Math based on the DC CAS.
- Won the EPIC Award – school ranked 6 out of 89 schools.
- Implementing full inclusion in the building by using various techniques to allow the special educator and regular educator to provide effective services for the students that created an increase of student achievement by 50% Proficient in Reading based on the DC CAS.
- Supported the implementation for Early Childhood Program and assisted in the creation of the Curriculum and the necessary items for a highly regarded Early Childhood program.
- Worked with different members of Friendship to present to Charity Works on the Need of Early Childhood Program and won 1 million dollars to implement the Early Childhood Program.
- Collaborated with the McKinsey Group about Performance Management and Effective Strategic Plans for Friendship Public Charter School.
- Implementing Lesson Studies and Data Driven analysis to create an environment of constant learning and reflective teaching practices.
- Created a school culture of high expectation with such initiatives as Responsive Classroom and Comer Model.
- Worked with guidance counselors to increase student attendance by using Student, Staff, Support Team Model this was evident by the increase from 89% to 95%.
- Supervised and observe a staff of 70 to increase their understanding of best practices and having and executing high expectations.
- Effective in managing a budget that was \$3.4 million to support raising student achievement.

District of Columbia Public Schools – Tyler Elementary
Principal

Washington, DC
2004 - 2007

- Increased student achievement in reading and math with an average of 30% points over three school years on DC CAS.
- Increased student achievement for students in Special Education by an average of 50% points by using the portfolio assessments on DC CAS.
- Increased student attendance from 89% to 94% in 3 years. The highest gains in the District for the 2005 – 2006 school year.
- Created a Spanish Immersion Program for the only school in Southeast.
- Implemented the Writer’s Workshop with the assistance of Teacher’s Institute and Columbia University
- Created and flourished partnerships with Akin Gump, Department of Defense, Capitol Hill Rotary Club, Don Marx Group in order to support student achievement.
- Implemented Lesson Studies in all grade levels in order that teachers can have conversations around student achievement and lesson planning.

- Led a Standards based building with implementing lesson planning and formative assessments.

New Leaders for New Schools

2003 to 2004

Resident Principal

- Participated in 6-week rigorous summer institute that developed skills and provided tools for creating change in a school.
 - Developed a 5-year school improvement plan that aligned professional development and budget to school goals.
 - Devised strategies for creating a school's vision and mission with its staff and for involving parents and communities in the creation of a pervasive culture of excellence and achievement for every child.
 - Developed data analysis skills to support instruction of teachers in disaggregating class data and modifying instructional programs in accordance with findings.
 - Received coaching from Jon Saphier (author of The Skillful Teacher and Founder and Executive Director of Research for Better Teaching) on supervision and observation model teaching.
 - Advanced negotiating and interpersonal skills to incorporate the diverse needs of staff, students and parents.
-

Deep Creek Elementary School

Essex, MD

Gifted and Talented Resource Teacher and Facilitator

2002 to 2003

- Built a diverse team to reform Gifted and Talented selection guidelines, increasing minority participation in the program by 25%.
- Created new curriculum emphasizing 3rd Grade Gifted and Talented students' creative development.
- Conducted monthly team meetings to share and promote strategies to assist teachers in developing effective lessons.
- Devised strategic plans for school improvement.
- Facilitated a group of 1st-5th grade students in using Baldrige techniques to establish self-set goals.
- Attended statewide Gifted and Talented State Conference to learn about different programs and shared findings with grade level chairpersons.
- Assisted in planning and production of instructional video for Baltimore County teachers on "Working on the Work" curriculum.

Fifth Grade Inclusion Teacher

2000 to 2002

- Increased by 75% Special Education student achievement on the MSPAP by using direct instruction and allowing students to set their own goals.
- Increased by 18% student achievement in social studies on the MSPAP by integrating daily reading and writing activities throughout the curriculum.
- Conducted a monthly faculty meeting on directed reading instruction for special area teachers.
- Participated in Step Ahead Program to learn new strategies to engage students in reading.
- Increased student accountability by using the Baldrige technique.

New York Public School, PS 54

New York

Fifth Grade Classroom Teacher

1999 to 2000

- Served as team leader for 5th grade teachers and coordinated data collection and monthly data analysis.
- Developed guided reading lessons based on Fountas and Pinell guided reading program.

Chapel School
Fifth and Sixth Grade Teacher

Bronxville, NY
1998 to 1999

Fifth and Sixth Grade Teacher

- Taught 5th and 6th grade reading, math and social studies.
 - Taught 7th and 8th grade social studies.
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ADDITIONAL ACTIVITIES:

- Association of Supervision and Curriculum Development – Advisory Board for Legislative Branch
- Cleveland Metro Zoo – Advisory Board Member
- National Institute of School Improvement

PUBLICATIONS/PRESENTATIONS:

2012 – **Dissertation** - Leading Urban Schools is more than Leadership Skills: It is Psychological. A study about how school leader's resilience can effect student achievement.

- 2015 – **Education Week** – Working to Turn Students into Scholars
- 2012 – **40 Under 40 for Cleveland**- Highlights leaders in the City of Cleveland who are making an impact
- 2011 – **Comcast Newsmaker and Headline** – Spotlited the role of New Leaders impact on DC education reform
- 2011 – **Office of the State Superintendent of Education** – Panel on Principal Effectiveness and Evaluation
- 2011 – **National Journal** – Panel on Effective Change in Schools
- 2010 – **BAEO** – Presentation on Performance Evaluation Systems for Charter Schools
- 2007 – **American Enterprise Institute** – Panel on Turning Around Urban Schools
- 2007 – **Congress** – Presented – How Do Urban Leaders make Dramatic Change?



TALENT GROWTH EXECUTIVE

Entrepreneurial, mission-driven, collaborative HR/OD executive who transforms organizations through recruiting and retaining top talent and successfully aligning strategy, culture, people, and work processes. Drive and champion the right talent acquisition and development, performance management, total reward, and organizational effectiveness solutions which gain executive sponsorship and grow employee engagement. Build values-based high-performance HR teams that achieve stretch objectives in cross-continental for-profit and domestic nonprofit organizations.

LEARN CHARTER SCHOOL NETWORK, Chicago, IL 2017 – Present
\$50MM 10-campus public charter school network serving students in underinvested, urban neighborhoods.

Chief Talent Officer, Charter Management Office

- Researched and designed LEARN’s first formalized Talent Strategy Roadmap to increase effectiveness of staff selection, retention, performance and career management.
- Launched use of volunteer workgroups for giving school staff a direct voice in shaping LEARN’s workplace; kickoff workgroup achieved a staff-led redesign of 2018-19 teachers evaluation process.
- Built 12-factor network-wide competency model for communicating, measuring and developing work behaviors considered mission critical for maximizing effectiveness in all job roles at LEARN.

AMERICAN DENTAL ASSOCIATION (ADA), Chicago, IL 2011 – 2017
\$130MM oral health member association engaged in advocacy, scientific research, policy and management.

Chief of People Management, Human Resources and Organization Development

- Led stakeholders’ opinion gathering using a 4-factor culture/values assessment to identify staff skill and behavioral changes necessary for executing ADA’s newly refined strategic mission.
- Directed recruiting and onboarding of 200+ staff and senior leaders during 3-year reorganization effort while keeping average cost-to-hire <\$8000/yr. and average time-to-fill <65 days/opening.
- Increased cross-ADA consistency of goal-setting rigor and managers’ coaching capability by implementing new performance competency standards, and assessment and feedback processes.
- Launched Total Rewards compensation and benefits strategy and championed employee engagement initiatives contributing to 62% increased engagement over 2 years, elevated employee retention to 97%.
- Produced pension, 401K, retiree program redesign with CFO and Board of Trustees to reverse Association financial destabilization. Saved \$6MM in liability as % assets and \$3MM in annual costs.

TTX COMPANY, Chicago, IL 2008 – 2011
A Chicago Tribune ‘Top Workplace’ since 2010 and \$1.3B privately-held unionized company operating a transcontinental railcar fleet for nine major railroads serving Canada, Mexico and the U.S.

Director, Talent Management and Human Resources

- Hired to build an integrated talent acquisition and talent management 2-person department to sustain a 400- employee talent base with 60%+ industry specialized job roles as planned retirements increased.
- Collaborated with senior leadership to develop three-year strategic talent development plan; resulting in identification and retention planning for 50 top potential and critical skills employees.
- Implemented disciplined recruiting and onboarding methods resulting in ~20% improvement in initial job fit per quality of hire reviews, broader candidate diversity, and accelerated speed to hire for replacement hiring of 20 mixed skills technology staff over 8 months.

GATX CORPORATION, Chicago, IL 2001 - 2008

\$1.4B NYSE Company (GMT) with 1400 employees and operating segments in railcars, aircrafts, Great Lakes shipping, and specialty financial services across the U.S., Mexico, Canada, and Europe.

Senior Director Change Management & Project Management Office (PMO) 2007-2008

- Partnered with the CIO to lead employee training and adoption of a suite of new enterprise resource planning (ERP) technology platforms. GATX changed direction electing to go with custom-built options.

Director Human Resources 2001-2007

- Directed 14-person human resources team in all aspects of compliance, employee relations, hiring, talent placement, succession planning and performance review for non-union staff.
- Mentored and coached managers at all levels to grow management and leadership competence, supplemented by introducing a customized 14-course Management Development Certificate program.
- Transformed workforce assessment by launching manager-led customized Right People / Right Skills initiative for conducting systematic whole enterprise reviews of skill gaps and top talent bench strength.
- Executed multiple restructurings with diplomacy and candor including 150-person subsidiary divestiture, and reskilling of 125-person technology group requiring termination and replacement for 40% of staff.

HELLER FINANCIAL, INC., Chicago, 1994 - 2001

A Crain's Chicago 'Top Workplace' in 1996 and middle market commercial finance company with \$8B in assets; acquired by GE Capital in 2001.

Senior Underwriter/Senior Investment Manager, Real Estate Finance 1997-2001

Assistant Vice President, Human Resources Business Partner 1994-1997

- Designed and implemented people placement and change communication plans for Real Estate Finance (REFG) to enter securitized, fixed rate debt markets.
- Planned and executed annual talent reviews for Corporate Finance (CFG) resulting in key talent career pathing and succession planning actions for retention of top talents.
- Gained business development skills through 5 years of investment management work funding real estate debt deals sized \$3mm-\$70mm and servicing portfolios covering 300,000 commercial residential units.

Prior experience includes executive compensation consulting for Fortune 500 companies and roles in HRIS, benefits and compensation management for a \$40B airline holding company.

AFFILIATIONS and BOARD WORK

Chicago Chapter Chair, Black Alumni of Dartmouth (BADA)
 Member, Chapter Formation Committee for Women of Dartmouth
 Board Member, Code Platoon (technology workforce development for veterans and their spouses)
 Board & Talent Committee Member, Alliant Credit Union, \$10B Illinois-based credit union

EDUCATION and CERTIFICATIONS

BA – International Government, Dartmouth College; Member, Fire & Skoal Senior Honor Society
MM – Organization Behavior, J.L. Kellogg School of Management, Northwestern University
SPHR – Certified Senior Professional in Human Resources

PROFESSIONAL SKILLS

Certified Trainer, Managing Personal Growth and Career Decision Making, Blessing White
 Certified Coach, Lominger Career Architect
 Certification in progress, Culture and Behavioral Styles Coach, Individuals & Leaders, Human Synergistics

SHANIKA HOPE, PHD

Profession Summary

20+ years in K-20 education field. 80+ content offerings designed and launched reaching over 1M learners. 17+ years of instructional design and learner assessment experience including 8+ years of eLearning and Courseware Design and Development. 6+ years of learning strategy consultancy for a Fortune 500 multi-media/digital company. 5+ years of leading large (greater than 50 individuals) instructional design and editorial teams in the creation of multi-award winning digital products & learning solutions. 8+ years of leveraging emerging technologies and methodologies (i.e. MOOCs and badges) in the design and development process. 7+ years of online teaching with four industry leading distance learning universities.

Education

Babson College

- 2015 ▪ Executive Leadership Advanced Certificate

Harvard University

- 2010 ▪ Executive Leadership Advanced Certificate
- 2009 ▪ Executive Leadership Advanced Certificate

University of Virginia

- 2008 ▪ Executive Leadership Advanced Certificate

Old Dominion University

- 2008 ▪ PhD, Urban Services, Education
- 2000 ▪ Masters of Science, Education
- 1999 ▪ BS, Interdisciplinary, Education

Professional Experience

Digital Content Strategist and Research Lead ▪ Feb. 2016-Present

Amazon Web Services ▪ Washington, DC

Global responsibility to conduct needs analysis, design, develop, implement and measure the effectiveness of learning and development, workforce training and broader career programs. Partner with IT industries, higher education faculty and institutions, K-12 school districts, industry experts, and technologists to develop meaningful and impactful digital training experiences as part of a broader workforce development strategy. Collaborate with technical leads, business and project management teams to monitor progress of content and product releases, assess risks and impacts on project deliverables, and recommend mitigation strategies. Research, evaluate and introduce new standards, tools and best practices across content delivery processes to enhance quality, productivity and overall customer satisfaction. Communicate project plans, status, risks and mitigation strategies to senior management. Amplify and drive broader awareness and visibility to AWS Educate to foster and accelerate the integration of Cloud and STEM content into K-12 and higher education curricula. Key accomplishments include:

- Designed and launched new web-based product, Cloud Career Pathways, enabling students to survey leading cloud careers;
- Managed the full content development life cycle and implementation of 27 new on-line courses (released in 4 months);
- Partnered with technical team to set-up new learning management platform environment to enable the testing and validation of all course offerings; and
- Led efforts of Educator Roundtable Council, comprised of 15-20 customers across the U.S., in evaluating applicability of emerging technologies and customer requirements, defining strategies for incorporation into product offerings, and presenting business plan and recommendations to leadership for approval.

Regional Vice President, Digital Partnerships & Urban Market Initiatives ▪ Nov. 2014-Feb. 2016
McGraw Hill ▪ New York, NY

Reporting to the SVP of Digital Partnerships and Business Development, work closely with the 67 largest urban school districts' superintendents and industry partners to develop districts' digital curriculum and instructional technology strategy and priorities. Lead key engagement initiatives to foster enduring partnerships to deliver innovative digital curricular solutions. Responsible for the development, integration, and implementation of a broad range of partnership development activities with urban school district superintendents relative to the strategic direction and positioning of the digital learning software and its effective use in the K-12 classroom. Amplify and drive broader awareness and visibility of McGraw Hill Education as a learning software organization. Serve as a thought leader and leading expert for the business in the areas of urban education, curriculum, standards, instruction, assessment and adult learning theory. Key accomplishments include:

- Represent McGraw Hill Education's learning design expertise at national conferences and within related industry associations --- regularly featured expert and panelist at national conferences such as: ISTE, Ed Week, AASA, CGCS, and NASSP;
- Provide consultation to over 20 large urban district leadership cabinets specific to knowledge and implementation of new, cutting-edge digital content, technology deployment and instructional delivery approaches based on industry best practices;
- Represent the Field Sales team in various leadership forums including Hardware Partnership Development, Marketing and Product Steering Committees that set the agenda for future products and platform development;
- Co-facilitator of US DOE Technology Future Ready Schools Summits hosting over 1900 school districts; and
- Serve as steering committee member of AASA & Howard University Urban Superintendents' Academy.

Vice President, Curriculum, Assessment & Instructional Design ▪ Jan. 2013 – Nov. 2014
Discovery Communications ▪ Silver Spring, MD

Reporting to the SVP of Global Product Portfolio, provide leadership in the design and development of market-driven eLearning Curriculum and Assessment solutions with an emphasis on quality, access and student learning; while, identifying and leveraging emerging technologies and methodologies (i.e. MOOCs and badges) into the curriculum product portfolio that support innovative, student-centered

curriculum delivery. Manage over 100 FTEs and consultants and \$1M P&L performance for three product lines (curriculum, assessment and professional development). Functions of the position also included administration of the online CMS management system for editorial team and client management to target and capture new e-learning strategy and process inclusion for eLearning content.

- Introduced, incubated and implemented new and innovative digital content ideas and practices that promote academic excellence, teacher effectiveness and student engagement --- specifically hosting quarterly internal ideation sessions;
- Defined and executed strategy related to the support of technology integration that defined processes and best practices that improved or enhanced teacher/student outcomes;
- Defined and implemented strategies and monitoring mechanisms to ensure timely completion of development projects;
- Oversaw the development and management of project plans for 3 product lines, to include RFP and vendor selection, required actions and activities, cross-functional team lead responsible for tasks, project schedule and timelines, budget requirements, and evaluation metrics;
- Represented the instructional design team in various leadership forums including Sales, Marketing and Product Steering Committees that set the agenda for future products and platforms;
- Supported change management during a major organization shift as our regions and national organization redesigned our professional learning business;
- Maintained and revised e-learning strategies, principles, and guidelines for incorporating new learning technologies into the instructional design process;
- Led cross-functional team development of content maps, coordinated with subject matter experts, graphics artists and editors to develop web-based courses;
- Led the design of customized online and instructor-led learning solutions for a variety of industries, including: AT&T, Toyota, Dollar General, Siemens, PwC, Navy, 3M and Intel; and
- Regularly featured expert and panelist at national conferences such as: ERDI, ASCD, NCCE, CUE and NASSP.

Senior Director, Curriculum, Assessment & Instructional Design ▪ Sept. 2010 – Dec. 2012

Discovery Communications ▪ Silver Spring, MD

Reporting to the Chief Academic Officer, responsible for all content design and development for Discovery Education K-12 products and services in both US and international markets. Provide direction and support to Sales, Partnerships, and other internal teams to support their revenue goals related to curriculum product portfolio. Serve as senior advisor providing information related to trends and effective instructional practices, adult learning practices and educational policies as they impact DE products and services. Manage over 30 team members and P&L performance for one product line.

- Led and managed team of instructional designers, editors, graphic designers, and media producers;
- Collaborated with clients to assess curricular needs, determine digital content development scope, timeline and budget;
- Planned, organized, coordinated, and multiple development projects and activities simultaneously and with varied deadlines;
- Developed departmental protocols and standards for content review and revision;
- Served as a key architect of Common Core web-based product design and framework;

- Co-designed and managed the product development and launch of Discovery Education’s web-based Common Core product instructional suite – generating over \$3M in new business in first quarter;
- Participated in the sourcing of thousands of digital assets (annually) through supporting the production arrangements of producing, coproducing and/or licensing content;
- Led team that reduced departmental content development costs by 39% resulting in over \$125k cost savings; and
- Optimized quality assurance workflow processes resulting in 30% fewer errors and reducing production time by 40%.

Deputy of School Turnaround ▪ Apr. 2009 – Sept. 2010
 Friendship Public Charter Schools ▪ Washington, DC

Provides on-site technical assistance to district and school-level administration to improve school planning, build accountability systems, and strengthen management, professional development and instructional strategies; develops a framework for the scaling of the district reform program; own planning and management of the 3 to 5 year rolling strategic plan including planning and analysis for expansion planning; develops the district’s turnaround model, performs competitive analyses of other reform models and providers; supports school leadership in the development of improvement plans; Regularly provide updates to senior leadership to ensure that district reform initiatives are achieving goals and objectives; assists the facilitation of processes aimed at creating new schools and transforming existing schools; supports the management of accountability, renewal and closure processes; evaluates reform model elements; evaluates current and new provider and consultant agreements.

Assistant Superintendent, Curriculum, Instruction & Assessment ▪ Dec. 2007 – Apr. 2009
 DC State Education Office (OSSE) ▪ Washington, DC

Establishes and implements programs, policies and regulations over elementary and secondary education, federal programs, early childhood education, school improvement, teacher recruitment/retention, assessment and English language learners; develops, manages and justifies the annual budget (\$150+ million) and multi-year strategic plan; plans and develops activities that focus on enhancing educational outcomes and student performance in the District and helps to ensure that appropriate and optimum program resources are utilized; analyzes and evaluates local and federal legislation to determine its effects on the development or implementation of identified policy priorities; coordinates the efforts of over 100 directors, support staff and contractors.

Director of School Performance ▪ Jun. 2006 – Dec. 2007
 Friendship Public Charter Schools ▪ Washington, DC

Assisted in the development of the Friendship Design, a key goal of the Friendship Public Charter School (FPCS) Strategic Plan; provided evaluative information to assist executive leadership team to make data-driven decisions regarding the expansion, continuation and/or elimination of intervention programs operating within FPCS; provided leadership in the design and implementation of assessment-related initiatives, such as formative exit assessments for grades 3, 5, 8 and 11, year end high school assessments, and the state assessment.

School Performance Officer ▪ Apr. 2004 – Jun. 2006
DC Public Schools ▪ Washington, DC

Advise and provide support to thirty-five (K-8) school administrators in the management and organization of school building, planning and coordination of instructional programs. Coordinate and support DCPS schools in comprehensive instructional and staff development planning. Organize the design, planning, and implementation of special projects established to promote achievement of local priorities and mandates that result in the institutionalization of improved leadership, teaching and learning. Plan and manage special District-wide programs related to local priorities and mandates, at the divisional school level.

Higher Education Experience

Adjunct Faculty (Online) ▪ Current
Ashford University ▪ California

- Teach graduate level curriculum, instruction and assessment courses

Adjunct Faculty (Online) ▪ 2010 to 2014
University of Phoenix ▪ Arizona

- Teach undergraduate level Critical Thinking and Statistics

Adjunct Faculty (Online) ▪ 2011 to 2014
Southern New Hampshire University (SNHU) ▪ New Hampshire

- Teach graduate level curriculum, instruction and assessment courses

Adjunct Faculty (Online and In-person) ▪ 2009 to 2012
Strayer University ▪ Virginia

- Taught graduate level research, writing, statistics, school law and curriculum and instruction courses

Adjunct Faculty (In-person) ▪ 2003
West Chester University ▪ Pennsylvania

- Taught instructional methods course to Masters-level students

Presentations

- “Personalization and Adaptive Technology”, ISTE, 2015
- “Adaptive Technology”, ERDI 2015
- “Curriculum and Instruction”, Future Ready Schools Summit, 2015
- “Media and the Common Core”, CAO Symposium & ERDI, 2014
- “Technology Integration and the Common Core”, CAO Symposium, 2013

Disclosure of Conflicts of Interest

As stated on page 67 of LEARN's application, the following members of the Founding Group are current employees of LEARN Charter School Network. For this reason, question six on the Conflict of Interest Form is checked YES:

Gregory White
Michelle Pierre-Farid
Sabrina King
Donna Moore
Jane Boyd
Kristen Denison
Kelly Tyson

Regarding **Maya Martin**, she was a Founding Board Member of North Star. This is captured in her Conflict of Interest form.

Marco Quintana is a current Board member of LEARN Charter School Network.

Section F: Additional Required Documents

ARTICLES OF INCORPORATION

LEARN D.C. PUBLIC CHARTER SCHOOL

a District of Columbia nonprofit corporation

Pursuant to the District of Columbia Nonprofit Corporation Act of 2010, D.C. Code Ann. § 29-301.01 *et seq.* (the “**Act**”), the natural person designated in Article XII below, with due and full authority of LEARN DC Public Charter School, has caused these Articles of Incorporation to be filed with the Department of Consumer and Regulatory Affairs, Corporations.

ARTICLE 1 NAME AND OFFICE

The name of the corporation is **LEARN DC Public Charter School** (“**LEARN DC**”). The LEARN DC's principal place of business is [insert address], Washington, D.C. [insert zip code].

ARTICLE 2 REGISTERED AGENT AND ADDRESS

The registered agent of the LEARN DC is [insert name] and the address of the registered office is c/o [insert DC address of agent].

ARTICLE 3 PERIOD OF DURATION

The LEARN DC shall have perpetual existence.

ARTICLE 4 PURPOSES AND POWERS

4.1. Purposes. The LEARN DC is organized and shall be operated exclusively for educational and charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue code (the “**Code**”) (or the corresponding section of any other Internal Revenue Code or federal revenue law hereafter in effect, hereinafter, the “**Code**”), and more particularly the following purposes, which may not be modified absent the prior written approval of the Member:

- (a) to implement its mission as a charter school; and
- (b) to provide students in the District of Columbia with the academic foundation and ambition to earn a college degree.

4.2. Restrictions On Powers.

(a) No substantial part of the activities of the LEARN DC shall consist of carrying on propaganda or otherwise attempting to influence legislation, except as may be specifically allowed by Section 501(h) of the Code.

(b) The LEARN DC shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office, and the LEARN DC shall not engage in campaign activity or the making of campaign contributions.

(c) No part of the net earnings of the LEARN DC shall inure to the benefit of or be distributable to any director or officer of the LEARN DC, or any other individual (except that reasonable compensation may be paid for services rendered to or for the benefit of the LEARN DC affecting one or more of its purposes and aid provided to individuals based upon need in accordance with the charitable purposes of the LEARN DC), and no director or officer of the LEARN DC, or any other individual, taxable LEARN DC, or person shall be entitled to share in any distribution of any of the corporate assets on dissolution of the LEARN DC or otherwise.

(d) Upon dissolution of the LEARN DC, all of the LEARN DC's assets remaining after payment of or provision for all of its liabilities (the "**Net Assets**") shall be paid over or transferred to LEARN Charter School Network ("LEARN"), an Illinois not-for-profit corporation, so long as LEARN is an exempt organization described in section 501(c)(3) of the Code, contributions to which are deductible under section 170(c)(2) of the Code, at the time of any distribution (an "**Eligible Organization**"). In the event that LEARN is not an Eligible Organization at the time of dissolution of LEARN DC, all Net Assets shall be paid over or transferred to an Eligible Organization with a purpose and mission as near to LEARN DC's as possible. Notwithstanding the foregoing, in the event of a dissolution due to revocation, non-renewal, or relinquishment (closure) of the school's charter, a plan will be developed consistent with D.C. Code §§ 38-1802.04(c)(16), 38-1802.13a(c)(1).

(e) Notwithstanding any other provision of these articles of incorporation, LEARN DC shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax as an organization described in section 501(c)(3) of the Code, contributions to which are deductible under section 170(c)(2) of the Code. It is anticipated that the LEARN DC shall be classified as other than a "private foundation" pursuant to section 509(a)(2) of the Code. Notwithstanding the foregoing, however, during any period of time in which LEARN DC is classified as a "private foundation" as defined in section 509(a) of the Code:

(1) LEARN DC shall not engage in any act of "self-dealing," as defined in section 4941(d) of the Code, so as to give rise to any liability for the tax imposed by section 4941 of the Code;

(2) LEARN DC shall make distributions for each taxable year at such time and in such manner so as not to become subject to the tax imposed by section 4942 of the Code;

(3) LEARN DC shall not retain any “excess business holdings,” as defined in section 4943(c) of the Code, so as to give rise to any liability for the tax imposed by section 4943 of the Code;

(4) LEARN DC shall not make any investments that would jeopardize the carrying out of any of the exempt purposes of the LEARN DC, within the meaning of section 4944 of the Code, so as to give rise to any liability for the tax imposed by section 4944 of the Code; and

(5) LEARN DC shall not make any “taxable expenditure,” as defined in section 4945(d) of the Code, so as to give rise to any liability for the tax imposed by section 4945 of the Code.

ARTICLE 5 MEMBERS

LEARN DC shall have a sole voting member (the “**Member**”), which shall be LEARN Charter School Network, an Illinois nonprofit corporation and public charter school, with such rights and powers as may be set forth in the bylaws of the LEARN DC. In the event that there is no member, the then existing board of directors of the LEARN DC shall have full authority to act as the sole member as set forth in the bylaws.

ARTICLE 6 BOARD OF DIRECTORS

The management of the affairs of LEARN DC shall be vested in a board of directors, except as otherwise provided in the Act, these Articles or the bylaws of LEARN DC. The number of directors, their classifications, if any, their terms of office and the manner of their election or appointment shall be determined according to the bylaws of LEARN DC from time to time in force.

ARTICLE 7 LIMITATION OF LIABILITY OF DIRECTORS FOR BREACH OF FIDUCIARY DUTIES

No director of LEARN DC shall have liability to LEARN DC for breach of fiduciary duties as a director of LEARN DC. The forgoing limitation shall not eliminate a director's liability for:

- (a) breach of the duty of loyalty to LEARN DC;
- (b) any acts or omissions of the director not taken in good faith;
- (c) any acts or omissions of the director involving intentional misconduct or a knowing violation of the law;
- (d) any liability for unlawful distributions;

(e) any liability related to loans made by the LEARN DC to its directors or officers;

(f) any other transaction from which the director derived an improper personal benefit; or

(g) any other act for which indemnification of directors is prohibited under the provisions of the Act.

ARTICLE 8 INDEMNIFICATION

8.1. No Limitation on Indemnification. Nothing in these Articles shall be construed to limit or restrict the ability of the LEARN DC:

(a) to indemnify its officers, directors, employees, fiduciaries or agents against liabilities asserted against or incurred by such officers, directors, employees, fiduciaries or agents for actions taken by (or omissions of) such persons in such capacities.

(b) to advance the counsel fees of its officers, directors, employees, fiduciaries or agents incurred in defending liabilities asserted against or incurred by such officers, directors, employees, fiduciaries or agents for actions taken by (or omissions of) such persons in such capacities.

8.2. Procedures for Indemnification. Procedures for indemnification shall be as set forth from time to time in the bylaws of the LEARN DC.

ARTICLE 9 BYLAWS

The bylaws of the LEARN DC shall be adopted by the LEARN DC's board of directors. Such bylaws may contain any provisions for the regulation or management of the affairs of LEARN DC, which are not inconsistent with law or these Articles, as the same may from time to time be amended. However, no bylaw at any time in effect, and no amendment to these Articles, shall have the effect of giving any director or officer of LEARN DC any proprietary interest in its property or assets whether during the term of its existence or as an incident to its dissolution.

ARTICLE 10
DELIVERY

The name and mailing address of any the individual who causes this document to be delivered for filing, and to whom the Department of Consumer and Regulatory Affairs may deliver notice if filing of this document is refused, is:

[insert name and address of registered agent]

LEARN Charter School Network does not produce an Annual Report.

Form **990**

Return of Organization Exempt From Income Tax

OMB No. 1545-0047

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2014
Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Do not enter social security numbers on this form as it may be made public.

Information about Form 990 and its instructions is at www.irs.gov/form990

A For the 2014 calendar year, or tax year beginning **JUL 1, 2014** and ending **JUN 30, 2015**

B Check if applicable: <input checked="" type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization L.E.A.R.N. CHARTER SCHOOL		D Employer identification number 36-4439074
	Doing business as		E Telephone number 773-358-3908
	Number and street (or P.O. box if mail is not delivered to street address)	Room/suite	
	3021 W. CARROLL AVE		G Gross receipts \$ 41,276,847.
	City or town, state or province, country, and ZIP or foreign postal code CHICAGO, IL 60612		H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions)
F Name and address of principal officer: GREGORY WHITE SAME AS C ABOVE		H(c) Group exemption number ▶	
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527			
J Website: ▶ WWW.LEARNCHARTER.ORG			
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶			L Year of formation: 2000
M State of legal domicile: IL			

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: PROVIDE STUDENTS WITH THE ACADEMIC FOUNDATION AND AMBITION TO EARN A COLLEGE DEGREE.		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	11
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	11
	5 Total number of individuals employed in calendar year 2014 (Part V, line 2a)	5	651
	6 Total number of volunteers (estimate if necessary)	6	30
	7 a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b Net unrelated business taxable income from Form 990-T, line 34	7b	0.	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9 Program service revenue (Part VIII, line 2g)	8,181,414.	4,639,045.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	29,037,793.	36,115,121.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	520,916.	522,681.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	0.	0.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	37,740,123.	41,276,847.
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	24,586,283.	25,951,843.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ 347,338.		
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	11,064,840.	12,150,557.
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	35,651,123.	38,102,400.	
19 Revenue less expenses. Subtract line 18 from line 12	2,089,000.	3,174,447.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21 Total liabilities (Part X, line 26)	30,425,512.	33,540,920.
	22 Net assets or fund balances. Subtract line 21 from line 20	17,949,995.	17,810,345.
		12,475,517.	15,730,575.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer		Date		
	GREGORY WHITE, CEO & PRESIDENT Type or print name and title				
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	LU ANN TRAPP	LU ANN TRAPP	05/16/16		P01506476
	Firm's name ▶ PLANTE & MORAN, PLLC	Firm's EIN ▶ 38-1357951			
	Firm's address ▶ 10 S. RIVERSIDE PLAZA 9TH FLOOR CHICAGO, IL 60606			Phone no. (312) 207-1040	

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission: PROVIDE STUDENTS WITH THE ACADEMIC FOUNDATION AND AMBITION TO EARN A COLLEGE DEGREE.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

4a (Code:) (Expenses \$ 34,657,106. including grants of \$) (Revenue \$ 36,115,121.) COLLEGE PREPARATORY ELEMENTARY SCHOOL THAT PROVIDES STUDENTS WITH THE ACADEMIC FOUNDATION AND AMBITION TO EARN A COLLEGE DEGREE. DURING THE YEAR ENDED JUNE 30, 2015, LEARN OPERATED EIGHT CAMPUSES ON CHICAGO'S SOUTH, WEST, AND NORTH SIDES WITH AN ENROLLMENT OF APPROXIMATELY 3,400 STUDENTS, OF WHICH THE MAJORITY ARE FROM LOW INCOME COMMUNITIES.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 34,657,106.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>		X
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	X	
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		

Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>	X	
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		X
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		X
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		X
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>	X	
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	X	
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Main form table with columns for question numbers (1a-14b), Yes/No checkboxes, and input fields for numerical values.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include: 1a Enter the number of voting members... 11; 1b Enter the number of voting members included... 11; 2 Did any officer, director, trustee, or key employee have a family relationship... X; 3 Did the organization delegate control over management duties... X; 4 Did the organization make any significant changes to its governing documents... X; 5 Did the organization become aware during the year of a significant diversion of the organization's assets... X; 6 Did the organization have members or stockholders... X; 7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body... X; 7b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body... X; 8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following: a The governing body? X; b Each committee with authority to act on behalf of the governing body? X; 9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O... X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

Table with 3 columns: Question, Yes, No. Rows include: 10a Did the organization have local chapters, branches, or affiliates? X; 10b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?; 11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? X; 11b Describe in Schedule O the process, if any, used by the organization to review this Form 990.; 12a Did the organization have a written conflict of interest policy? If "No," go to line 13 X; 12b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? X; 12c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done X; 13 Did the organization have a written whistleblower policy? X; 14 Did the organization have a written document retention and destruction policy? X; 15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision? a The organization's CEO, Executive Director, or top management official X; b Other officers or key employees of the organization X; If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).; 16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? X; 16b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements? X

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed NONE
18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
[] Own website [] Another's website [X] Upon request [] Other (explain in Schedule O)
19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
20 State the name, address, and telephone number of the person who possesses the organization's books and records: DONNA MOORE - (773) 358-3908
3021 W. CARROLL AVE, CHICAGO, IL 60612

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) LOREN BEADLE CHAIRPERSON	4.00	X		X				0.	0.	0.
(2) JANICE LUCCHESI TREASURER	4.00	X		X				0.	0.	0.
(3) JENNIFER MOLINAR SECRETARY	4.00	X		X				0.	0.	0.
(4) MARGARET ROMANO BOARD MEMBER	2.00	X						0.	0.	0.
(5) BRYAN SCHNEIDER BOARD MEMBER	2.00	X						0.	0.	0.
(6) LESLIE ANDERSON BOARD MEMBER	2.00	X						0.	0.	0.
(7) VINEETA RAKETICH BOARD MEMBER	2.00	X						0.	0.	0.
(8) SUSAN SNYDER BOARD MEMBER	2.00	X						0.	0.	0.
(9) DAN FAHNER BOARD MEMBER	2.00	X						0.	0.	0.
(10) KATIE MACCARTHY BOARD MEMBER	2.00	X						0.	0.	0.
(11) CHARLES CAMPBELL BOARD MEMBER	2.00	X						0.	0.	0.
(12) GREG WHITE PRESIDENT AND CEO	40.00			X				305,385.	0.	28,049.
(13) ELIZABETH GOETTL CHIEF ACADEMIC OFFICER	40.00					X		134,742.	0.	16,104.
(14) ROBIN JOHNSON PRINCIPAL	40.00					X		145,126.	0.	16,221.
(15) SEKOU ROBERTSON PRINCIPAL	40.00					X		119,508.	0.	6,129.
(16) CHRIS MAYNARD DIRECTOR OF TECHNOLOGY	40.00					X		118,939.	0.	15,213.
(17) JOYCELYNN STONE DIRECTOR OF FINANCE	40.00					X		122,945.	0.	15,124.

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

				(A)	(B)	(C)	(D)	
				Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a					
	b	Membership dues	1b					
	c	Fundraising events	1c					
	d	Related organizations	1d					
	e	Government grants (contributions)	1e					
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	4,639,045.				
	g	Noncash contributions included in lines 1a-1f: \$						
	h	Total. Add lines 1a-1f		4,639,045.				
	Program Service Revenue	2 a	CHARTER SCHOOL FUNDING	Business Code 611710	34,933,403.	34,933,403.		
b		OTHER PROGRAM SERVICE REVENUE	900099	450,765.	450,765.			
c		STUDENT FEES	611710	427,700.	427,700.			
d		FOOD SERVICE REVENUE	900099	303,253.	303,253.			
e							
f		All other program service revenue						
g		Total. Add lines 2a-2f		36,115,121.				
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)		522,681.			522,681.	
	4	Income from investment of tax-exempt bond proceeds						
	5	Royalties						
	6 a	Gross rents	(i) Real	(ii) Personal				
		Less: rental expenses						
		Rental income or (loss)						
		Net rental income or (loss)						
	7 a	Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		Less: cost or other basis and sales expenses						
		Gain or (loss)						
		Net gain or (loss)						
	8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a					
		Less: direct expenses	b					
		Net income or (loss) from fundraising events						
9 a	Gross income from gaming activities. See Part IV, line 19	a						
	Less: direct expenses	b						
	Net income or (loss) from gaming activities							
10 a	Gross sales of inventory, less returns and allowances	a						
	Less: cost of goods sold	b						
	Net income or (loss) from sales of inventory							
Miscellaneous Revenue		Business Code						
11 a							
							
							
	All other revenue							
	Total. Add lines 11a-11d							
12	Total revenue. See instructions.			41,276,847.	36,115,121.	0.	522,681.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A)

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	325,533.		325,533.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	21,595,215.	20,121,358.	1,208,919.	264,938.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	2,004,778.	1,854,727.	125,806.	24,245.
9 Other employee benefits	1,122,941.	1,032,141.	77,512.	13,288.
10 Payroll taxes	903,376.	829,299.	63,236.	10,841.
11 Fees for services (non-employees):				
a Management				
b Legal	420,073.	357,062.	63,011.	
c Accounting	60,797.	51,677.	9,120.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	1,644,625.	1,397,931.	246,694.	
12 Advertising and promotion				
13 Office expenses	1,835,953.	1,680,854.	127,729.	27,370.
14 Information technology				
15 Royalties				
16 Occupancy	3,516,499.	3,516,499.		
17 Travel	57,598.	48,958.	8,640.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	890,121.	890,121.		
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	873,947.	742,855.	131,092.	
23 Insurance	209,952.	178,459.	31,493.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a EDUCATIONAL SUPPLIES	1,391,665.	1,391,665.		
b EMPLOYEE RELATIONS	443,759.	406,040.	31,063.	6,656.
c WRITE OFF OF PLEDGES RE	39,545.	39,545.		
d _____				
e All other expenses _____	766,023.	117,915.	648,108.	
25 Total functional expenses. Add lines 1 through 24e	38,102,400.	34,657,106.	3,097,956.	347,338.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	128,449.	1	233,897.
	2 Savings and temporary cash investments	3,494,433.	2	7,162,640.
	3 Pledges and grants receivable, net	2,032,988.	3	2,135,484.
	4 Accounts receivable, net	619,235.	4	256,471.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7 Notes and loans receivable, net	11,368,000.	7	11,368,000.
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	187,441.	9	498,776.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 15,856,975.		
	b Less: accumulated depreciation	10b 4,525,110.	10c	
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	446,158.	15	553,787.
16 Total assets. Add lines 1 through 15 (must equal line 34)	30,425,512.	16	33,540,920.	
Liabilities	17 Accounts payable and accrued expenses	759,418.	17	1,474,676.
	18 Grants payable		18	
	19 Deferred revenue	242,156.	19	95,972.
	20 Tax-exempt bond liabilities	5,117,982.	20	4,886,226.
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties	11,712,680.	23	11,353,471.
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	117,759.	25	0.
	26 Total liabilities. Add lines 17 through 25	17,949,995.	26	17,810,345.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	11,458,516.	27	15,031,494.
	28 Temporarily restricted net assets	1,017,001.	28	699,081.
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	12,475,517.	33	15,730,575.	
34 Total liabilities and net assets/fund balances	30,425,512.	34	33,540,920.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	41,276,847.
2	Total expenses (must equal Part IX, column (A), line 25)	2	38,102,400.
3	Revenue less expenses. Subtract line 2 from line 1	3	3,174,447.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	12,475,517.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	80,611.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	15,730,575.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
b Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input checked="" type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____	X	
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits _____	X	

Form 990 (2014)

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2014 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2013 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2014. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2013. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2014. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2013. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2014 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2013 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2014 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2013 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2014. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2013. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box on line 11 of Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No" describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes" and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (a) its supported organizations; (b) individuals that are part of the charitable class benefited by one or more of its supported organizations; or (c) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in IRC 4958(c)(3)(C)), a family member of a substantial contributor, or a 35-percent controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9(a)) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9(a)) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of IRC 4943 because of IRC 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer (b) below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
11a		
b A family member of a person described in (a) above?		
11b		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
1		

Section D. Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (1) a written notice describing the type and amount of support provided during the prior tax year, (2) a copy of the Form 990 that was most recently filed as of the date of notification, and (3) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
2		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		
3		

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
2a		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
2b		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.		
3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		
3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount		(A) Prior Year	Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).		

Schedule A (Form 990 or 990-EZ) 2014

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2014 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2014	(iii) Distributable Amount for 2014
1 Distributable amount for 2014 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2014 (reasonable cause required-see instructions)			
3 Excess distributions carryover, if any, to 2014:			
a			
b			
c			
d			
e From 2013			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2014 distributable amount			
i Carryover from 2009 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2014 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2014 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2014, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6 Remaining underdistributions for 2014. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
7 Excess distributions carryover to 2015. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a			
b			
c			
d Excess from 2013			
e Excess from 2014			

Schedule A (Form 990 or 990-EZ) 2014

Schedule B

(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Information about Schedule B (Form 990, 990-EZ, or 990-PF) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Name of the organization

L.E.A.R.N. CHARTER SCHOOL

Employer identification number

36-4439074

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2014)

Name of organization L.E.A.R.N. CHARTER SCHOOL	Employer identification number 36-4439074
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
<u>1</u>	<hr/> <hr/> <hr/>	\$ <u>480,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>2</u>	<hr/> <hr/> <hr/>	\$ <u>350,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>3</u>	<hr/> <hr/> <hr/>	\$ <u>201,009.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>4</u>	<hr/> <hr/> <hr/>	\$ <u>224,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>5</u>	<hr/> <hr/> <hr/>	\$ <u>200,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>6</u>	<hr/> <hr/> <hr/>	\$ <u>350,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization L.E.A.R.N. CHARTER SCHOOL	Employer identification number 36-4439074
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	<hr/> <hr/> <hr/>	\$ 100,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
8	<hr/> <hr/> <hr/>	\$ 100,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization L.E.A.R.N. CHARTER SCHOOL	Employer identification number 36-4439074
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Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____
		\$ _____	_____

Name of organization L.E.A.R.N. CHARTER SCHOOL	Employer identification number 36-4439074
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ **Complete if the organization answered "Yes" to Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**
▶ **Attach to Form 990.**

OMB No. 1545-0047

2014
Open to Public Inspection

▶ **Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.**

Name of the organization L.E.A.R.N. CHARTER SCHOOL **Employer identification number** 36-4439074

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

- 1 Purpose(s) of conservation easements held by the organization (check all that apply).
 Preservation of land for public use (e.g., recreation or education) Preservation of a historically important land area
 Protection of natural habitat Preservation of a certified historic structure
 Preservation of open space
- 2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.
- | | Held at the End of the Tax Year |
|--|---------------------------------|
| a Total number of conservation easements | 2a |
| b Total acreage restricted by conservation easements | 2b |
| c Number of conservation easements on a certified historic structure included in (a) | 2c |
| d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register | 2d |
- 3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____
- 4 Number of states where property subject to conservation easement is located ▶ _____
- 5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?
- 6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶ _____
- 7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$ _____
- 8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?
- 9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

- 1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.
- b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:
- (i) Revenue included in Form 990, Part VIII, line 1
- (ii) Assets included in Form 990, Part X
- 2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:
- a Revenue included in Form 990, Part VIII, line 1
- b Assets included in Form 990, Part X

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____%
 - b Permanent endowment _____%
 - c Temporarily restricted endowment _____%
- The percentages in lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|---|--------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
| b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		745,503.		745,503.
b Buildings		9,813,245.	2,046,694.	7,766,551.
c Leasehold improvements		1,532,669.	269,349.	1,263,320.
d Equipment		2,632,071.	1,915,011.	717,060.
e Other		1,133,487.	294,056.	839,431.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				11,331,865.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	42,067,507.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b	749,311.	
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d	80,894.	
e	Add lines 2a through 2d	2e		830,205.
3	Subtract line 2e from line 1		3	41,237,302.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b	39,545.	
c	Add lines 4a and 4b	4c		39,545.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)		5	41,276,847.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	39,335,269.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a	749,311.	
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d	523,103.	
e	Add lines 2a through 2d	2e		1,272,414.
3	Subtract line 2e from line 1		3	38,062,855.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b	39,545.	
c	Add lines 4a and 4b	4c		39,545.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)		5	38,102,400.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

ACCOUNTING PRINCIPLES GENERALLY ACCEPTED IN THE UNITED STATES OF AMERICA
 REQUIRE MANAGEMENT TO EVALUATE TAX POSITIONS TAKEN BY THE LEARN AND
 RECOGNIZE A TAX LIABILITY IF LEARN HAS TAKEN AN UNCERTAIN POSITION THAT
 MORE LIKELY THAN NOT WOULD NOT BE SUSTAINED UPON EXAMINATION BY THE IRS OR
 OTHER APPLICABLE TAXING AUTHORITIES. MANAGEMENT HAS ANALYZED THE TAX
 POSITIONS TAKEN BY LEARN AND HAS CONCLUDED THAT AS OF JUNE 30, 2015, THERE
 ARE NO UNCERTAIN TAX POSITIONS TAKEN OR EXPECTED TO BE TAKEN THAT WOULD
 REQUIRE RECOGNITION OF A LIABILITY OR DISCLOSURE IN THE CONSOLIDATED
 FINANCIAL STATEMENTS. LEARN IS SUBJECT TO ROUTINE AUDITS BY TAXING
 JURISDICTIONS; HOWEVER, THERE ARE CURRENTLY NO AUDITS FOR ANY TAX PERIODS
 IN PROGRESS. MANAGEMENT BELIEVES IT IS NO LONGER SUBJECT TO INCOME TAX

Part XIII Supplemental Information (continued)

EXAMINATIONS FOR YEARS PRIOR TO 2012.

PART XI, LINE 2D - OTHER ADJUSTMENTS:

REVENUE AND ELIM. ENTRIES FROM AFFILIATED ORGANIZATIONS ON

CONSOL. FS 283.

CHANGE IN FAIR VALUE OF DERIVATIVE 80,611.

TOTAL TO SCHEDULE D, PART XI, LINE 2D 80,894.

PART XI, LINE 4B - OTHER ADJUSTMENTS:

WRITE OFF OF PLEDGES RECEIVABLE INCLUDED IN GROSS REVENUE

ON FS 39,545.

PART XII, LINE 2D - OTHER ADJUSTMENTS:

EXPENSES AND ELIM. ENTRIES FROM AFFILIATED ORGANIZATIONS ON

CONSOL. FS 523,103.

PART XII, LINE 4B - OTHER ADJUSTMENTS:

WRITE OFF OF PLEDGES RECEIVABLE INCLUDED IN GROSS REVENUE

ON FS 39,545.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ **Complete if the organization answered "Yes" to Form 990, Part IV, line 13,
or Form 990-EZ, Part VI, line 48.**

▶ **Attach to Form 990 or Form 990-EZ.**

OMB No. 1545-0047

2014

**Open to Public
Inspection**

▶ **Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990**

Name of the organization

L.E.A.R.N. CHARTER SCHOOL

Employer identification number

36-4439074

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SEE PART II		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d Copies of all material used by the organization or on its behalf to solicit contributions?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b Admissions policies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c Employment of faculty or administrative staff?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d Scholarships or other financial assistance?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e Educational policies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f Use of facilities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g Athletic programs?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h Other extracurricular activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b Has the organization's right to such aid ever been revoked or suspended?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you answered "Yes" to either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

LINE 3 - EXPLANATION OF NONDISCRIMINATION POLICY:

LEARN IS COMMITTED TO PROVIDE QUALITY EDUCATION TO ALL CHILDREN REGARDLESS OF ANY RACE, COLOR OR NATIONAL ETHNIC ORIGIN. LEARN'S STUDENT POPULATION IS APPROXIMATELY 98% AFRICAN AMERICAN. LEARN INCLUDES OUR NONDISCRIMINATION POLICY ON OUR STUDENT APPLICATION AND IN OUR STUDENT AND PARENT HANDBOOK UNDER THE ADMISSION POLICY. THE HANDBOOK IS PROVIDED TO ALL FAMILIES WITH A CHILD ATTENDING LEARN.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOL OPERATES UNDER A GRANT OF CHARTER AND CHARTER SCHOOL AGREEMENT WITH THE BOARD OF EDUCATION AND THE CITY OF CHICAGO.

**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

2014

Open to Public Inspection

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.

▶ Attach to Form 990.

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990

Department of the Treasury
Internal Revenue Service

Name of the organization

L.E.A.R.N. CHARTER SCHOOL

Employer identification number

36-4439074

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed in Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (e.g., maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked in line 1a?

3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Compensation committee | <input type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input type="checkbox"/> Compensation survey or study |
| <input type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed in Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment?
- b** Participate in, or receive payment from, a supplemental nonqualified retirement plan?
- c** Participate in, or receive payment from, an equity-based compensation arrangement?
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization?
- b** Any related organization?
- If "Yes" to line 5a or 5b, describe in Part III.

6 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization?
- b** Any related organization?
- If "Yes" to line 6a or 6b, describe in Part III.

7 For persons listed in Form 990, Part VII, Section A, line 1a, did the organization provide any non-fixed payments not described in lines 5 and 6? If "Yes," describe in Part III

8 Were any amounts reported in Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

9 If "Yes" to line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

	Yes	No
1a		
1b		
2		
3		
4a		X
4b		X
4c		X
5a		X
5b		X
6a		X
6b		X
7	X	
8		X
9		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2014

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported in Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that are not listed on Form 990, Part VII.

Note. The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred in prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) GREG WHITE PRESIDENT AND CEO	(i)	266,344.	39,041.	0.	23,509.	4,540.	333,434.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) ELIZABETH GOETTL CHIEF ACADEMIC OFFICER	(i)	132,742.	2,000.	0.	11,812.	4,292.	150,846.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) ROBIN JOHNSON PRINCIPAL	(i)	134,126.	11,000.	0.	9,682.	6,539.	161,347.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

PART I, LINE 7:

THE PRESIDENT AND CEO, CHIEF ACADEMIC OFFICER AND PRINCIPAL RECEIVE
 REACTIONARY BONUSES THAT ARE BASED ON PERFORMANCE. THE CAO AND PRINCIPAL'S
 BONUS IS SET AT THE DISCRETION OF THE CEO AS A PART OF HIS NORMAL DUTIES AS
 ASSIGNED BY THE BOARD. THE PRESIDENT AND CEO'S BONUS, AS STATED IN 990 PART
 VI LINE 15 IS DERIVED AND APPROVED BY THE BOARD.

Supplemental Information on Tax-Exempt Bonds

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 24a. Provide descriptions, explanations, and any additional information in Part VI.**
▶ **Attach to Form 990.** ▶ **Information about Schedule K (Form 990) and its instructions is at www.irs.gov/form990.**

Name of the organization **L.E.A.R.N. CHARTER SCHOOL** Employer identification number **36-4439074**

Part I Bond Issues											
SEE PART VI FOR COLUMN (F) CONTINUATIONS											
(a) Issuer name	(b) Issuer EIN	(c) CUSIP #	(d) Date issued	(e) Issue price	(f) Description of purpose	(g) Defeased		(h) On behalf of issuer		(i) Pooled financing	
						Yes	No	Yes	No	Yes	No
ILLINOIS FINANCE A AUTHORITY	86-1091967	NONE	01/31/13	5,446,303.	RETIRE BOND DEBT FROM REVENUE BOND		X		X		X
B											
C											
D											

Part II Proceeds										
	A		B		C		D			
1 Amount of bonds retired	559,677.									
2 Amount of bonds legally defeased										
3 Total proceeds of issue	5,446,303.									
4 Gross proceeds in reserve funds										
5 Capitalized interest from proceeds										
6 Proceeds in refunding escrows										
7 Issuance costs from proceeds										
8 Credit enhancement from proceeds										
9 Working capital expenditures from proceeds										
10 Capital expenditures from proceeds										
11 Other spent proceeds										
12 Other unspent proceeds										
13 Year of substantial completion	2011									
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
14 Were the bonds issued as part of a current refunding issue?	X									
15 Were the bonds issued as part of an advance refunding issue?		X								
16 Has the final allocation of proceeds been made?	X									
17 Does the organization maintain adequate books and records to support the final allocation of proceeds?	X									

Part III Private Business Use										
	A		B		C		D			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1 Was the organization a partner in a partnership, or a member of an LLC, which owned property financed by tax-exempt bonds?		X								
2 Are there any lease arrangements that may result in private business use of bond-financed property?		X								

Part III Private Business Use (Continued)

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
3a Are there any management or service contracts that may result in private business use of bond-financed property?		X						
b If "Yes" to line 3a, does the organization routinely engage bond counsel or other outside counsel to review any management or service contracts relating to the financed property?								
c Are there any research agreements that may result in private business use of bond-financed property?		X						
d If "Yes" to line 3c, does the organization routinely engage bond counsel or other outside counsel to review any research agreements relating to the financed property?								
4 Enter the percentage of financed property used in a private business use by entities other than a section 501(c)(3) organization or a state or local government		%		%		%		%
5 Enter the percentage of financed property used in a private business use as a result of unrelated trade or business activity carried on by your organization, another section 501(c)(3) organization, or a state or local government		%		%		%		%
6 Total of lines 4 and 5		%		%		%		%
7 Does the bond issue meet the private security or payment test?		X						
8a Has there been a sale or disposition of any of the bond-financed property to a non-governmental person other than a 501(c)(3) organization since the bonds were issued?		X						
b If "Yes" to line 8a, enter the percentage of bond-financed property sold or disposed of		%		%		%		%
c If "Yes" to line 8a, was any remedial action taken pursuant to Regulations sections 1.141-12 and 1.145-2?								
9 Has the organization established written procedures to ensure that all nonqualified bonds of the issue are remediated in accordance with the requirements under Regulations sections 1.141-12 and 1.145-2?	X							

Part IV Arbitrage

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Has the issuer filed Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty in Lieu of Arbitrage Rebate?		X						
2 If "No" to line 1, did the following apply?								
a Rebate not due yet?		X						
b Exception to rebate?	X							
c No rebate due?		X						
If "Yes" to line 2c, provide in Part VI the date the rebate computation was performed								
3 Is the bond issue a variable rate issue?	X							
4a Has the organization or the governmental issuer entered into a qualified hedge with respect to the bond issue?		X						
b Name of provider								
c Term of hedge								
d Was the hedge superintegrated?								
e Was the hedge terminated?								

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Open to Public
Inspection

Name of the organization L.E.A.R.N. CHARTER SCHOOL	Employer identification number 36-4439074
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FORM 990, PART VI, SECTION B, LINE 11:

**THE FORM 990 IS REVIEWED BY THE DIRECTOR OF FINANCE, THE CEO AND THE BOARD
TREASURER. THE TAX RETURN WILL THEN BE FILED. THIS YEAR, DUE TO THE TIMING
OF THE AUDIT AND THE BOARD MEETINGS, THE RETURN WILL BE DISTRIBUTED TO THE
BOARD AS SOON AS THE RETURN IS COMPLETE.**

FORM 990, PART VI, SECTION B, LINE 12C:

**THE ORGANIZATION REGULARLY MONITORS AND ENFORCES COMPLIANCE WITH THIS
POLICY BY ANNUALLY REQUIRING EACH BOARD MEMBER TO SIGN A STATEMENT
AFFIRMING THAT THEY HAVE READ, UNDERSTAND, AND AGREE TO COMPLY WITH THE
POLICY.**

FORM 990, PART VI, SECTION B, LINE 15:

**OFFICERS OF THE ORGANIZATION SERVE AS THE COMPENSATION COMMITTEE, WHICH
DISCUSSES AND APPROVES THE CEO AND PRESIDENT'S COMPENSATION AND CONTRACT.**

FORM 990, PART VI, SECTION C, LINE 19:

**THE ORGANIZATION MAKES ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY
AND FINANCIAL STATEMENTS AVAILABLE TO THE PUBLIC UPON REQUEST.**

FORM 990, PART XI, LINE 9, CHANGES IN NET ASSETS:

CHANGE IN FAIR VALUE OF DERIVATIVE	80,611.
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**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
▶ Attach to Form 990.

▶ Information about Schedule R (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Open to Public Inspection

Name of the organization

L.E.A.R.N. CHARTER SCHOOL

Employer identification number

36-4439074

Part I Identification of Disregarded Entities Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II Identification of Related Tax-Exempt Organizations Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
LEARN CHARTER TITLE HOLDING CORPORATION - 36-4750462, 212 S. FRANCISCO AVE, CHICAGO, IL 60612	TO MANAGE OPERATIONS OF THE BUILDING AT 3021 W CAROLL AVE.	ILLINOIS	501(C)(2)		L.E.A.R.N. CHARTER SCHOOL	X	
LEARN CHARTER TITLE HOLDING CORPORATION 2 - 32-0399044, 212 S. FRANCISCO AVE, CHICAGO, IL 60612	TO MANAGE OPERATIONS OF THE BUILDING AT 3021 W CAROLL AVE.	ILLINOIS	501(C)(2)		L.E.A.R.N. CHARTER SCHOOL	X	

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) 2014

Part III Identification of Related Organizations Taxable as a Partnership Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	
L.E.A.R.N. CHARTER THC, LLC - 35-2465460, 212 S. FRANCISCO, AVE., CHICAGO, IL 60612	OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3	IL	N/A	N/A	N/A	N/A	N/A		N/A	N/A		N/A
L.E.A.R.N. CHARTER MASTER TENANT LLC - 80-0945720, 212 S. FRANCISCO, AVE., CHICAGO, IL 60612	OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3	IL	N/A	N/A	N/A	N/A	N/A		N/A	N/A		N/A

Part IV Identification of Related Organizations Taxable as a Corporation or Trust Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity?	
								Yes	No
LEARN CHARTER DEVELOPMENT CORPORATION - 80-0945681, 212 S FRANCISCO AVE, CHICAGO, IL 60612	OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3 OF	IL	L.E.A.R.N. CHARTER SCHOOL	C CORP	-577,025.	-1,108,347.	100%	X	

Part V Transactions With Related Organizations Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)		X
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)	X	
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses	X	
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

Part VII Supplemental Information

Provide additional information for responses to questions on Schedule R (see instructions).

PART III, IDENTIFICATION OF RELATED ORGANIZATIONS TAXABLE AS PARTNERSHIP:

NAME OF RELATED ORGANIZATION:

L.E.A.R.N. CHARTER THC, LLC

PRIMARY ACTIVITY: OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3 OF LEARN'S SCHOOLS

NAME OF RELATED ORGANIZATION:

L.E.A.R.N. CHARTER MASTER TENANT LLC

PRIMARY ACTIVITY: OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3 OF LEARN'S SCHOOLS

PART IV, IDENTIFICATION OF RELATED ORGANIZATIONS TAXABLE AS CORP OR TRUST:

NAME OF RELATED ORGANIZATION:

LEARN CHARTER DEVELOPMENT CORPORATION

PRIMARY ACTIVITY: OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3 OF LEARN'S SCHOOLS

PUBLIC DISCLOSURE COPY

Form **990**

Return of Organization Exempt From Income Tax

OMB No. 1545-0047

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2015
Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ Do not enter social security numbers on this form as it may be made public.
▶ Information about Form 990 and its instructions is at www.irs.gov/form990.

A For the 2015 calendar year, or tax year beginning **JUL 1, 2015** and ending **JUN 30, 2016**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization L.E.A.R.N. CHARTER SCHOOL Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 3021 W. CARROLL AVE City or town, state or province, country, and ZIP or foreign postal code CHICAGO, IL 60612	D Employer identification number 36-4439074 E Telephone number 773-358-3908
	F Name and address of principal officer: GREGORY WHITE SAME AS C ABOVE	G Gross receipts \$ 45,628,298. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ WWW.LEARNCHARTER.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2000 M State of legal domicile: IL

Part I Summary

	1 Briefly describe the organization's mission or most significant activities: PROVIDE STUDENTS WITH THE ACADEMIC FOUNDATION AND AMBITION TO EARN A COLLEGE DEGREE.	
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.	
Activities & Governance	3 Number of voting members of the governing body (Part VI, line 1a)	10
	4 Number of independent voting members of the governing body (Part VI, line 1b)	10
	5 Total number of individuals employed in calendar year 2015 (Part V, line 2a)	651
	6 Total number of volunteers (estimate if necessary)	60
	7a Total unrelated business revenue from Part VIII, column (C), line 12	0.
	7b Net unrelated business taxable income from Form 990-T, line 34	0.
	Revenue	8 Contributions and grants (Part VIII, line 1h)
9 Program service revenue (Part VIII, line 2g)		36,115,121.
10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)		522,681.
11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		0.
12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)		41,276,847.
Expenses		13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	25,951,843.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0.
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ 395,965.	
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	12,150,557.
	18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	38,102,400.
19 Revenue less expenses. Subtract line 18 from line 12	3,174,447.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	33,540,920.
	21 Total liabilities (Part X, line 26)	17,810,345.
	22 Net assets or fund balances. Subtract line 21 from line 20	15,730,575.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer GREGORY WHITE, CEO & PRESIDENT Type or print name and title	Date _____
Paid Preparer Use Only	Print/Type preparer's name LU ANN TRAPP	Preparer's signature LU ANN TRAPP
	Firm's name ▶ PLANTE & MORAN, PLLC Firm's address ▶ 10 S. RIVERSIDE PLAZA, 9TH FLOOR CHICAGO, IL 60606	Date 05/09/17
	Check if self-employed <input type="checkbox"/>	PTIN P01506476
	Firm's EIN ▶ 38-1357951	Phone no. (312) 207-1040

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission: PROVIDE STUDENTS WITH THE ACADEMIC FOUNDATION AND AMBITION TO EARN A COLLEGE DEGREE.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

4a (Code:) (Expenses \$ 38,741,428. including grants of \$) (Revenue \$ 38,299,187.) COLLEGE PREPARATORY ELEMENTARY SCHOOL THAT PROVIDES STUDENTS WITH THE ACADEMIC FOUNDATION AND AMBITION TO EARN A COLLEGE DEGREE. DURING THE FISCAL YEAR ENDED JUNE 30, 2016, LEARN OPERATED NINE CAMPUSES THROUGHOUT THE CHICAGOLAND AREA WITH AN ENROLLMENT OF APPROXIMATELY 4,000 STUDENTS OF WHICH THE MAJORITY ARE FROM LOW-INCOME COMMUNITIES.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 38,741,428.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	<input checked="" type="checkbox"/>	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	<input checked="" type="checkbox"/>	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		<input checked="" type="checkbox"/>
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		<input checked="" type="checkbox"/>
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		<input checked="" type="checkbox"/>
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		<input checked="" type="checkbox"/>
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		<input checked="" type="checkbox"/>
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		<input checked="" type="checkbox"/>
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		<input checked="" type="checkbox"/>
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		<input checked="" type="checkbox"/>
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	<input checked="" type="checkbox"/>	
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		<input checked="" type="checkbox"/>
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		<input checked="" type="checkbox"/>
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		<input checked="" type="checkbox"/>
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	<input checked="" type="checkbox"/>	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		<input checked="" type="checkbox"/>
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>		<input checked="" type="checkbox"/>
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	<input checked="" type="checkbox"/>	
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	<input checked="" type="checkbox"/>	
14a Did the organization maintain an office, employees, or agents outside of the United States?		<input checked="" type="checkbox"/>
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		<input checked="" type="checkbox"/>
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		<input checked="" type="checkbox"/>
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		<input checked="" type="checkbox"/>
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		<input checked="" type="checkbox"/>
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		<input checked="" type="checkbox"/>
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		<input checked="" type="checkbox"/>

Part IV Checklist of Required Schedules (continued)

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>	X	
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		X
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		X
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		X
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>	X	
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	X	
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Table with columns for question numbers (1a-14b), Yes/No checkboxes, and numerical input fields. Includes questions about Form 1096, Form W-2G, Form W-3, and various IRS forms like 8886-T, 8899, and 720.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
	1a	10	
b	Enter the number of voting members included in line 1a, above, who are independent		
	1b	10	
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
10b			
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?		X
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
12c		X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?		X
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official		X
b	Other officers or key employees of the organization		X
15b			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	X	
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	X	
16b		X	

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **NONE**
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records: **DONNA MOORE - 773-358-3908**
3021 W. CARROLL AVE, CHICAGO, IL 60612

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) DANIEL T. FAHNER CHAIR	4.00	X		X				0.	0.	0.
(2) VINEETA RAKETICH VICE CHAIR	4.00	X		X				0.	0.	0.
(3) JANICE LUCCHESI TREASURER	4.00	X		X				0.	0.	0.
(4) KATIE MACCARTHY SECRETARY	4.00	X		X				0.	0.	0.
(5) MARGARET ROMANO LIFE TRUSTEE	4.00	X						0.	0.	0.
(6) BRYAN SCHNEIDER BOARD MEMBER	4.00	X						0.	0.	0.
(7) CHARLES CAMPBELL BOARD MEMBER	4.00	X						0.	0.	0.
(8) SUSAN SNYDER BOARD MEMBER	4.00	X						0.	0.	0.
(9) LOREN G. BEADLE BOARD MEMBER	4.00	X						0.	0.	0.
(10) VINNI HALL BOARD MEMBER	4.00	X						0.	0.	0.
(11) MARCO QUINTANA BOARD MEMBER	4.00	X						0.	0.	0.
(12) JENNIFER MOLINAR BOARD MEMBER	4.00	X						0.	0.	0.
(13) LESLIE ANDERSON BOARD MEMBER	4.00	X						0.	0.	0.
(14) GREGORY WHITE PRESIDENT AND CEO	40.00			X				300,528.	0.	27,412.
(15) ELIZABETH GOETTL CHIEF ACADEMIC OFFICER	40.00				X			183,169.	0.	22,115.
(16) ROBIN JOHNSON SENIOR PRINCIPAL	40.00				X			153,451.	0.	19,162.
(17) CHRISTINA JORDAN CHIEF TALENT OFFICER	40.00					X		127,091.	0.	16,132.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(18) CHRISTOPHER MAYNARD DIRECTOR OF IT AND FACILITIES	40.00					X	124,674.	0.	18,199.	
(19) JOYCELYNN STONE DIRECTOR OF FINANCE	40.00					X	121,966.	0.	16,815.	
(20) SEKOU ROBERTSON PRINCIPAL	40.00					X	119,508.	0.	6,079.	
(21) TAMIKKA SYKES PRINCIPAL	40.00					X	115,945.	0.	12,419.	
1b Sub-total							1,246,332.	0.	138,333.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							1,246,332.	0.	138,333.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **11**

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
LACOSTA FACILITY SUPPORT SERVICES 440 W BONNER RD, WAUONDA, IL 60084	JANITORIAL SERVICES	481,943.
PARALLEL EMPLOYMENT GROUP, 6925 S. SIXTH ST. SUITE 300, OAK CREEK, WI 53154	TEMPORARY EMPLOYMENT SERVICES	445,139.
SUNBELT STAFFING LLC DEPT CH 14430, PALATINE, IL 60055	TEMPORARY EMPLOYMENT SERVICES	300,154.
PETER F. HERZOG & ASSOCIATES, LLC 3649 MONARCH, NAPERVILLE, IL 60564	LEGAL	284,575.
LASALLE NETWORK, 200 N LASALLE STREET, SUITE 2500, CHICAGO, IL 60601	TEMPORARY EMPLOYMENT SERVICES	195,707.

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **10**

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

				(A)	(B)	(C)	(D)	
				Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a					
	b	Membership dues	1b					
	c	Fundraising events	1c					
	d	Related organizations	1d					
	e	Government grants (contributions)	1e	730,649.				
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	6,073,571.				
	g	Noncash contributions included in lines 1a-1f: \$		14,410.				
	h	Total. Add lines 1a-1f		6,804,220.				
	Program Service Revenue	2 a	CHARTER SCHOOL FUNDING	Business Code 611710	37,295,046.	37,295,046.		
b		OTHER PROGRAM SERVICE REVENUE	900099	351,235.	351,235.			
c		STUDENT FEES	611710	336,893.	336,893.			
d		FOOD SERVICE REVENUE	900099	316,013.	316,013.			
e							
f		All other program service revenue						
g		Total. Add lines 2a-2f		38,299,187.				
Other Revenue		3	Investment income (including dividends, interest, and other similar amounts)		524,891.			524,891.
	4	Income from investment of tax-exempt bond proceeds						
	5	Royalties						
	6 a	Gross rents	(i) Real	(ii) Personal				
		Less: rental expenses						
		Rental income or (loss)						
		Net rental income or (loss)						
	7 a	Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		Less: cost or other basis and sales expenses						
		Gain or (loss)						
		Net gain or (loss)						
	8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a					
		Less: direct expenses	b					
		Net income or (loss) from fundraising events						
	9 a	Gross income from gaming activities. See Part IV, line 19	a					
Less: direct expenses		b						
Net income or (loss) from gaming activities								
10 a	Gross sales of inventory, less returns and allowances	a						
	Less: cost of goods sold	b						
	Net income or (loss) from sales of inventory							
Miscellaneous Revenue		Business Code						
11 a							
							
							
	All other revenue							
	Total. Add lines 11a-11d							
12	Total revenue. See instructions.			45,628,298.	38,299,187.	0.	524,891.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A)

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	350,835.		350,835.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	24,462,561.	22,732,516.	1,432,888.	297,157.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	1,399,934.	1,325,274.	57,336.	17,324.
9 Other employee benefits	3,057,036.	2,812,407.	207,866.	36,763.
10 Payroll taxes	956,994.	878,520.	66,990.	11,484.
11 Fees for services (non-employees):				
a Management				
b Legal	371,795.	316,025.	55,770.	
c Accounting	81,300.	69,105.	12,195.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	1,483,892.	1,261,309.	222,583.	
12 Advertising and promotion				
13 Office expenses	1,996,029.	1,828,432.	156,244.	11,353.
14 Information technology				
15 Royalties				
16 Occupancy	3,476,216.	3,210,290.	265,926.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	648,509.	648,509.		
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	843,857.	801,664.	42,193.	
23 Insurance	201,098.	170,933.	30,165.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a EDUCATIONAL SUPPLIES	1,173,507.	1,173,507.		
b PROF DVLP & RECRUITMENT	586,901.	537,014.	41,083.	8,804.
c BOND RELATED EXPENSES	171,284.	171,284.		
d _____				
e All other expenses _____	878,759.	804,639.	61,040.	13,080.
25 Total functional expenses. Add lines 1 through 24e	42,140,507.	38,741,428.	3,003,114.	395,965.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	233,897.	1	426,135.
	2 Savings and temporary cash investments	7,162,640.	2	11,372,303.
	3 Pledges and grants receivable, net	2,135,484.	3	2,296,888.
	4 Accounts receivable, net	256,471.	4	379,727.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7 Notes and loans receivable, net	11,368,000.	7	11,368,000.
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	498,776.	9	288,197.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 16,021,064.		
	b Less: accumulated depreciation	10b 5,358,920.		
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	553,787.	15	556,240.
16 Total assets. Add lines 1 through 15 (must equal line 34)	33,540,920.	16	37,349,634.	
Liabilities	17 Accounts payable and accrued expenses	1,474,676.	17	2,189,400.
	18 Grants payable		18	
	19 Deferred revenue	95,972.	19	192,932.
	20 Tax-exempt bond liabilities	4,886,226.	20	4,654,470.
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties	11,353,471.	23	11,076,700.
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	0.	25	679,619.
	26 Total liabilities. Add lines 17 through 25	17,810,345.	26	18,793,121.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	15,031,494.	27	18,085,371.
	28 Temporarily restricted net assets	699,081.	28	471,142.
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	15,730,575.	33	18,556,513.	
34 Total liabilities and net assets/fund balances	33,540,920.	34	37,349,634.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	45,628,298.
2	Total expenses (must equal Part IX, column (A), line 25)	2	42,140,507.
3	Revenue less expenses. Subtract line 2 from line 1	3	3,487,791.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	15,730,575.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	-661,853.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	18,556,513.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
b	Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input checked="" type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____	X	
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits _____	X	

Form 990 (2015)

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	5484844.	6031167.	8181414.	4639045.	6804220.	31140690.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3	5484844.	6031167.	8181414.	4639045.	6804220.	31140690.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						8694428.
6 Public support. Subtract line 5 from line 4.						22446262.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
7 Amounts from line 4	5484844.	6031167.	8181414.	4639045.	6804220.	31140690.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources	5,740.	198,159.	520,916.	522,681.	524,891.	1772387.
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						32913077.
12 Gross receipts from related activities, etc. (see instructions)					12	138,625,060.
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2015 (line 6, column (f) divided by line 11, column (f))	14	68.20 %
15 Public support percentage from 2014 Schedule A, Part II, line 14	15	75.16 %
16a 33 1/3% support test - 2015. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input checked="" type="checkbox"/>
b 33 1/3% support test - 2014. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2015. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2014. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2011	(b) 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2015 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2014 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2015 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2014 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2015. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2014. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 11 on Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No" describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations *(continued)*

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI.</i>		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):		
a <input type="checkbox"/> The organization satisfied the Activities Test. <i>Complete line 2 below.</i>		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. <i>Complete line 3 below.</i>		
c <input type="checkbox"/> The organization supported a governmental entity. <i>Describe in Part VI how you supported a government entity (see instructions).</i>		
2 Activities Test. <i>Answer (a) and (b) below.</i>		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>	Yes	No
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>		
3 Parent of Supported Organizations. <i>Answer (a) and (b) below.</i>		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).		

Schedule A (Form 990 or 990-EZ) 2015

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions		Current Year		
1	Amounts paid to supported organizations to accomplish exempt purposes			
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity			
3	Administrative expenses paid to accomplish exempt purposes of supported organizations			
4	Amounts paid to acquire exempt-use assets			
5	Qualified set-aside amounts (prior IRS approval required)			
6	Other distributions (describe in Part VI). See instructions.			
7	Total annual distributions. Add lines 1 through 6.			
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.			
9	Distributable amount for 2015 from Section C, line 6			
10	Line 8 amount divided by Line 9 amount			
Section E - Distribution Allocations (see instructions)		(i) Excess Distributions	(ii) Underdistributions Pre-2015	(iii) Distributable Amount for 2015
1	Distributable amount for 2015 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2015 (reasonable cause required-see instructions)			
3	Excess distributions carryover, if any, to 2015:			
a				
b				
c				
d	From 2013			
e	From 2014			
f	Total of lines 3a through e			
g	Applied to underdistributions of prior years			
h	Applied to 2015 distributable amount			
i	Carryover from 2010 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4	Distributions for 2015 from Section D, line 7: \$			
a	Applied to underdistributions of prior years			
b	Applied to 2015 distributable amount			
c	Remainder. Subtract lines 4a and 4b from 4.			
5	Remaining underdistributions for years prior to 2015, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6	Remaining underdistributions for 2015. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
7	Excess distributions carryover to 2016. Add lines 3j and 4c.			
8	Breakdown of line 7:			
a				
b				
c	Excess from 2013			
d	Excess from 2014			
e	Excess from 2015			

Schedule A (Form 990 or 990-EZ) 2015

Part VI

Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Multiple horizontal lines for supplemental information.

Schedule B

(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Information about Schedule B (Form 990, 990-EZ, or 990-PF) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Name of the organization

L.E.A.R.N. CHARTER SCHOOL

Employer identification number

36-4439074

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2015)

Name of organization L.E.A.R.N. CHARTER SCHOOL	Employer identification number 36-4439074
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
<u>1</u>	_____ _____ _____	\$ <u>200,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>2</u>	_____ _____ _____	\$ <u>300,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>3</u>	_____ _____ _____	\$ <u>555,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>4</u>	_____ _____ _____	\$ <u>750,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>5</u>	_____ _____ _____	\$ <u>1,000,600.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>6</u>	_____ _____ _____	\$ <u>1,025,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization L.E.A.R.N. CHARTER SCHOOL	Employer identification number 36-4439074
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Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
_____	_____	\$ _____	_____
_____	_____	\$ _____	_____
_____	_____	\$ _____	_____
_____	_____	\$ _____	_____
_____	_____	\$ _____	_____
_____	_____	\$ _____	_____
_____	_____	\$ _____	_____

Name of organization L.E.A.R.N. CHARTER SCHOOL	Employer identification number 36-4439074
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**
▶ **Attach to Form 990.**

OMB No. 1545-0047

2015
Open to Public Inspection

▶ **Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.**

Name of the organization L.E.A.R.N. CHARTER SCHOOL **Employer identification number** 36-4439074

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
 Preservation of land for public use (e.g., recreation or education) Preservation of a historically important land area
 Protection of natural habitat Preservation of a certified historic structure
 Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1

(ii) Assets included in Form 990, Part X

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1

b Assets included in Form 990, Part X

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____%
 - b Permanent endowment _____%
 - c Temporarily restricted endowment _____%
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|--|--------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		745,503.		745,503.
b Buildings		9,899,578.	2,356,259.	7,543,319.
c Leasehold improvements		1,530,220.	373,774.	1,156,446.
d Equipment		2,719,623.	2,268,993.	450,630.
e Other		1,126,140.	359,894.	766,246.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				10,662,144.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) DERIVATIVE - INTEREST RATE SWAP	549,968.
(3) DUE TO AFFILIATES	129,651.
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	679,619.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	46,783,879.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b	1,155,581.	
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d	2e	1,155,581.	
3	Subtract line 2e from line 1	3	45,628,298.	
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b	4c		0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)	5	45,628,298.	

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	44,637,170.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a	1,155,581.	
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d	1,341,082.	
e	Add lines 2a through 2d	2e	2,496,663.	
3	Subtract line 2e from line 1	3	42,140,507.	
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b	4c		0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5	42,140,507.	

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART XII, LINE 2D - OTHER ADJUSTMENTS:

CHANGE IN FAIR VALUE OF DERIVATIVE 661,853.

EXPENSES AND ELIM. ENTRIES FROM AFFILIATED ORGANIZATIONS ON

CONSOL. FS 679,229.

TOTAL TO SCHEDULE D, PART XII, LINE 2D 1,341,082.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
▶ **Attach to Form 990 or Form 990-EZ.**

OMB No. 1545-0047

2015

Open to Public Inspection

▶ **Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990**

Name of the organization

L.E.A.R.N. CHARTER SCHOOL

Employer identification number

36-4439074

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?		X
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II		X
SEE PART II		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) (2015)

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

LINE 3 - EXPLANATION OF NONDISCRIMINATION POLICY:

LEARN IS COMMITTED TO PROVIDE QUALITY EDUCATION TO ALL CHILDREN REGARDLESS OF ANY RACE, COLOR OR NATIONAL ETHNIC ORIGIN. LEARN'S STUDENT POPULATION IS APPROXIMATELY 98% AFRICAN AMERICAN. LEARN INCLUDES OUR NONDISCRIMINATION POLICY ON OUR STUDENT APPLICATION AND IN OUR STUDENT AND PARENT HANDBOOK UNDER THE ADMISSION POLICY. THE HANDBOOK IS PROVIDED TO ALL FAMILIES WITH A CHILD ATTENDING LEARN.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOL OPERATES UNDER A GRANT OF CHARTER AND CHARTER SCHOOL AGREEMENT WITH THE BOARD OF EDUCATION AND THE CITY OF CHICAGO.

**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

2015

Open to Public Inspection

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.

▶ Attach to Form 990.

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990

Department of the Treasury
Internal Revenue Service

Name of the organization
L.E.A.R.N. CHARTER SCHOOL

Employer identification number
36-4439074

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (e.g., maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked in line 1a?

3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Compensation committee | <input type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input type="checkbox"/> Compensation survey or study |
| <input type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment?
- b** Participate in, or receive payment from, a supplemental nonqualified retirement plan?
- c** Participate in, or receive payment from, an equity-based compensation arrangement?
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization?
- b** Any related organization?
- If "Yes" to line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any non-fixed payments not described on lines 5 and 6? If "Yes," describe in Part III

8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

9 If "Yes" to line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

	Yes	No
1b		
2		
4a		X
4b		X
4c		X
5a		X
5b		X
6a		X
6b		X
7	X	
8		X
9		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2015

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that are not listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) GREGORY WHITE PRESIDENT AND CEO	(i)	260,706.	39,822.	0.	19,720.	7,692.	327,940.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) ELIZABETH GOETTL CHIEF ACADEMIC OFFICER	(i)	173,169.	10,000.	0.	13,912.	8,203.	205,284.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) ROBIN JOHNSON SENIOR PRINCIPAL	(i)	139,364.	14,087.	0.	8,005.	11,157.	172,613.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

PART I, LINE 7:

THE PRESIDENT AND CEO, CHIEF ACADEMIC OFFICER AND PRINCIPAL RECEIVE REACTIONARY BONUSES THAT ARE BASED ON PERFORMANCE. THE CAO AND PRINCIPAL'S BONUS IS SET AT THE DISCRETION OF THE CEO AS A PART OF HIS NORMAL DUTIES AS ASSIGNED BY THE BOARD. THE PRESIDENT AND CEO'S BONUS, AS STATED IN 990 PART VI LINE 15 IS DERIVED AND APPROVED BY THE BOARD.

Supplemental Information on Tax-Exempt Bonds

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 24a. Provide descriptions, explanations, and any additional information in Part VI.**
▶ **Attach to Form 990.** ▶ **Information about Schedule K (Form 990) and its instructions is at www.irs.gov/form990.**

Name of the organization **L.E.A.R.N. CHARTER SCHOOL** Employer identification number **36-4439074**

Part I Bond Issues											
SEE PART VI FOR COLUMN (F) CONTINUATIONS											
(a) Issuer name	(b) Issuer EIN	(c) CUSIP #	(d) Date issued	(e) Issue price	(f) Description of purpose	(g) Defeased		(h) On behalf of issuer		(i) Pooled financing	
						Yes	No	Yes	No	Yes	No
ILLINOIS FINANCE A AUTHORITY	86-1091967	NONE	01/31/13	5,446,303.	RETIRE BOND DEBT FROM REVENUE BOND		X		X		X
B											
C											
D											

Part II Proceeds										
	A		B		C		D			
1 Amount of bonds retired	791,833.									
2 Amount of bonds legally defeased										
3 Total proceeds of issue	5,446,303.									
4 Gross proceeds in reserve funds										
5 Capitalized interest from proceeds										
6 Proceeds in refunding escrows										
7 Issuance costs from proceeds										
8 Credit enhancement from proceeds										
9 Working capital expenditures from proceeds										
10 Capital expenditures from proceeds										
11 Other spent proceeds										
12 Other unspent proceeds										
13 Year of substantial completion	2011									
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
14 Were the bonds issued as part of a current refunding issue?	X									
15 Were the bonds issued as part of an advance refunding issue?		X								
16 Has the final allocation of proceeds been made?	X									
17 Does the organization maintain adequate books and records to support the final allocation of proceeds?	X									

Part III Private Business Use										
	A		B		C		D			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1 Was the organization a partner in a partnership, or a member of an LLC, which owned property financed by tax-exempt bonds?		X								
2 Are there any lease arrangements that may result in private business use of bond-financed property?		X								

Part III Private Business Use (Continued)

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
3a Are there any management or service contracts that may result in private business use of bond-financed property?		X						
b If "Yes" to line 3a, does the organization routinely engage bond counsel or other outside counsel to review any management or service contracts relating to the financed property?								
c Are there any research agreements that may result in private business use of bond-financed property?		X						
d If "Yes" to line 3c, does the organization routinely engage bond counsel or other outside counsel to review any research agreements relating to the financed property?								
4 Enter the percentage of financed property used in a private business use by entities other than a section 501(c)(3) organization or a state or local government		%		%		%		%
5 Enter the percentage of financed property used in a private business use as a result of unrelated trade or business activity carried on by your organization, another section 501(c)(3) organization, or a state or local government		%		%		%		%
6 Total of lines 4 and 5		%		%		%		%
7 Does the bond issue meet the private security or payment test?		X						
8a Has there been a sale or disposition of any of the bond-financed property to a non-governmental person other than a 501(c)(3) organization since the bonds were issued?		X						
b If "Yes" to line 8a, enter the percentage of bond-financed property sold or disposed of		%		%		%		%
c If "Yes" to line 8a, was any remedial action taken pursuant to Regulations sections 1.141-12 and 1.145-2?								
9 Has the organization established written procedures to ensure that all nonqualified bonds of the issue are remediated in accordance with the requirements under Regulations sections 1.141-12 and 1.145-2?	X							

Part IV Arbitrage

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Has the issuer filed Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty in Lieu of Arbitrage Rebate?		X						
2 If "No" to line 1, did the following apply?								
a Rebate not due yet?		X						
b Exception to rebate?	X							
c No rebate due?		X						
If "Yes" to line 2c, provide in Part VI the date the rebate computation was performed								
3 Is the bond issue a variable rate issue?	X							
4a Has the organization or the governmental issuer entered into a qualified hedge with respect to the bond issue?		X						
b Name of provider								
c Term of hedge								
d Was the hedge superintegrated?								
e Was the hedge terminated?								

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Open to Public
Inspection

Name of the organization

L.E.A.R.N. CHARTER SCHOOL

Employer identification number

36-4439074

FORM 990, PART VI, SECTION B, LINE 11:

THE FORM 990 IS REVIEWED BY THE CFO, THE CEO AND THE BOARD TREASURER. THE TAX RETURN WILL THEN BE FILED. THIS YEAR, DUE TO THE TIMING OF THE AUDIT AND THE BOARD MEETINGS, THE RETURN WILL BE DISTRIBUTED TO THE BOARD AS SOON AS THE RETURN IS COMPLETE.

FORM 990, PART VI, SECTION B, LINE 12C:

THE ORGANIZATION REGULARLY MONITORS AND ENFORCES COMPLIANCE WITH THIS POLICY BY ANNUALLY REQUIRING EACH BOARD MEMBER TO SIGN A STATEMENT AFFIRMING THAT THEY HAVE READ, UNDERSTAND, AND AGREE TO COMPLY WITH THE POLICY.

FORM 990, PART VI, SECTION B, LINE 15:

OFFICERS OF THE ORGANIZATION SERVE AS THE COMPENSATION COMMITTEE, WHICH DISCUSSES AND APPROVES THE CEO AND PRESIDENT'S COMPENSATION AND CONTRACT.

FORM 990, PART VI, SECTION C, LINE 19:

THE ORGANIZATION MAKES ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY AND FINANCIAL STATEMENTS AVAILABLE TO THE PUBLIC UPON REQUEST.

FORM 990, PART XI, LINE 9, CHANGES IN NET ASSETS:

CHANGE IN FAIR VALUE OF DERIVATIVE -661,853.

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
▶ Attach to Form 990.

▶ Information about Schedule R (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2015

Open to Public Inspection

Name of the organization

L.E.A.R.N. CHARTER SCHOOL

Employer identification number

36-4439074

Part I Identification of Disregarded Entities Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II Identification of Related Tax-Exempt Organizations Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
LEARN CHARTER TITLE HOLDING CORPORATION - 36-4750462, 212 S. FRANCISCO AVE, CHICAGO, IL 60612	TO MANAGE OPERATIONS OF THE BUILDING AT 3021 W CAROLL AVE.	ILLINOIS	501(C)(2)		L.E.A.R.N. CHARTER SCHOOL	X	
LEARN CHARTER TITLE HOLDING CORPORATION 2 - 32-0399044, 212 S. FRANCISCO AVE, CHICAGO, IL 60612	TO MANAGE OPERATIONS OF THE BUILDING AT 3021 W CAROLL AVE.	ILLINOIS	501(C)(2)		L.E.A.R.N. CHARTER SCHOOL	X	

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) 2015

Part III Identification of Related Organizations Taxable as a Partnership Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	
L.E.A.R.N. CHARTER THC, LLC - 35-2465460, 212 S. FRANCISCO, AVE., CHICAGO, IL 60612	OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3	IL	N/A	N/A	N/A	N/A	N/A		N/A	N/A		N/A
L.E.A.R.N. CHARTER MASTER TENANT LLC - 80-0945720, 212 S. FRANCISCO, AVE., CHICAGO, IL 60612	OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3	IL	N/A	N/A	N/A	N/A	N/A		N/A	N/A		N/A

Part IV Identification of Related Organizations Taxable as a Corporation or Trust Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity?	
								Yes	No
LEARN CHARTER DEVELOPMENT CORPORATION - 80-0945681, 212 S FRANCISCO AVE, CHICAGO, IL 60612	OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3 OF	IL	L.E.A.R.N. CHARTER SCHOOL	C CORP	-752,088.	-1,865,763.	100%	X	

Part V Transactions With Related Organizations Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)		X
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)	X	
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses	X	
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

Part VII Supplemental Information

Provide additional information for responses to questions on Schedule R (see instructions).

PART III, IDENTIFICATION OF RELATED ORGANIZATIONS TAXABLE AS PARTNERSHIP:

NAME OF RELATED ORGANIZATION:

L.E.A.R.N. CHARTER THC, LLC

PRIMARY ACTIVITY: OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3 OF LEARN'S SCHOOLS

NAME OF RELATED ORGANIZATION:

L.E.A.R.N. CHARTER MASTER TENANT LLC

PRIMARY ACTIVITY: OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3 OF LEARN'S SCHOOLS

PART IV, IDENTIFICATION OF RELATED ORGANIZATIONS TAXABLE AS CORP OR TRUST:

NAME OF RELATED ORGANIZATION:

LEARN CHARTER DEVELOPMENT CORPORATION

PRIMARY ACTIVITY: OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3 OF LEARN'S SCHOOLS

Application for Extension of Time To File an Exempt Organization Return

Department of the Treasury
Internal Revenue Service

▶ **File a separate application for each return.**
▶ **Information about Form 8868 and its instructions is at www.irs.gov/form8868.**

- If you are filing for an **Automatic 3-Month Extension, complete only Part I** and check this box **X**
- If you are filing for an **Additional (Not Automatic) 3-Month Extension, complete only Part II** (on page 2 of this form).

Do not complete Part II unless you have already been granted an automatic 3-month extension on a previously filed Form 8868.

Electronic filing (e-file) - You can electronically file Form 8868 if you need a 3-month automatic extension of time to file (6 months for a corporation required to file Form 990-T), or an additional (not automatic) 3-month extension of time. You can electronically file Form 8868 to request an extension of time to file any of the forms listed in Part I or Part II with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, which must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/efile and click on *e-file for Charities & Nonprofits*.

Part I Automatic 3-Month Extension of Time. Only submit original (no copies needed).

A corporation required to file Form 990-T and requesting an automatic 6-month extension - check this box and complete

Part I only

All other corporations (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

	Enter filer's identifying number	
Type or print	Name of exempt organization or other filer, see instructions. L.E.A.R.N. CHARTER SCHOOL	Employer identification number (EIN) or 36-4439074
File by the due date for filing your return. See instructions.	Number, street, and room or suite no. If a P.O. box, see instructions. 3021 W. CARROLL AVE	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. CHICAGO, IL 60612	

Enter the Return code for the return that this application is for (file a separate application for each return)

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

DONNA MOORE

- The books are in the care of ▶ **3021 W. CARROLL AVE - CHICAGO, IL 60612**
Telephone No. ▶ **773-358-3908** Fax No. ▶ _____
- If the organization does not have an office or place of business in the United States, check this box
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 3-month (6 months for a corporation required to file Form 990-T) extension of time until **FEBRUARY 15, 2017**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
 ▶ calendar year _____ or
 ▶ tax year beginning **JUL 1, 2015**, and ending **JUN 30, 2016**.

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return
 Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution. If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

• If you are filing for an **Additional (Not Automatic) 3-Month Extension, complete only Part II** and check this box **X**

Note. Only complete Part II if you have already been granted an automatic 3-month extension on a previously filed Form 8868.

• If you are filing for an **Automatic 3-Month Extension, complete only Part I** (on page 1).

Part II Additional (Not Automatic) 3-Month Extension of Time. Only file the original (no copies needed).

Enter filer's identifying number, see instructions	
Type or print	Name of exempt organization or other filer, see instructions. L.E.A.R.N. CHARTER SCHOOL
File by the due date for filing your return. See instructions.	Employer identification number (EIN) or 36-4439074
	Number, street, and room or suite no. If a P.O. box, see instructions. 3021 W. CARROLL AVE
	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. CHICAGO, IL 60612

Enter the Return code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01		
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

STOP! Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8868.

DONNA MOORE

• The books are in the care of **3021 W. CARROLL AVE - CHICAGO, IL 60612**
 Telephone No. **773-358-3908** Fax No.

• If the organization does not have an office or place of business in the United States, check this box

• If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and EINs of all members the extension is for.

4 I request an additional 3-month extension of time until **MAY 15, 2017**.

5 For calendar year _____, or other tax year beginning **JUL 1, 2015**, and ending **JUN 30, 2016**.

6 If the tax year entered in line 5 is for less than 12 months, check reason: Initial return Final return
 Change in accounting period

7 State in detail why you need the extension
THE INFORMATION NECESSARY TO FILE A COMPLETE AND ACCURATE RETURN IS NOT YET AVAILABLE.

8a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	8a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit and any amount paid previously with Form 8868.	8b	\$	0.
c Balance due. Subtract line 8b from line 8a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	8c	\$	0.

Signature and Verification must be completed for Part II only.

Under penalties of perjury, I declare that I have examined this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete, and that I am authorized to prepare this form.

Signature Title **ENROLLED AGENT** Date

Form **990**

Return of Organization Exempt From Income Tax

OMB No. 1545-0047

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2016
Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Do not enter social security numbers on this form as it may be made public.

Information about Form 990 and its instructions is at www.irs.gov/form990.

A For the 2016 calendar year, or tax year beginning **JUL 1, 2016** and ending **JUN 30, 2017**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization L.E.A.R.N. CHARTER SCHOOL		D Employer identification number 36-4439074
	Doing business as		E Telephone number 773-358-3908
	Number and street (or P.O. box if mail is not delivered to street address)	Room/suite	
	3021 W. CARROLL AVE		G Gross receipts \$ 49,034,850.
	City or town, state or province, country, and ZIP or foreign postal code CHICAGO, IL 60612		H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
F Name and address of principal officer: GREGORY WHITE SAME AS C ABOVE		H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No	
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		If "No," attach a list. (see instructions)	
J Website: WWW.LEARNCHARTER.ORG		H(c) Group exemption number	
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other		L Year of formation: 2000	M State of legal domicile: IL

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: PROVIDE STUDENTS WITH THE ACADEMIC FOUNDATION AND AMBITION TO EARN A COLLEGE DEGREE.		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	12
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	12
	5 Total number of individuals employed in calendar year 2016 (Part V, line 2a)	5	666
	6 Total number of volunteers (estimate if necessary)	6	60
	7 a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b Net unrelated business taxable income from Form 990-T, line 34	7b	0.	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year 6,804,220.	Current Year 4,184,460.
	9 Program service revenue (Part VIII, line 2g)	38,299,187.	44,318,080.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	524,891.	526,590.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0.	-11,937.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	45,628,298.	49,017,193.
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	30,227,360.	30,274,622.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b Total fundraising expenses (Part IX, column (D), line 25)	396,327.	
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	11,913,147.	12,594,490.
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	42,140,507.	42,869,112.	
19 Revenue less expenses. Subtract line 18 from line 12	3,487,791.	6,148,081.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year 37,349,634.	End of Year 43,331,119.
	21 Total liabilities (Part X, line 26)	18,793,121.	18,134,973.
	22 Net assets or fund balances. Subtract line 21 from line 20	18,556,513.	25,196,146.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer		Date		
	GREGORY WHITE, CEO & PRESIDENT Type or print name and title				
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check if self-employed <input type="checkbox"/>	PTIN
	LU ANN TRAPP	LU ANN TRAPP	05/14/18		P01506476
Firm's name PLANTE & MORAN, PLLC			Firm's EIN 38-1357951		
Firm's address 10 S. RIVERSIDE PLAZA, 9TH FLOOR CHICAGO, IL 60606			Phone no. (312) 207-1040		

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission: PROVIDE STUDENTS WITH THE ACADEMIC FOUNDATION AND AMBITION TO EARN A COLLEGE DEGREE.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

4a (Code:) (Expenses \$ 39,381,348. including grants of \$) (Revenue \$ 44,318,080.) COLLEGE PREPARATORY ELEMENTARY SCHOOL THAT PROVIDES STUDENTS WITH THE ACADEMIC FOUNDATION AND AMBITION TO EARN A COLLEGE DEGREE. DURING THE FISCAL YEAR ENDED JUNE 30, 2017, LEARN OPERATED TEN CAMPUSES THROUGHOUT THE CHICAGOLAND AREA WITH AN ENROLLMENT OF APPROXIMATELY 4,000 STUDENTS OF WHICH THE MAJORITY ARE FROM LOW-INCOME COMMUNITIES.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 39,381,348.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		X
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>		X
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	X	
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	X	
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>	X	
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		X
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		X
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		X
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>	X	
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	X	
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Table with columns for question numbers (1a-14b), Yes/No checkboxes, and numerical input fields. Contains questions about Form 1096, Form W-2G, Form W-3, Form 990-T, Form 8886-T, Form 8282, Form 8899, Form 1098-C, Form 4966, Form 501(c)(7), Form 501(c)(12), Form 4947(a)(1), and Form 501(c)(29).

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include: 1a Enter the number of voting members of the governing body at the end of the tax year; 1b Enter the number of voting members included in line 1a, above, who are independent; 2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?; 3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?; 4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?; 5 Did the organization become aware during the year of a significant diversion of the organization's assets?; 6 Did the organization have members or stockholders?; 7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?; 7b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?; 8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following: a The governing body? b Each committee with authority to act on behalf of the governing body?; 9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O.

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

Table with 3 columns: Question, Yes, No. Rows include: 10a Did the organization have local chapters, branches, or affiliates?; 10b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?; 11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?; 11b Describe in Schedule O the process, if any, used by the organization to review this Form 990.; 12a Did the organization have a written conflict of interest policy? If "No," go to line 13; 12b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?; 12c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done; 13 Did the organization have a written whistleblower policy?; 14 Did the organization have a written document retention and destruction policy?; 15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?; 15a The organization's CEO, Executive Director, or top management official; 15b Other officers or key employees of the organization; 16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?; 16b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed NONE
18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
20 State the name, address, and telephone number of the person who possesses the organization's books and records: DONNA MOORE - 773-358-3908 3021 W. CARROLL AVE, CHICAGO, IL 60612

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) DANIEL T. FAHNER CHAIR	4.00	X		X				0.	0.	0.
(2) VINEETA RAKETICH VICE CHAIR	4.00	X		X				0.	0.	0.
(3) JANICE LUCCHESI TREASURER	4.00	X		X				0.	0.	0.
(4) KATIE MACCARTHY SECRETARY	4.00	X		X				0.	0.	0.
(5) MARGARET ROMANO LIFE TRUSTEE	4.00	X						0.	0.	0.
(6) LOREN G. BEADLE BOARD MEMBER	4.00	X						0.	0.	0.
(7) CHARLES CAMPBELL BOARD MEMBER	4.00	X						0.	0.	0.
(8) VINNI HALL BOARD MEMBER	4.00	X						0.	0.	0.
(9) MARCO QUINTANA BOARD MEMBER	4.00	X						0.	0.	0.
(10) BRYAN SCHNEIDER BOARD MEMBER	4.00	X						0.	0.	0.
(11) SUSAN SNYDER BOARD MEMBER	4.00	X						0.	0.	0.
(12) ROBERT TAYLOR BOARD MEMBER	4.00	X						0.	0.	0.
(13) GREGORY WHITE PRESIDENT AND CEO	40.00			X				301,372.	0.	21,649.
(14) DONNA MOORE CFO	40.00			X				144,007.	0.	10,033.
(15) ROBIN JOHNSON SENIOR PRINCIPAL	40.00				X			154,211.	0.	11,117.
(16) ELIZABETH GOETTL CHIEF ACADEMIC OFFICER	40.00				X			193,566.	0.	15,980.
(17) SEKOU ROBERSTON PRINCIPAL	40.00					X		140,650.	0.	21,072.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(18) MARGARET W LONGO DIRECTOR OF SPECIAL EDUCATION	40.00					X	136,365.	0.	17,547.	
(19) CHRISTOPHER MAYNARD DIRECTOR OF IT AND FACILITIES	40.00					X	127,660.	0.	11,579.	
(20) DAO KAMBARA DIRECTOR OF TEACHING AND LEARNING	40.00					X	122,623.	0.	0.	
(21) KELLY BAKER TYSON PRINCIPAL	40.00					X	122,414.	0.	13,885.	
1b Sub-total							1,442,868.	0.	122,862.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							1,442,868.	0.	122,862.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **12**

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
LACOSTA FACILITY SUPPORT SERVICES 440 W BONNER RD, WAUONDA, IL 60084	JANITORIAL SERVICES	513,032.
CHARTER SUBSTITUTE TEACHER NETWORK 73 W MONROE, CHICAGO, IL 60603	TEMPORARY EMPLOYMENT SERVICES	356,282.
PARALLEL EMPLOYMENT GROUP, 6925 S. SIXTH ST. SUITE 300, OAK CREEK, WI 53154	TEMPORARY EMPLOYMENT SERVICES	294,098.
PETER F. HERZOG & ASSOCIATES, LLC 3649 MONARCH, NAPERVILLE, IL 60564	LEGAL	282,085.
TACTICAL SECURITY LLC, 3365 NORTH ARLINGTON HEIGHTS RD, UNIT C, ALRINGTON,	SECURITY	146,559.

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **9**

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

				(A)	(B)	(C)	(D)	
				Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a					
	b	Membership dues	1b					
	c	Fundraising events	1c	201,675.				
	d	Related organizations	1d					
	e	Government grants (contributions)	1e	497,607.				
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	3,485,178.				
	g	Noncash contributions included in lines 1a-1f: \$						
	h	Total. Add lines 1a-1f		4,184,460.				
	Program Service Revenue	2 a	CHARTER SCHOOL FUNDING	Business Code 611710	41,471,467.	41,471,467.		
b		OTHER PROGRAM SERVICE REVENUE	900099	2,194,860.	2,194,860.			
c		STUDENT FEES	611710	351,314.	351,314.			
d		FOOD SERVICE REVENUE	900099	300,439.	300,439.			
e							
f		All other program service revenue						
g		Total. Add lines 2a-2f		44,318,080.				
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)		526,590.			526,590.	
	4	Income from investment of tax-exempt bond proceeds						
	5	Royalties						
	6 a	Gross rents	(i) Real	(ii) Personal				
		Less: rental expenses						
		Rental income or (loss)						
		Net rental income or (loss)						
	7 a	Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		Less: cost or other basis and sales expenses						
		Gain or (loss)						
		Net gain or (loss)						
	8 a	Gross income from fundraising events (not including \$ 201,675. of contributions reported on line 1c). See Part IV, line 18	a	5,720.				
		Less: direct expenses	b	17,657.				
		Net income or (loss) from fundraising events			-11,937.			-11,937.
9 a	Gross income from gaming activities. See Part IV, line 19	a						
	Less: direct expenses	b						
	Net income or (loss) from gaming activities							
10 a	Gross sales of inventory, less returns and allowances	a						
	Less: cost of goods sold	b						
	Net income or (loss) from sales of inventory							
Miscellaneous Revenue			Business Code					
11 a							
							
							
	All other revenue							
	Total. Add lines 11a-11d							
12	Total revenue. See instructions.			49,017,193.	44,318,080.	0.	514,653.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A)

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	851,368.		851,368.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	24,379,692.	23,093,063.	978,681.	307,948.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	986,170.	945,439.	28,372.	12,359.
9 Other employee benefits	3,113,956.	2,871,917.	204,498.	37,541.
10 Payroll taxes	943,436.	866,074.	66,041.	11,321.
11 Fees for services (non-employees):				
a Management				
b Legal	255,156.	216,883.	38,273.	
c Accounting	51,759.	43,995.	7,764.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	2,223,809.	1,890,238.	333,571.	
12 Advertising and promotion				
13 Office expenses	1,424,460.	1,303,381.	99,712.	21,367.
14 Information technology	589,628.	501,184.	88,444.	
15 Royalties				
16 Occupancy	4,196,271.	3,894,593.	301,678.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	761,035.	761,035.		
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	762,676.	724,542.	38,134.	
23 Insurance	185,748.	157,886.	27,862.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a EDUCATIONAL SUPPLIES	1,685,419.	1,685,419.	0.	0.
b PROF DVLP & RECRUITMENT	386,194.	353,364.	27,039.	5,791.
c SUBSCRIPTIONS AND PUBLI	58,973.	58,973.	0.	0.
d MISCELLANEOUS	13,362.	13,362.	0.	0.
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	42,869,112.	39,381,348.	3,091,437.	396,327.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A)		(B)
		Beginning of year		End of year
Assets	1 Cash - non-interest-bearing	426,135.	1	78,474.
	2 Savings and temporary cash investments	11,372,303.	2	17,034,797.
	3 Pledges and grants receivable, net	2,296,888.	3	2,571,829.
	4 Accounts receivable, net	379,727.	4	748,673.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7 Notes and loans receivable, net	11,368,000.	7	11,368,000.
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	288,197.	9	346,977.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 17,067,266.		
	b Less: accumulated depreciation	10b 6,110,653.	10c	10,956,613.
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	556,240.	15	225,756.
16 Total assets. Add lines 1 through 15 (must equal line 34)	37,349,634.	16	43,331,119.	
Liabilities	17 Accounts payable and accrued expenses	2,189,400.	17	2,402,896.
	18 Grants payable		18	
	19 Deferred revenue	192,932.	19	186,092.
	20 Tax-exempt bond liabilities	4,654,470.	20	4,259,648.
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties	11,076,700.	23	10,922,066.
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	679,619.	25	364,271.
	26 Total liabilities. Add lines 17 through 25	18,793,121.	26	18,134,973.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	18,085,371.	27	24,752,684.
	28 Temporarily restricted net assets	471,142.	28	443,462.
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	18,556,513.	33	25,196,146.	
34 Total liabilities and net assets/fund balances	37,349,634.	34	43,331,119.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	49,017,193.
2	Total expenses (must equal Part IX, column (A), line 25)	2	42,869,112.
3	Revenue less expenses. Subtract line 2 from line 1	3	6,148,081.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	18,556,513.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	491,552.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	25,196,146.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
b Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input checked="" type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____	X	
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits _____	X	

Form 990 (2016)

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	6031167.	8181414.	4639045.	6804220.	4184460.	29840306.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3	6031167.	8181414.	4639045.	6804220.	4184460.	29840306.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						7849016.
6 Public support. Subtract line 5 from line 4.						21991290.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
7 Amounts from line 4	6031167.	8181414.	4639045.	6804220.	4184460.	29840306.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources	198,159.	520,916.	522,681.	524,891.	526,590.	2293237.
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						32133543.
12 Gross receipts from related activities, etc. (see instructions)					12	168,969,716.
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2016 (line 6, column (f) divided by line 11, column (f))	14	68.44 %
15 Public support percentage from 2015 Schedule A, Part II, line 14	15	68.20 %
16a 33 1/3% support test - 2016. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization	▶ <input checked="" type="checkbox"/>	
b 33 1/3% support test - 2015. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization	▶ <input type="checkbox"/>	
17a 10% -facts-and-circumstances test - 2016. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization	▶ <input type="checkbox"/>	
b 10% -facts-and-circumstances test - 2015. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization	▶ <input type="checkbox"/>	
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions	▶ <input type="checkbox"/>	

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2012	(b) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2016 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2015 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2016 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2015 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2016. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2015. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
11a		
b A family member of a person described in (a) above?		
11b		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
1		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
2		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		
3		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
2a		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
2b		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.		
3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		
3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI.) **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount		(A) Prior Year	Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Schedule A (Form 990 or 990-EZ) 2016

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions	
7 Total annual distributions. Add lines 1 through 6	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions	
9 Distributable amount for 2016 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2016	(iii) Distributable Amount for 2016
1 Distributable amount for 2016 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2016 (reasonable cause required- explain in Part VI). See instructions			
3 Excess distributions carryover, if any, to 2016:			
a			
b			
c From 2013			
d From 2014			
e From 2015			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2016 distributable amount			
i Carryover from 2011 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2016 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2016 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4			
5 Remaining underdistributions for years prior to 2016, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions			
6 Remaining underdistributions for 2016. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions			
7 Excess distributions carryover to 2017. Add lines 3j and 4c			
8 Breakdown of line 7:			
a			
b Excess from 2013			
c Excess from 2014			
d Excess from 2015			
e Excess from 2016			

Schedule A (Form 990 or 990-EZ) 2016

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Multiple horizontal lines for supplemental information.

Schedule B

(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Information about Schedule B (Form 990, 990-EZ, or 990-PF) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

Name of the organization

L.E.A.R.N. CHARTER SCHOOL

Employer identification number

36-4439074

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2016)

Name of organization L.E.A.R.N. CHARTER SCHOOL	Employer identification number 36-4439074
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Part I Contributors (See instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
<u>1</u>	_____ _____ _____	\$ <u>300,100.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>2</u>	_____ _____ _____	\$ <u>401,250.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>3</u>	_____ _____ _____	\$ <u>414,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>4</u>	_____ _____ _____	\$ <u>250,252.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>5</u>	_____ _____ _____	\$ <u>645,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
<u>6</u>	_____ _____ _____	\$ <u>100,000.</u>	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization L.E.A.R.N. CHARTER SCHOOL	Employer identification number 36-4439074
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Part I Contributors (See instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	<hr/> <hr/> <hr/>	\$ 1,025,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	<hr/> <hr/> <hr/>	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization L.E.A.R.N. CHARTER SCHOOL	Employer identification number 36-4439074
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Part II Noncash Property (See instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions)	(d) Date received
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____

Name of organization L.E.A.R.N. CHARTER SCHOOL	Employer identification number 36-4439074
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**
▶ **Attach to Form 990.**

OMB No. 1545-0047

2016
Open to Public Inspection

▶ **Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.**

Name of the organization **L.E.A.R.N. CHARTER SCHOOL** Employer identification number **36-4439074**

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
 Preservation of land for public use (e.g., recreation or education) Preservation of a historically important land area
 Protection of natural habitat Preservation of a certified historic structure
 Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1

(ii) Assets included in Form 990, Part X

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1

b Assets included in Form 990, Part X

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule D (Form 990) 2016

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____%
 - b Permanent endowment _____%
 - c Temporarily restricted endowment _____%
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|--|--------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		745,503.		745,503.
b Buildings		10,014,994.	2,662,882.	7,352,112.
c Leasehold improvements		1,621,445.	479,327.	1,142,118.
d Equipment		3,342,294.	2,541,715.	800,579.
e Other		1,343,030.	426,729.	916,301.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				10,956,613.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) DERIVATIVE - INTEREST RATE SWAP	58,416.
(3) DUE TO AFFILIATES	305,855.
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	50,595,254.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b	1,068,852.	
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d	509,209.	
e	Add lines 2a through 2d	2e		1,578,061.
3	Subtract line 2e from line 1	3		49,017,193.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b	4c		0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)	5		49,017,193.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	43,955,621.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a	1,068,852.	
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d	17,657.	
e	Add lines 2a through 2d	2e		1,086,509.
3	Subtract line 2e from line 1	3		42,869,112.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b	4c		0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5		42,869,112.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART XI, LINE 2D - OTHER ADJUSTMENTS:

SPECIAL EVENT EXPENSE	17,657.
CHANGE IN FAIR VALUE OF DERIVATIVE	491,552.
TOTAL TO SCHEDULE D, PART XI, LINE 2D	509,209.

PART XII, LINE 2D - OTHER ADJUSTMENTS:

SPECIAL EVENT EXPENSE	17,657.
-----------------------	---------

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

- ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
- ▶ Attach to Form 990 or Form 990-EZ.

OMB No. 1545-0047

2016

Open to Public Inspection

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990

Name of the organization

L.E.A.R.N. CHARTER SCHOOL

Employer identification number

36-4439074

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?		X
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II		X
SEE PART II		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2016

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

LINE 3 - EXPLANATION OF NONDISCRIMINATION POLICY:

LEARN IS COMMITTED TO PROVIDING QUALITY EDUCATION TO ALL CHILDREN REGARDLESS OF ANY RACE, COLOR OR NATIONAL ETHNIC ORIGIN. LEARN'S STUDENT POPULATION IS APPROXIMATELY 98% AFRICAN AMERICAN. LEARN INCLUDES OUR NONDISCRIMINATION POLICY ON OUR STUDENT APPLICATION AND IN OUR STUDENT AND PARENT HANDBOOK UNDER GENERAL SCHOOL INFORMATION - EQUAL EDUCATIONAL OPPORTUNITY. THE HANDBOOK IS PROVIDED TO ALL FAMILIES WITH A CHILD ATTENDING LEARN.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE SCHOOL OPERATES UNDER A GRANT OF CHARTER AND CHARTER SCHOOL AGREEMENT WITH THE BOARD OF EDUCATION AND THE CITY OF CHICAGO.

Part II Fundraising Events. Complete if the organization answered "Yes" on Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events (add col. (a) through col. (c))
		WINE EVENT (event type)	(event type)	NONE (total number)	
Revenue	1	Gross receipts	207,395.		207,395.
	2	Less: Contributions	201,675.		201,675.
	3	Gross income (line 1 minus line 2)	5,720.		5,720.
Direct Expenses	4	Cash prizes			
	5	Noncash prizes			
	6	Rent/facility costs	17,657.		17,657.
	7	Food and beverages			
	8	Entertainment			
	9	Other direct expenses			
	10	Direct expense summary. Add lines 4 through 9 in column (d)			
11	Net income summary. Subtract line 10 from line 3, column (d)				-11,937.

Part III Gaming. Complete if the organization answered "Yes" on Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	1	Gross revenue			
	2	Cash prizes			
Direct Expenses	3	Noncash prizes			
	4	Rent/facility costs			
	5	Other direct expenses			
6	Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	
7	Direct expense summary. Add lines 2 through 5 in column (d)				
8	Net gaming income summary. Subtract line 7 from line 1, column (d)				

9 Enter the state(s) in which the organization conducts gaming activities: _____

a Is the organization licensed to conduct gaming activities in each of these states? Yes No

b If "No," explain: _____

10a Were any of the organization's gaming licenses revoked, suspended, or terminated during the tax year? Yes No

b If "Yes," explain: _____

**SCHEDULE J
(Form 990)**

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest
Compensated Employees

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
▶ Attach to Form 990.

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990

OMB No. 1545-0047

2016

Open to Public
Inspection

Name of the organization

L.E.A.R.N. CHARTER SCHOOL

Employer identification number

36-4439074

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|---|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (such as, maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?

3 Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Compensation committee | <input type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input checked="" type="checkbox"/> Compensation survey or study |
| <input type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment?
- b** Participate in, or receive payment from, a supplemental nonqualified retirement plan?
- c** Participate in, or receive payment from, an equity-based compensation arrangement?
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III

8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

	Yes	No
1b		
2		
4a		X
4b		X
4c		X
5a		X
5b		X
6a		X
6b		X
7	X	
8		X
9		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2016

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) GREGORY WHITE PRESIDENT AND CEO	(i)	258,934.	42,438.	0.	17,307.	4,342.	323,021.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) DONNA MOORE CFO	(i)	144,007.	0.	0.	6,568.	3,465.	154,040.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) ROBIN JOHNSON SENIOR PRINCIPAL	(i)	144,211.	10,000.	0.	6,988.	4,129.	165,328.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(4) ELIZABETH GOETTL CHIEF ACADEMIC OFFICER	(i)	185,566.	8,000.	0.	12,856.	3,124.	209,546.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(5) SEKOU ROBERSTON PRINCIPAL	(i)	130,650.	10,000.	0.	20,930.	142.	161,722.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(6) MARGARET W LONGO DIRECTOR OF SPECIAL EDUCATION	(i)	131,365.	5,000.	0.	17,392.	155.	153,912.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

PART I, LINE 7:

THE PRESIDENT AND CEO, CHIEF ACADEMIC OFFICER AND PRINCIPAL RECEIVE REACTIONARY BONUSES THAT ARE BASED ON PERFORMANCE. THE CAO AND PRINCIPAL'S BONUS IS SET AT THE DISCRETION OF THE CEO AS A PART OF HIS NORMAL DUTIES AS ASSIGNED BY THE BOARD. THE PRESIDENT AND CEO'S BONUS, AS STATED IN 990 PART VI LINE 15, IS DERIVED AND APPROVED BY THE BOARD.

Supplemental Information on Tax-Exempt Bonds

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 24a. Provide descriptions, explanations, and any additional information in Part VI.**
▶ **Attach to Form 990.** ▶ **Information about Schedule K (Form 990) and its instructions is at www.irs.gov/form990.**

Name of the organization **L.E.A.R.N. CHARTER SCHOOL** Employer identification number **36-4439074**

Part I Bond Issues											
SEE PART VI FOR COLUMN (F) CONTINUATIONS											
(a) Issuer name	(b) Issuer EIN	(c) CUSIP #	(d) Date issued	(e) Issue price	(f) Description of purpose	(g) Defeased		(h) On behalf of issuer		(i) Pooled financing	
						Yes	No	Yes	No	Yes	No
ILLINOIS FINANCE A AUTHORITY	86-1091967	NONE	01/31/13	5,446,303.	RETIRE BOND DEBT FROM REVENUE BOND		X		X		X
B											
C											
D											

Part II Proceeds										
	A		B		C		D			
1 Amount of bonds retired	1,186,655.									
2 Amount of bonds legally defeased										
3 Total proceeds of issue	5,446,303.									
4 Gross proceeds in reserve funds										
5 Capitalized interest from proceeds										
6 Proceeds in refunding escrows										
7 Issuance costs from proceeds										
8 Credit enhancement from proceeds										
9 Working capital expenditures from proceeds										
10 Capital expenditures from proceeds										
11 Other spent proceeds										
12 Other unspent proceeds										
13 Year of substantial completion	2011									
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
14 Were the bonds issued as part of a current refunding issue?	X									
15 Were the bonds issued as part of an advance refunding issue?		X								
16 Has the final allocation of proceeds been made?	X									
17 Does the organization maintain adequate books and records to support the final allocation of proceeds?	X									

Part III Private Business Use										
	A		B		C		D			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1 Was the organization a partner in a partnership, or a member of an LLC, which owned property financed by tax-exempt bonds?		X								
2 Are there any lease arrangements that may result in private business use of bond-financed property?		X								

Part III Private Business Use (Continued)

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
3a Are there any management or service contracts that may result in private business use of bond-financed property?		X						
b If "Yes" to line 3a, does the organization routinely engage bond counsel or other outside counsel to review any management or service contracts relating to the financed property?								
c Are there any research agreements that may result in private business use of bond-financed property?		X						
d If "Yes" to line 3c, does the organization routinely engage bond counsel or other outside counsel to review any research agreements relating to the financed property?								
4 Enter the percentage of financed property used in a private business use by entities other than a section 501(c)(3) organization or a state or local government		%		%		%		%
5 Enter the percentage of financed property used in a private business use as a result of unrelated trade or business activity carried on by your organization, another section 501(c)(3) organization, or a state or local government		%		%		%		%
6 Total of lines 4 and 5		%		%		%		%
7 Does the bond issue meet the private security or payment test?		X						
8a Has there been a sale or disposition of any of the bond-financed property to a non-governmental person other than a 501(c)(3) organization since the bonds were issued?		X						
b If "Yes" to line 8a, enter the percentage of bond-financed property sold or disposed of		%		%		%		%
c If "Yes" to line 8a, was any remedial action taken pursuant to Regulations sections 1.141-12 and 1.145-2?								
9 Has the organization established written procedures to ensure that all nonqualified bonds of the issue are remediated in accordance with the requirements under Regulations sections 1.141-12 and 1.145-2?	X							

Part IV Arbitrage

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Has the issuer filed Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty in Lieu of Arbitrage Rebate?		X						
2 If "No" to line 1, did the following apply?								
a Rebate not due yet?		X						
b Exception to rebate?	X							
c No rebate due?		X						
If "Yes" to line 2c, provide in Part VI the date the rebate computation was performed								
3 Is the bond issue a variable rate issue?	X							
4a Has the organization or the governmental issuer entered into a qualified hedge with respect to the bond issue?		X						
b Name of provider								
c Term of hedge								
d Was the hedge superintegrated?								
e Was the hedge terminated?								

Part IV Arbitrage (Continued)

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
5a Were gross proceeds invested in a guaranteed investment contract (GIC)?		X						
b Name of provider								
c Term of GIC								
d Was the regulatory safe harbor for establishing the fair market value of the GIC satisfied?								
6 Were any gross proceeds invested beyond an available temporary period?		X						
7 Has the organization established written procedures to monitor the requirements of section 148?	X							

Part V Procedures To Undertake Corrective Action

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
Has the organization established written procedures to ensure that violations of federal tax requirements are timely identified and corrected through the voluntary closing agreement program if self-remediation isn't available under applicable regulations?	X							

Part VI Supplemental Information. Provide additional information for responses to questions on Schedule K. See instructions

SCHEDULE K, PART I, BOND ISSUES:

(A) ISSUER NAME: ILLINOIS FINANCE AUTHORITY

(F) DESCRIPTION OF PURPOSE: RETIRE BOND DEBT FROM REVENUE BOND OF 2011

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

Open to Public
Inspection

Name of the organization

L.E.A.R.N. CHARTER SCHOOL

Employer identification number

36-4439074

FORM 990, PART VI, SECTION B, LINE 11B:

THE FORM 990 IS REVIEWED BY THE CFO, THE CEO AND THE BOARD TREASURER. THE TAX RETURN WILL THEN BE FILED. THIS YEAR, DUE TO THE TIMING OF THE AUDIT AND THE BOARD MEETINGS, THE RETURN WILL BE DISTRIBUTED TO THE BOARD AS SOON AS THE RETURN IS COMPLETE.

FORM 990, PART VI, SECTION B, LINE 12C:

THE ORGANIZATION REGULARLY MONITORS AND ENFORCES COMPLIANCE WITH THIS POLICY BY ANNUALLY REQUIRING EACH BOARD MEMBER TO SIGN A STATEMENT AFFIRMING THAT THEY HAVE READ, UNDERSTAND, AND AGREE TO COMPLY WITH THE POLICY.

FORM 990, PART VI, SECTION B, LINE 15:

OFFICERS OF THE ORGANIZATION SERVE AS THE COMPENSATION COMMITTEE, WHICH DISCUSSES AND APPROVES THE CEO AND PRESIDENT'S COMPENSATION AND CONTRACT. FURTHERMORE, THE COMPENSATION COMMITTEE USES A COMPENSATION STUDY OR SURVEY WHEN DETERMINING THE CEO AND PRESIDENT'S COMPENSATION.

FORM 990, PART VI, SECTION C, LINE 19:

THE ORGANIZATION MAKES ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY AND FINANCIAL STATEMENTS AVAILABLE TO THE PUBLIC UPON REQUEST.

FORM 990, PART VI, SECTION B, LINE 16:

THE ORGANIZATION DOES NOT HAVE A WRITTEN POLICY REGARDING ITS PARTICIPATION IN JOINT VENTURE ARRANGEMENTS, HOWEVER THE ORGANIZATION DOES TAKE STEPS TO SAFEGAURD ITS EXEMPT STATUS WITH RESPECT TO SUCH

Name of the organization L.E.A.R.N. CHARTER SCHOOL	Employer identification number 36-4439074
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ARRANGEMENTS. ADDITIONALLY, THE ORGANIZATION IS IN PROCESS OF PUTTING TOGETHER A WRITTEN POLICY AND ANTICIPATES HAVING THE POLICY IN PLACE BY THE END OF FISCAL YEAR 2018.

FORM 990, PART XI, LINE 9, CHANGES IN NET ASSETS:

CHANGE IN FAIR VALUE OF DERIVATIVE 491,552.

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
▶ Attach to Form 990.

▶ Information about Schedule R (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2016

Open to Public Inspection

Name of the organization

L.E.A.R.N. CHARTER SCHOOL

Employer identification number

36-4439074

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II Identification of Related Tax-Exempt Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
LEARN CHARTER TITLE HOLDING CORPORATION - 36-4750462, 212 S. FRANCISCO AVE, CHICAGO, IL 60612	TO MANAGE OPERATIONS OF THE BUILDING AT 3021 W CAROLL AVE.	ILLINOIS	501(C)(2)		L.E.A.R.N. CHARTER SCHOOL	X	
LEARN CHARTER TITLE HOLDING CORPORATION 2 - 32-0399044, 212 S. FRANCISCO AVE, CHICAGO, IL 60612	TO MANAGE OPERATIONS OF THE BUILDING AT 3021 W CAROLL AVE.	ILLINOIS	501(C)(2)		L.E.A.R.N. CHARTER SCHOOL	X	

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) 2016

Part III Identification of Related Organizations Taxable as a Partnership. Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	
L.E.A.R.N. CHARTER THC, LLC - 35-2465460, 212 S. FRANCISCO, AVE., CHICAGO, IL 60612	OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3	IL	N/A	N/A	N/A	N/A	N/A		N/A	N/A		N/A
L.E.A.R.N. CHARTER MASTER TENANT LLC - 80-0945720, 212 S. FRANCISCO, AVE., CHICAGO, IL 60612	OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3	IL	N/A	N/A	N/A	N/A	N/A		N/A	N/A		N/A

Part IV Identification of Related Organizations Taxable as a Corporation or Trust. Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity?	
								Yes	No
LEARN CHARTER DEVELOPMENT CORPORATION - 80-0945681, 212 S FRANCISCO AVE, CHICAGO, IL 60612	OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3 OF	IL	L.E.A.R.N. CHARTER SCHOOL	C CORP	-573,699.	-2,439,462.	100%	X	

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

Note: Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)		X
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)		X
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)	X	
l Performance of services or membership or fundraising solicitations for related organization(s)		X
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
o Sharing of paid employees with related organization(s)		X
p Reimbursement paid to related organization(s) for expenses	X	
q Reimbursement paid by related organization(s) for expenses		X
r Other transfer of cash or property to related organization(s)		X
s Other transfer of cash or property from related organization(s)		X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

Part VII Supplemental Information.

Provide additional information for responses to questions on Schedule R. See instructions.

PART III, IDENTIFICATION OF RELATED ORGANIZATIONS TAXABLE AS PARTNERSHIP:

NAME OF RELATED ORGANIZATION:

L.E.A.R.N. CHARTER THC, LLC

PRIMARY ACTIVITY: OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3 OF LEARN'S SCHOOLS

NAME OF RELATED ORGANIZATION:

L.E.A.R.N. CHARTER MASTER TENANT LLC

PRIMARY ACTIVITY: OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3 OF LEARN'S SCHOOLS

PART IV, IDENTIFICATION OF RELATED ORGANIZATIONS TAXABLE AS CORP OR TRUST:

NAME OF RELATED ORGANIZATION:

LEARN CHARTER DEVELOPMENT CORPORATION

PRIMARY ACTIVITY: OWN A BUILDING AT 3021 W. CARROL AVE. WHICH HOUSES 3 OF LEARN'S SCHOOLS

Application for Automatic Extension of Time To File an Exempt Organization Return

Department of the Treasury
Internal Revenue Service

▶ **File a separate application for each return.**
▶ **Information about Form 8868 and its instructions is at** www.irs.gov/form8868 .

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/efile, click on Charities & Non-Profits, and click on e-file for Charities and Non-Profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

	Enter filer's identifying number	
Type or print	Name of exempt organization or other filer, see instructions. L.E.A.R.N. CHARTER SCHOOL	Employer identification number (EIN) or 36-4439074
File by the due date for filing your return. See instructions.	Number, street, and room or suite no. If a P.O. box, see instructions. 3021 W. CARROLL AVE	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. CHICAGO, IL 60612	

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

DONNA MOORE

• The books are in the care of ▶ **3021 W. CARROLL AVE - CHICAGO, IL 60612**
Telephone No. ▶ **773-358-3908** Fax No. ▶ _____

- If the organization does not have an office or place of business in the United States, check this box
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 6-month extension of time until **MAY 15, 2018**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

- ▶ calendar year _____ or
- ▶ tax year beginning **JUL 1, 2016**, and ending **JUN 30, 2017**.

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

BY-LAWS
OF
LEARN D.C. PUBLIC CHARTER SCHOOL
(a District of Columbia Nonprofit Corporation)

ARTICLE I

Educational and Charitable Purposes

Section 1. General Purpose.

This corporation is a nonprofit corporation and is not organized for the private gain of any person. It is organized under the District of Columbia Nonprofit Corporation Act of 2010 (the “Law”) for charitable purposes.

This corporation is organized and shall be operated exclusively for educational and charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue code (the “Code”). Notwithstanding any other provision of these Bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and 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 Code section 501(c)(3), or (b) by a corporation, contributions to which are deductible under Code section 170(c)(2).

Section 2. Specific Purpose

The specific purpose of this corporation is to create and operate public charter schools focused on providing students with the academic foundation and ambition to earn a college degree. The schools shall be operated for educational purposes only.

Section 3. Powers

The corporation may engage in any activities that are reasonably related to or in furtherance of its stated educational charitable purposes, but not any other objects or purposes. Specifically, the corporation may exercise the following powers to the extent permitted by law:

To receive, accept, hold and administer funds exclusively for such objects and purposes, and, to what end, to take and receive, by bequest, devise, gift or

benefit or trust, any property, real, personal, tangible or intangible, wheresoever located;

To purchase, otherwise acquire, construct upon, or lease any property, real or personal, tangible or intangible, including, but not limited to, securities and secure obligations of any nature whatsoever, wherever located;

To hold, sell, lease, convey and otherwise dispose of any property so received, purchased, constructed or otherwise acquired, and invest and reinvest the principal thereof, and receive, invest and reinvest the income there from;

To add any such income to principal, and to deal with use, expend, convey, donate, assign or otherwise transfer the property of the corporation whether principal or income, exclusively for its objects or purposes; and to hold uninvested any part or all of its funds for such length of time as may be necessary or desirable to carry out such objects and purposes;

To exercise its rights, powers and privileges by holding meetings of its Board of Directors, and by keeping its books and by employing personnel and establishing one or more offices, branches, subdivisions and agencies in any part of the United States of America and elsewhere; and

To do everything and anything reasonably and lawfully necessary, proper, suitable or convenient to achieve its stated objects and purposes.

Section 4. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable 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 Article II hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation (except as otherwise provided by Section 501(h) of the Code), 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. Notwithstanding any other provision of these articles, 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 Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law); or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law).

Section 5. Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the

assets of the corporation to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes as shall at the time qualify as exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine.

ARTICLE II

Offices

The principal office of the corporation for the transaction of the business of the corporation shall be fixed and located at such place within the District of Columbia as the Board of Directors (the “Board”) shall determine. By resolution, the Board is granted full power and authority to change such principal office from one location to another.

ARTICLE III

Member

Section 1. Member. The sole member of this corporation shall be LEARN Charter School Network, an Illinois not-for-profit corporation (the “Member”).

Section 2. Rights Reserved to the Member. The following powers are reserved exclusively to the Member:

- a. To approve material amendments to the corporation’s Articles of Incorporation and Bylaws;
- b. To appoint and remove, at any time with or without cause, the entire board of directors, or any class thereof, or any individual director;
- c. To approve the merger, consolidation, or affiliation of the corporation with another corporation, organization or program, or the dissolution of the corporation; and
- d. To approve the assumption or creation of any indebtedness of the corporation, except in the ordinary course of business of the corporation.
- e. To approve hiring, contract renewal and termination of the Executive Director.

These reserved powers may be exercised as determined by the Member’s board of directors.

Section 3. Transfer or Assignment

The Member may not transfer or assign its membership interest or any rights arising therefrom.

Section 4. No liability

The Member shall not, as such, be personally liable to the creditors of the corporation for any indebtedness, liability or obligation, and any or all creditors of the corporation shall look only to the assets of the corporation for payment.

ARTICLE IV

Directors

Section 1. General Powers

Subject to the limitations of the corporation's Articles of Incorporation, the powers reserved to the Member, these Bylaws and the Law, the business, property and affairs of the corporation shall be managed by its Board of Directors. The Board may delegate the management of the activities of the corporation to any person or persons, a management company, or committees however composed, provided that the activities and affairs of the corporation shall be managed, and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. Number and Qualifications

The Board of Directors shall determine from time to time the number of directors which shall be a maximum of nine (9) and a minimum of three (2). The Board shall have an odd number of directors, of which a majority shall be residents of the District of Columbia and at least two (2) directors shall be parents of students attending the corporation's public charter school.

Section 3. Election and Term of Office

All Founding Board Directors shall be appointed to the Inaugural Board of Directors by the Member. The Founding Board Directors shall serve until such time as the individuals who shall serve as directors on the permanent Board of Directors are appointed.

To establish the permanent Board of Directors, the Member shall appoint seven (7) directors pursuant to Article III, Section 2. With respect to such Board seats, the Board, upon affirmative vote of a majority of the directors then in office, shall nominate a slate of individuals for consideration for

appointment to the Board by the Member, which the Member shall consider in good faith. By majority vote of the full Board, the Board shall elect the remaining directors, who shall be parents of students enrolled at the corporation's public charter school. Regardless of the manner by which a director is selected to serve on the Board, directors of the corporation shall owe their fiduciary duties and good faith to the corporation and shall be responsible for ensuring that the corporation's educational and charitable purposes are being achieved.

The directors for the permanent Board of Directors shall be elected at an annual meeting and shall serve for renewable terms of three (3) years. By resolution, the Member may arrange for terms to be staggered, including by establishing one (1) or two (2) year terms for the initial terms of certain directors.

Section 4. Regular Meetings

The Board shall meet at least quarterly on dates determined by the Board. The Board of Directors may provide by resolution the time and place, for the meetings of the Board without notice other than such resolution. The Annual Meeting of the Board of Directors shall be held within three (3) months of the end of each fiscal year at a place to be determined by the Board.

Section 5. Special Meetings

Special meetings of the Board of Directors may be called at the request of the Chairperson or a majority of the directors. The Secretary shall fix the time and place for any special meetings.

Section 6. Notice

Notice of the time and place of an Annual or Regular Meeting shall be given to each director either by messenger, regular mail, electronic mail or facsimile in advance of the meeting. Notice of all meetings of the Board of Directors, including annual, regular and special meetings, shall be given to the public in a manner consistent with the Open Meetings Law.

Section 7. Place of Meeting

Regular or special meetings of the Board shall be held at any place within the District of Columbia or within the vicinity of the District of Columbia which has been designated by the Board. In the absence of such designation, regular meetings shall be held at the principal location of the corporation.

Section 8. Action by Consent

Any action required or permitted to be taken at any meeting of the Board of Directors, or of any committee as provided herein, may be taken without a meeting, if written consents are signed by

each director or each committee member. Such written consents shall be filed with the minutes of the proceedings of the Board of Directors or a committee. Action taken by the Board, or any committee thereof, without a meeting will be done so to the extent permitted by the Open Meetings Law.

Section 9. Quorum

A majority of the current number of directors shall constitute a quorum for the transaction of business at any meeting of the Board, provided that if a quorum is not present at any meeting, a majority of the directors present may adjourn the meeting to another time. All matters shall be decided by the vote of a majority of directors present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number is required by Law, the Articles, or these Bylaws. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, so long as the required quorum is still present, and any action taken is approved by at least a majority of the required quorum for such meeting.

Section 10. Manner of Acting

On votes of the Board of Directors, a simple majority of a quorum will prevail if not otherwise prescribed. Without limited the foregoing and subject to the powers reserved to the Member, a two-thirds (2/3) vote of the total Board of Directors shall be required for:

- a. Approval of the annual budget
- b. The hiring or release of the Executive Director
- c. Approval to purchase or sell real estate
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws not deemed material pursuant to Section 2
- e. The appointment of committees of the Board or filling of vacancies on any committee

Section 11. Vacancies

Vacancies of Board seats held by elected directors shall be filled by the affirmative vote of the remaining directors then in office, or by a sole remaining director. Vacancies of directors appointed by the Member shall be filled by the Member. Each director so elected or appointed shall hold office until the expiration of the term of his or her predecessor.

Section 12. Compensation

Directors shall not receive any compensation but shall be reimbursed for reasonable expenses incurred due to the director's service and behalf of the corporation.

Section 13. Honorary Board Members, Advisory Committee, Ex Officio Members

The Board of Directors may appoint honorary directors and/or advisory directors under whatever title desired for fund raising, consultant services, organizational support and other activities. Such appointments shall be for a term determined by the Board.

Section 14. Removal

Any director may be removed with or without cause by the Member. Any elected director may be removed with or without cause by the affirmative vote of a majority of directors then in office.

ARTICLE V

Officers

Section 1. Officers

The officers of the corporation once permanently established shall be a Chair, a Secretary, and a Treasurer, each of whom shall be chosen by and hold office at the pleasure of the Board. Any number of offices required or permitted by this Article may be held by the same person, except that the offices of Treasurer and Chair may not be concurrently held by the same person.

The Board may also choose one or more additional Officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as the Board at its pleasure may from time to time determine.

Section 2. Election

The Officers of the Corporation shall be elected or appointed periodically by the Board of Directors. Such election or appointment shall take place at any regular or special meeting of the Board.

Section 3. Term of Office

All Officers of the Corporation shall hold office until a successor is elected or appointed and has qualified or until their earlier death, resignation, or removal.

Section 4. Removal

Any officer may be removed at any time with or without cause and with or without notice

by the affirmative vote of the Board.

Section 5. Duties

Chair. The Chair of the Board shall preside at all Board meetings and meetings of the Executive Committee. The Chair shall also be an ex officio member of all other committees. Subject to the discretion and control of the Board and the powers reserved to the Member, the Chair shall be the chief executive officer of the corporation and shall have general supervision, direction and control over the affairs and property of the corporation and over its several officers and shall have such other powers and perform such other duties as may be delegated by the Board from time to time.

Secretary. The Secretary shall perform such duties and have such powers as may be delegated by the Board from time to time.

Treasurer. The Treasurer shall have such powers and perform such duties as may be delegated by the Board and required by applicable law and the District of Columbia Public Charter School Board.

Section 6. Vacancies

All vacancies in any office of the Corporation shall be filled by the Board of Directors by a majority vote.

Section 7. Compensation

The Board shall decide all matters relating to the compensation of any officer, provided that such compensation is consistent with sections 29-404.40 and 29-404.41 of the Law. No salaried officer serving on the Board shall be permitted to vote on his or her own compensation as an officer.

ARTICLE VI

Committees

Section 1. Committees

The Board of Directors shall establish and maintain the no less than five (5) Standing Committees: Executive Committee, Academic Achievement Committee, Governance Committee, Finance Committee and Development Committee.

The Board, from time to time, may designate such additional committees as it deems necessary to carry out the purposes of the corporation.

Section 2. Executive Committee Powers

The Executive Committee shall be elected by the Board of Directors at the annual meeting of the Board. The Chair, Treasurer and Secretary shall constitute the Executive Committee which Committee may act on behalf of the Board of Directors between Board meetings. A majority of the Executive Committee shall be required to transact any business unless otherwise required by these Bylaws.

Section 3. Appointment

Members of the various committees shall be appointed by the Board Chair.

Section 3. Term of Office

Each member of a committee shall continue as such until the next annual meeting of the Board of Directors and until his/her successor is appointed, unless the committee shall be sooner terminated, or unless such member shall refuse, be unable to act or shall be removed.

Section 4. Committee Chair

One member of each committee shall be appointed Committee Chair by the committee members.

Section 5. Vacancies

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

Section 6. Quorum

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of a quorum shall be the act of the committee.

ARTICLE VII

Contracts, Checks, Deposits and Funds

Section 1. Contracts

The Board of Directors may authorize any officer or officers, director or directors, agent or agents of the corporation, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, Etc.

All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, director or directors, agent or agents of the corporation and in such manner as shall from time to time be determined by the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Chair or Treasurer.

Section 3. Deposits

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

Section 4. Gifts

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest or, devise for the general purpose or for any special purpose of the corporation.

Section 5. Books and Records

The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceeding of its members, Board of Directors, and committees, and shall keep at the registered or principal office a recording giving the names and addresses of the members entitled to vote. All books and records of the corporation may be inspected by any member, or his agent or attorney for any proper purpose at any reasonable time.

ARTICLE VIII

Miscellaneous Provisions

Section 1. Indemnification of Directors, Officers and Employees

Subject to the limitations of this Article, the Corporation shall indemnify any person who was or is a party of or is threatened to be made a party to any threatened, pending or contemplated action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that such person is or was a committee member, a Director, an Officer, or staff of the Corporation (“Covered Persons”), against expenses, including attorneys' fees, judgments, fines, and amounts paid in settlement actually and reasonably incurred in connection with such action, suit or proceeding except to the extent such expenses are caused by the negligence or willful misconduct or breach of any duties owed to the Corporation such person. Notwithstanding the foregoing, with respect to any criminal action or proceeding, the Corporation shall indemnify a Covered Person only if such Covered Person had no reasonable cause to believe such conduct was unlawful and only if it is determined he/she acted without negligence or that his/her actions did not constitute misconduct. The termination of any action, suit or proceeding by judgment or settlement, condition or upon a plea of Nolo Contendere or its equivalent shall not, in and of itself, create a presumption that such Covered Person did not act in good faith and in a manner 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 reasonable cause to believe that such conduct was unlawful.

Any indemnification under this Article shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification is proper in the circumstances because such person has met the applicable standard of conduct set forth in this Article. Such determination shall be made by the Board of Directors consisting of members who are not parties to such action, suit or proceeding or, if such quorum is not attainable, a quorum of disinterested members.

Section 2. Insurance

The corporation shall purchase and maintain insurance with a limit of coverage not less than that specified in Section 29-406.90 of the Law on behalf of any director, officer, employee, or agent of the corporation against any liability asserted against or incurred by such person in such capacity or arising out of the person's status as such, whether or not the corporation would have the power to indemnify the person against such liability under the provisions of this Article.

Section 3. Fiscal Year

The fiscal year of the corporation shall end on the last day of June of each year.

Section 4. Waiver of Notice

Notice of a meeting need not be given to any director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the

meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such director. All such waivers, consents, and approvals shall be filed with the corporate records or made part of the minutes of the meeting.

Section 5. Amendments

These Bylaws may be amended or repealed by the a majority of the Board as set forth herein or the Member. Subject to the prior or subsequent written consent of the Member, nonmaterial provisions of these Bylaws may be amended or repealed by the affirmative vote of at least two-thirds of the number of directors then in office. In the case of a written consent of the Member received prior to an amendment to or repeal of these Bylaws proposed to be voted on by the Board, such written consent shall be subject to, and shall only become effective upon, such affirmative vote. In the case of a written consent of the Member received after such an affirmative vote, the Board approved amendment or repeal shall become effective upon the receipt of such written consent of the Member. The power to alter, amend, or repeal the Bylaws or adopt new Bylaws shall be vested in the Board of Directors.

Section 6. Nondiscrimination Policy

The LEARN D.C. Public Charter School shall admit students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It shall not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs. The Board of Directors shall not discriminate on the basis of race, color, or national or ethnic origin in its hiring practices.

**LEARN D.C. PUBLIC CHARTER SCHOOL
BOARD OF DIRECTORS**

CODE OF ETHICS

The standard of behavior at the LEARN D.C. Public Charter School (LEARN D.C.) is that the all directors serving on the Board of Directors, as well as all staff and volunteers scrupulously avoid conflicts of interest between the interests of the LEARN D.C. on one hand, and personal, professional, and business interests on the other. This includes avoiding potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

I understand that the purposes of this policy are to protect the integrity of LEARN D.C.'s decision-making process, to enable our constituencies to have confidence in our integrity, and to protect the integrity and reputations of volunteers, staff, and board members. Upon or before election, hiring, or appointment, I will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and I will update it as appropriate.

In the course of meetings or activities, I will disclose any interests in a transaction or decision where I (including my business or other nonprofit affiliations), my family and/or my significant other, employer, or close associates will receive a benefit or gain. After disclosure, I understand that I will be asked to leave the room for the discussion and will not be permitted to vote on the question.

I understand that this policy is meant to supplement good judgment, and I will respect its spirit as well as its wording.

Signed: _____
Director, LEARN D.C. Public Charter School Board of Directors

Date: _____



AppleTree

**APPLETREE@ MEMORANDUM OF UNDERSTANDING
APPLETREE AND LEARN**

This AGREEMENT is made this date of 11th day of July 2018, between AppleTree Institute for Education Innovation, Inc., 1801 Mississippi Ave., SE, Washington, DC 20020 (“AppleTree”) and LEARN Charter School Network, 3021 W. Carroll Avenue, 5th Floor, Chicago, IL 60612 (“LEARN”).

WHEREAS, LEARN anticipates being designated as the charter management organization for a charter school to be located on or near the Joint Base Anacostia-Bolling (“School”), and

WHEREAS, LEARN desires that AppleTree fully manage and operate School’s educational program for Pre-School and Pre-Kindergarten (“Pre-K3” and “Pre-K4”), and

WHEREAS, the parties understand that this Memorandum of Understanding is a non-binding agreement that sets forth general principles that will be more fully realized with the memorialization and execution of a binding Management Agreement,

NOW THEREFORE, the parties agree as follows:

1. Basic relationship:

- a. LEARN would ensure that School would provide AppleTree with sufficient classroom and administrative space to operate a Pre-K3 and Pre-K4 program to be called “AppleTree@LEARN” (the “AppleTree Program”). AppleTree@LEARN would operate under School’s charter and AppleTree’s relationship with School will be further defined by a Management Agreement to be mutually agreed upon. Elements of what this space should include and key operational components describing AppleTree’s relationship with School are further described in Attachment A to this MOU.
- b. AppleTree would be solely responsible for all costs associated with operating the AppleTree Program, including, but not limited to, compensation for teachers and administrators, curriculum related expenses, all liabilities and any and all expenses associated with special education.
- c. As a contractual partner, AppleTree, as requested, would attend regular School board meetings and would provide regular reporting to the board on educational, operational and financial matters.



- d. The terms embodied in this Memorandum of Understanding and any resultant agreements would be subject to any required governmental or regulatory approvals.

2. Term and termination:

- a. The initial term of the Management Agreement would be co-terminus with the length of School's charter.
- b. Subsequent renewals (for a term equal to any renewal of School's charter) would be automatic unless either party gave 120-day notice to the other.
- c. Either party could terminate for cause, including unrectified violation of the Management Agreement, failure to comply with the requirements of applicable laws, regulations and requirements (including those imposed on the Schools by its Charter), or failure to reach certain predefined metrics (e.g., enrollment, PMF and achievement levels).
- d. In the event of termination for any reason:
 - i. School would discontinue use of the AppleTree brand, would return to AppleTree all of its tangible and intangible properties, including all of its intellectual properties such as curricular materials, and would desist from using AppleTree methodologies and other intellectual properties and
 - ii. AppleTree would discontinue use of the AppleTree@LEARN brand and would return to School all of its tangible and intangible properties, including all of its intellectual properties.

3. Real estate/property management:

- a. LEARN and School would make available to AppleTree a mutually agreed upon number of classrooms to be used by AppleTree for three- and four-year-old educational and related programs as well as other administrative space as the parties mutually agree upon (the "Space").
- b. AppleTree would bear administrative and financial responsibility for ensuring that the Space is outfitted with furniture, classroom supplies, equipment and the like.
- c. School would be responsible for all routine property maintenance (e.g., cleaning, supplies, etc.) of the Space as well as payment of heating, cooling, electric, internet and other utilities.



4. Marketing:

- a. AppleTree would bear primary responsibility for student recruitment at the Pre-K3 and Pre-K4 grade levels and for marketing the Program to three- and four-year olds.
- b. AppleTree and School would coordinate those marketing efforts to ensure that they deliver a consistent message and mutually enhance each other's operations.
- c. The AppleTree Program would be branded as an AppleTree program (e.g., "AppleTree@LEARN").

5. Operations:

- a. Subject to the authority of the School's Board of Directors, AppleTree would have exclusive control over the AppleTree@LEARN Program, including selection of teachers, AppleTree@LEARN Program leaders, and curriculum.
- b. AppleTree would be responsible for all ensuring that aspects of the AppleTree@LEARN Program are in place, including, but not limited to, staffing, equipment, furniture, and curriculum.
- c. AppleTree would be responsible for all liabilities associated with operating AppleTree@LEARN and would secure and maintain appropriate insurance, in the minimum amounts required by the Public Charter School Board ("PCSB) or such higher amounts as may be commercially reasonable, to limit such liability. Such insurance would name LEARN and School as an additional insured.
- d. AppleTree and LEARN and School would work together to ensure that operational matters are routinely and in good faith addressed, including matters such as calendars, daily schedules and sharing of space, as further described in Attachment A to this MOU.
- e. Each party would provide the other with appropriate assurances relating to confidentiality and poaching of each other's staff.

6. Management Fee:

- a. In consideration for services rendered pursuant to the Management Agreement, AppleTree would receive a Management Fee in an amount equal to the per-pupil funding the School receives from the District and any other sources for its enrolled Pre-K3 and Pre-K4 student population not inclusive of the facilities



AppleTree

allotment and less the PCSB administrative fee associated for with students enrolled at those grade levels.

- b. AppleTree, in turn, would be responsible for paying all costs of the AppleTree@LEARN Program, including, but not limited to, compensation for teachers and administrators, curriculum-related expenses, classroom furniture and supplies, and any and all expenses associated with special education.
- c. Since School would collect the facilities allotment for the Pre-K3 and Pre-K4 students enrolled in the AppleTree@LEARN Program, AppleTree would not pay to School any fees associated real estate costs and operating expenses of the Space.

The Parties understand that this Agreement is subject to the execution of binding agreements between the two, including a Management Agreement and Cooperation Agreement. In witness thereto, they have affixed their hands below.

AppleTree Institute for
Education Innovation, Inc.

By: Thomas M. Keane, Jr.
Its: General Counsel
Date: July 11, 2018

LEARN Charter School Network

By: Gregory White
Its: President
Date: 7/12/18



AppleTree

**ATTACHMENT A
KEY ELEMENTS OF RELATIONSHIP AMONG
APPLETREE, LEARN, AND SCHOOL**

Facility

- Define the total number of students, classrooms, and location for the AppleTree program.
- Identify other key facility spaces, including:
 - A Student Support Services room for serving students in a private setting,
 - A private Principal's office,
 - Storage space for AppleTree's use (secured, minimum of 200 sq. ft.),
- Agree on appropriate/equitable access to facility common spaces (cafeteria, multipurpose room, parking lot, etc.).

Janitorial. School is responsible for janitorial services. Key elements include:

- Agree upon janitorial services scope, standard, and response time (include detailed schedule).
- Agree upon a maximum maintenance and repair response time. (If an issue is not resolved within maximum response time, AppleTree has authority to resolve the issue on its own and bill School for those costs.)
- Identify replenishment standards for toiletries. (As above, if supplies are not replenished, AppleTree has authority to resolve the issue on its own and bill School for those costs.)

Collaboration. A key to a successful @ relationship is close collaboration and cooperation between AppleTree and School. This should include:

- Semi-annual meetings to create schedule of collaborative events, align calendars (July and January).
- Quarterly executive collaboration meetings to discuss challenges, alignment, opportunities, and progress.
- Quarterly teachers/staff collaboration events/meetings/professional development.
- Semiannual data sharing and review executive collaboration meeting.
- Semiannual data sharing meeting between early education teachers and Kindergarten teachers.
- All parent communications – whether by AppleTree or School – should be shared with the other party at least 4 hours in advance (excluding emergencies).
- AppleTree manages the enrollment process for Pre-K3 and Pre-K4, with support from School.

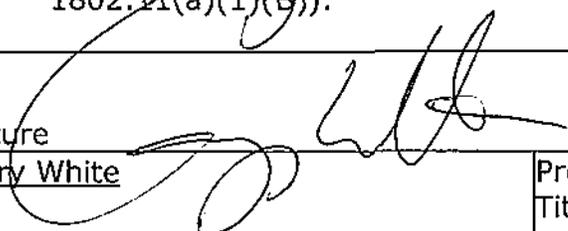
Assurances Form

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

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (D.C. Code § 38-1802.04(c)(16).)
2. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the DC Public Charter School Board, within five years of the start of the school's first academic year. (D.C. Code § 38-1802.02(16).)
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (D.C. Code § 38-1802.04 (c)(15).)
4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools. (D.C. Code § 38-1802.04(c)(11)(B)(ix).)
5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (D.C. Code § 38-1802.06.)
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer. (D.C. Code § 38-1802.04 (c)(12),)
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB. (D.C. Code § 38-1802.11(a)(2).)
8. Collect and report academic and non-academic performance consistent with PCSB's data submission policies.
9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (D.C. Code § 38-1802.04 (c)(2).)
10. Establish an informal complaint resolution process prior to the first date that the school accepts applications. (D.C. Code § 38-1802.04 (c)(13).)
11. Ensure that all relevant school personnel and Board of Trustee members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by PCSB. (D.C. Code § 38-1802.02(15).)
12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (D.C. Code § 38-1802.11(a)(2).)
13. Comply with the contract procurement requirements of the D.C. Code § 38-1802.04(c).
14. Comply with districtwide assessment requirements determined by the Office of the State Superintendent of Education, or other D.C. laws, regulations, policies, or procedures. (D.C. Code § 38-1802.02(1).)

15. Comply with the following federal and local laws:

- a. **Health and Safety:** Healthy Schools Act of 2010 (D.C. Code §§ 38-821.01 *et seq.*); federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse;
- b. **Building Safety:** D.C. Building and Fire Codes (D.C. Code § 5-501 *et seq.*);
- c. **Maintenance and Dissemination of Student Records:** Family Education Rights and Privacy Act (20 U.S.C. § 1232g);
- d. **Certain Requirements of Education Institutions:** Compulsory School Attendance (D.C. Code § 38-201 *et seq.*); Immunization of School Students (D.C. Code § 38-501 *et seq.*); Tuition of Nonresidents (D.C. Code § 31-301 *et seq.*); Non-Profit Corporations (D.C. Code § 29-401 *et seq.*);
- e. **Students with Disabilities:** Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411 *et seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities;
- f. **English Language Learners:** all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners;
- g. Title I of the Elementary and Secondary Education Act;
- h. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** The Age Discrimination Act of 1975 (42 U.S.C. § 6101 *et seq.*); Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d *et seq.*); Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 *et seq.*); and the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 *et seq.*); and
- i. **Other:** All other laws deemed applicable by PCSB (D.C. Code § 38-1802.11(a)(1)(B)).

Signature 	
Gregory White Name	President & CEO Title
LEARN DC Public Charter School Name of Proposed School	Date 8/21/18

NETWORK SERVICES AGREEMENT

THIS NETWORK SERVICES AGREEMENT (this “Agreement”) is made as of [insert date], by and between LEARN Charter School Network, an Illinois nonprofit corporation (“Provider”), and LEARN D.C. Public Charter School, Inc., a nonprofit public charter school (“Charter School”).

RECITALS

WHEREAS, Charter School desires to obtain Provider’s services with the characteristics described on Appendix A in connection with the Charter School’s operation of a school (the “School”) pursuant to the terms of this Agreement; and

WHEREAS, Charter School entered into an agreement with the District of Columbia Public Charter School Board (“PCSB”) effective [insert date] (“the Charter School Agreement”);

WHEREAS, pursuant to the Charter School Agreement, PCSB gave approval to the Charter School to establish a charter school, and take responsibility for school operations, including, but not limited to, administration, expenditures, hiring appropriate personnel and creating and implementing instructional methods, subject to a number of conditions and limitations;

WHEREAS, as Charter School now desires to work with Provider to procure certain services as hereinafter set forth, pursuant to the terms of this Agreement, to satisfy the obligations it has undertaken in the Charter School Agreement.

NOW, THEREFORE, in consideration of the covenants and agreements of the parties herein contained and of the fees to be paid to Provider as hereinafter set forth, the parties hereto do hereby agree on behalf of themselves and their respective legal successors and assigns, as follows:

1. **APPOINTMENT.** Charter School hereby engages Provider on the terms and conditions hereinafter set forth to provide the services described on Appendix A (the “Network Services”), as supplemented from time to time by mutual written agreement, to Charter School.
2. **TERM AND TERMINATION.**
 - a. **TERM:** This Agreement shall commence upon the date first above written and shall be in effect through [insert date]. Thereafter this Agreement will renew automatically for successive one-year terms, subject to the earlier termination provisions described below.
 - b. **TERMINATION FOR BANKRUPTCY/INSOLVENCY:** Either party may terminate this Agreement immediately upon written notice to the other if a court having appropriate jurisdiction enters a decree or order for relief in respect of the other party

in an involuntary case under any applicable bankruptcy, insolvency or other similar law now or hereafter in effect, and such case is not dismissed within sixty (60) calendar days; or the other party commences a voluntary case under any applicable bankruptcy, insolvency or other similar law now or hereafter in effect.

- c. **TERMINATION ON SPECIFIED GROUNDS:** Either party may terminate this Agreement by delivery of ninety (90) calendar days' written notice upon the occurrence of any of the following:
 - i. The other party fails to hold and maintain any license or permit that is required by such party to carry on its business and perform its obligations and functions;
 - ii. The occurrence of a change in law that prevents or materially impacts either party's performance of its obligations under this Agreement or under applicable law;
 - iii. Termination of the Charter School Agreement between the Charter School and the PCSB;
 - iv. The other party's failure to qualify for treatment under Section 501(c)(3) on the Internal Revenue Code.

- d. **TERMINATION BY PROVIDER:** Provider may terminate this Agreement prior to its expiration date by Provider if Provider delivers a written notice of termination to the Charter School, at least 90 days prior to the intended Termination Date, and upon the occurrence of
 - i. an irreconcilable disagreement with the Charter School over the hiring, removal, retention, contract renewal or compensation of the Executive Director or Principal, or
 - ii. the Charter School takes any action which materially interferes with the ability of Provider to provide services under this Agreement and the Charter School has not cured the problem within thirty (30) days from receipt of notice from Provider.
 - iii. Any termination by Provider pursuant to this section shall be effective as of the end of the then-current school year, provided that Provider and the Charter School shall endeavor to establish a transition plan for withdrawal of Provider and its replacement by another management company or internal Charter School personnel, as determined by the Charter School, within a shorter period of time to the extent practicable and in the best interests of the Charter School's students;

- e. **TERMINATION FOR BREACH:** Either party may terminate this Agreement by delivery of written notice if the other party breaches any of the material terms of this Agreement, and such party has not cured the default within thirty (30) days in the case of a monetary default or within one-hundred eighty (180) days in the case of non-monetary default, and in each instance based on the receipt of written notice describing such breach.

- f. **TERMINATION WITHOUT CAUSE:** Either party may terminate this Agreement without cause by giving at least ninety (90) calendar days' written notice to the other party prior to the termination of the then-current term in which case the Agreement shall terminate at the end of the then-current term.

- g. **TERMINATION BY AGREEMENT:** Both parties may terminate this Agreement by mutual written agreement.
3. **EFFECT OF TERMINATION.** Upon termination of this Agreement, with or without cause, Provider shall be entitled to a prorated Services Fee for the portion of the fiscal year up to the date of termination, computed based upon the number of days in the fiscal year up to the date of termination divided by the total number of days in the fiscal year. To the extent Provider has received less than the amount so due, the Charter School shall pay the shortfall to Provider out of revenues as and when received by it. If this Agreement is terminated as permitted, then except as provided in this Section, such termination shall be without liability to any party or to any affiliate, director, officer, or representative of such party and following such termination no party shall have any liability under this Agreement or relating to the transactions contemplated by this Agreement; provided that no such termination shall relieve any party from liability in respect of breached by such party prior to termination.
4. **EFFECT OF CHARTER REVOCATION OR SCHOOL CLOSURE.** In the event the Charter School's charter is revoked or not renewed, then, notwithstanding that Provider may invoke its right to terminate this Agreement, Provider shall assist the Charter School in its winding up and dissolution and in the execution of a closure plan for the Charter School, which assistance shall include, without limitation, making available and assisting in the transfer of teacher and student records.
5. **AUTHORITY TO SUBCONTRACT.** Provider may subcontract functions or services it is obligated to provide hereunder; provided, however, that no such subcontract shall relieve or discharge Provider from any obligation or liability under this Agreement. In no case shall Provider subcontract those services that the Charter School, in its reasonable judgment, considers to be core educational services without consent of the Charter School, but Provider shall have the ability to subcontract ancillary and support services as Provider deems reasonably necessary to fulfill its obligations hereunder. In the event Provider wishes to subcontract with an entity that is related to Provider through common ownership or control, or overlapping officers or directors, Provider shall inform the Charter School of the existence and nature of the relationship and obtain the consent of the Charter School before contracting with the related entity. Provider shall subcontract in compliance with the laws of the District of Columbia, including, but not limited to, laws relating to local and small businesses, and minority, women and veteran-owned businesses.
6. **AUTHORITY OF THE BOARD OF DIRECTORS.** Charter School and Provider agree that it is the duty of Charter School's Board of Directors (the "Board") to exercise its independent statutory, contractual, and fiduciary responsibilities in governing Charter School and overseeing the activities of Provider conducted pursuant to this Agreement. Any provision of this Agreement that is inconsistent with these duties and responsibilities shall be null and void.

Pursuant to governing law and consistent with the terms of this Agreement, Charter

School has executed a Resolution attached as Exhibit A hereto authorizing a senior representative or other authorized representative of the Provider to take certain actions on behalf of the Charter School to enable Charter School to fulfill its obligations in operating Schools. Such authority shall be limited by the terms of the Resolution and will cover signing and/or execution of specific documents as outlined in the Resolution.

7. **MANAGEMENT OF PERSONNEL.** The Provider's Chief Executive Officer ("LEARN CEO") or his or her designee will be responsible for managing the Provider's support and will report to the Charter School on a schedule agreed to between Charter School and the LEARN CEO or designee on topics such as finance and budgets, student performance, personnel actions, and other matters related to the Charter School's duties as mutually determined by the parties. The LEARN CEO or designee will be an employee of the Provider and will serve as the primary representative of the Provider with the Charter School.

The Charter School's Executive Director and Principal and other school staff will be employees of the Charter School. The Charter School's Executive Director and Principal will be hired in consultation with the LEARN CEO. An irreconcilable difference between LEARN D.C. and the LEARN CEO over the hiring, retention or compensation of the Executive Director or Principal shall be considered a basis for termination pursuant to Section 2c of this Agreement.

The Provider will support the evaluation process by assisting with regular evaluations of the Executive Director and the principal, which will be conducted by the Board of Directors of the Charter School.

8. **MANAGEMENT OF THIRD PARTY SERVICE CONTRACTORS.** The Provider will be responsible for managing the Charter School's obligations relating to the Network Services provided hereunder, including, but not limited to, compliance obligations, and as such will work with any third party service contractors engaged by the Charter School, including, but not limited to, AppleTree Institute for Education Innovation ("AppleTree"), to meet all of the Charter School's obligations, including PCSB, Office of the State Superintendent of Education ("OSSE"), United States Department of Education ("USDOE"), external auditors or any other authorities. The Charter School authorizes the Provider as its designee in this regard. Provider shall provide monthly written reports to the Charter School with respect to its management of the Charter School's obligations as set forth herein.
9. **ADHERENCE TO ESTABLISHED POLICIES.** In performance of the obligations under this Agreement, the Provider agrees to adhere to all procedures and policies as mutually agreed upon between Charter School and Provider. Furthermore, to the extent that Charter School develops policies and procedures pursuant to the authority granted to it by the Charter School Agreement between it and PCSB, Provider agrees to adhere to such policies. Examples of such policies include (but are not limited to):

- a. Student Discipline Policies

- b. Purchasing and Disbursement Approval Limits
- c. Contract Approval Policy
- d. Signatory Authority Limits
- e. Check signing and payment authority

10. **FINANCIAL ARRANGEMENTS.**

Charter School shall pay fees to Provider for Network Services (“Services Fee”) determined as follows:

a. Start-Up Period

Operations Services. For the period representing all start up work in DC for the one-year period from [July 1, 2018 – June 30, 2021] (“Start-Up Period”), Provider will invoice the Charter School a lump-sum amount of [\$1.6 million] for services provided as described more fully in the attached Memorandum of Understanding (Appendix B hereto).

b. School Operations Period (after the Start-Up Period)

- i. For each following year during the term of this Agreement, the total Services Fee will be invoiced in an amount equal to 10% of all receipts and revenues of Charter School excluding:
 - a) Fundraising and Philanthropy
 - b) NSLP, CEP and Universal Breakfast
 - c) CSP and Title V funds
 - d) Sales of school uniforms, meals and any other “at cost” sales
 - e) Proceeds of any indebtedness
 - f) Any outsourced program where the Provider passes all related funding through to third party, including but not limited to, the arrangement with Apple Tree.
 - ii. Although the amount of the Services Fee after the Start-Up Period is calculated and owed based a percentage of revenues, any amounts owed will not be paid from any cash balances if the payment would violate restrictions imposed by the grantor or donor on such payments. Payment for the Services Fee shall be made pursuant to a check signing and payment policy approved by the Charter School.
- c. The Services Fee is payable within 30 days after the end of each month to the extent that there is cash available to pay the Services Fee.
 - d. If inadequate cash exists, any and all payments under this Agreement may be deferred in whole or in part until adequate cash does exist to make such payments provided that any such payment does not provide an undue financial burden to Charter School. In that event, Charter School and Provider agree to discuss reasonable alternatives to find cash to make full payment.
 - e. The Charter School is entitled to access the Provider’s relevant records in order to

verify the amount of the Services Fee and the services provided to Charter School. The information to be provided by the Provider is described in Exhibit "B" hereto.

- f. The Charter School shall establish a system of controls to monitor the services provided by Provider, payments made to Provider, and payments made by Provider on behalf of Charter School. Provider shall provide written recommendations relating to such system of controls.
- g. The parties hereby agree that Provider's compensation hereunder is reasonable compensation for the Network Services to be rendered hereunder. Notwithstanding the foregoing, the parties agree to review the Services Fee on an annual basis and revise the amount based on mutual agreement. The Services Fee shall not be adjusted unless the parties agree on a revised fee.
- h. As part of the Network Services, Provider shall provide payment administration for Charter School. In furtherance thereof, Provider shall pay on Charter School's behalf all costs incurred by Charter School from Charter School receipts and revenues that are then available, all as consistent with the budget that has been approved by Charter School. If Provider receives any funds that are intended for Charter School, Provider will promptly transfer such funds to Charter School's bank account.
- i. Charter School will establish a bank account policy (the "Bank Account Policy") in which it authorizes designated Board members, Charter School employees, and Provider representatives to have signatory authority over Charter School's bank accounts. The Bank Account Policy shall authorize the designated Provider representative to have signatory authority over Charter School's bank accounts (i) to pay expenses up to a specified dollar amount, subject to prior approval by a designated Board member, and (ii) to pay routine Charter School expenses previously approved by the Board as part of the annual budget approval process. Provider agrees to comply with Charter School's Bank Account Policy. Charter School agrees to execute any and all documents or instruments as may be necessary or desirable to affect this authority. Charter School will retain ownership and control over its bank accounts. Provider will send monthly reports to Charter School (for distribution at Board meetings or as otherwise requested by the Charter School's Treasurer) describing or summarizing the status of the Charter School's bank accounts, identifying all expenses paid during the previous month by Provider pursuant to Charter School's Bank Account Policy and additional detail on any withdrawals/deposits as requested by Charter School.
- j. The Services Fee is the only compensation or payment Provider will be entitled to receive under this Agreement. The intellectual property rights granted by Provider to the Charter School and any licensing fee for those rights shall be determined under a separate Trademark and Intellectual Property License Agreement.

Other than as outlined above, Provider shall be responsible for all of its own costs and

expenses necessary to fulfill its obligations under this Agreement.

11. **INDEPENDENT CONTRACTOR.** It is expressly agreed by the parties hereto that Provider is not an employee of the Charter School for any purpose whatsoever, including for federal or state tax purposes, but is an independent contractor. Furthermore, no relationship of joint venture or partnership of any form is created by this Agreement.
12. **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT.** Charter School designates Provider and its officers, employees, agents and representatives as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C.A. § 1232g of the Family Educational Rights and Privacy Act and under applicable D.C. information and privacy laws. Provider, its officers, employees, agents and representatives shall comply with the Family Educational Rights and Privacy Act at all times.
13. **CONFIDENTIALITY.** Both parties understand that the relationship requires confidence and trust between the parties with respect to any Confidential Information, as defined below, applicable to the business of any entity or partner of either party or other entity with which either party does business and which the other party learns in connection with the consulting relationship. “Confidential Information” means information furnished by one party to the other relating to that party or persons with whom that party collaborates, including, but not limited to (i) information regarding school development, outreach and operating plans, budgets, financial statements, contracts, prices, suppliers, funders student achievement and student demographic data; (ii) information regarding the skills and compensation of either party’s employees, contractors, and any other service provider; and (iii) the existence of any discussions, negotiations, or agreements between either party and any third party. It also includes the existence and nature of the Network Services themselves. It includes information previously disclosed by either party, information disclosed going forward, and information disclosed orally, in writing, or electronically. At all times, both during the consulting relationship and after its termination, both parties will keep in confidence and trust all such information except as required by law. This obligation shall end whenever such information enters the public domain and is no longer confidential through no improper action or inaction by either party. In the event that a party is legally obligated to release Confidential Information, it will provide notice to the other party prior to release.
14. **USE AND CONFIDENTIALITY.**
 - a. The Provider will use Confidential Information solely for the purpose of performing the Network Services and will keep it confidential except as required by law. The Provider will not disclose Confidential Information (either in the form provided or as may be reflected by the Provider in any analysis, report, presentation, or other deliverable prepared for Charter School in the course of performing the Network Services (each, a “Deliverable”)) to any person other than those employees, agents, and consultants, if any, who need access to the information for performance by the

Provider of the Network Services. Those persons will be subject to, and the Provider will be responsible for ensuring that they comply with the terms of this Agreement. In addition, the Provider will not disclose to any third party, or use for other clients or other third parties, any Deliverable, whether or not such Deliverable contains or reflects Confidential Information. Upon completion of the project, Provider shall return to Charter School all data furnished by Charter School for the purpose of completing this project or any related projects. If data will be provided through an online platform, Provider shall have controlled access to the data via password, and Provider shall assume full liability for any access violations that may occur. In the event that a Party is legally obligated to release Confidential Information, it will provide notice to the other Party prior to release.

- b. Charter School acknowledges that Provider will from time to time provide Charter School with information that is confidential or proprietary in nature and that if disclosed to third parties might adversely impact Provider. Charter School agrees that, unless otherwise determined by Provider, all curriculum, operational and information systems and tools, leadership development materials, and any other information provided by Provider that could reasonably be considered Confidential Information shall be treated as confidential until publicly disseminated in accordance with the instructions of Provider. Charter School shall not disclose any confidential information to any person other than Charter School's employees as may be necessary to discharge Charter School's obligations hereunder, and Charter School agrees not to use any such Confidential Information for any purpose other than to discharge its obligations under this Agreement or as required by law. In the event that a Party is legally obligated to release Confidential Information, it will provide notice to the other Party prior to release.
15. **INDEMNIFICATION.** Each party to this Agreement (in such capacity, the "Indemnifying Party") will indemnify, defend and hold the other party (in such capacity, the "Indemnified Party") and its respective trustees, officers, employees, agents, and assigns harmless against all claims, liabilities, losses, damages, and expenses ("Claims"), which may arise directly or indirectly from (i) any breach by the Indemnifying Party of this Agreement; (ii) any willful act or omission by the Indemnifying Party; (iii) any claims by suppliers, creditors, or other persons in a relationship with the Indemnifying Party; or (iv) any claims relating to tax, insurance contributions, workers' compensation law, or other laws applicable to the Indemnifying Party. Each Indemnified Party shall be obligated to provide reasonable notice to the other party of any matter that gives rise to or could reasonably be expected to give rise to a claim for indemnification hereunder.
 16. **FINANCIAL AUDIT.** The Charter School shall conduct an annual financial audit using an auditor that it selects from a list of auditors approved by PCSB. The Charter School shall provide a copy of the audit to Provider within ninety (90) days of the end of the fiscal year. Such audit may be consolidated into a consolidated annual financial audit of Provider. Provider shall provide a copy of its consolidated financial audit to the Charter School.

17. **PERFORMANCE AUDIT.** Charter School shall have the right to conduct such evaluations of Provider and any party providing services to Charter School, whether directly or indirectly, at such times and in such manner as it so determines in its sole discretion. Such evaluations shall include, without limitation, the right to contract periodically with an independent evaluator of charter schools to conduct an independent evaluation of Charter School's educational programs and student achievement. The independent evaluation will examine the effectiveness and quality of the educational programs and services provided to Charter School's students. The evaluation will use both qualitative and quantitative data. The evaluator will analyze standardized test data, the educational services provided to students, enrollment, re-enrollment, attendance, discipline, staff retention and any other performance indicator considered in PCSB's Performance Management Framework or any other performance measure used by PCSB in evaluating Charter School's performance. Provider shall cooperate with the independent evaluator by, among other things, providing the evaluator with any information that it requests. Charter School shall provide the evaluation to Provider.
18. **GOVERNING LAW.** This Agreement shall be governed by and construed in accordance with the laws of the District of Columbia without regard to its conflicts of laws rules. The general activities of the Charter School and Provider in operating the School(s) shall be governed by local, state, and federal constitutional, statutory, and judicial matters.
19. **COOPERATION.** The parties hereto acknowledge that the management of public charter schools by third parties is an area presenting numerous legal uncertainties and ambiguities, and that the arrangements contemplated by this Agreement are new and unique and in light of these factors agree to work together in good faith to resolve in a manner consistent with the spirit and intent of the relationship created hereby, any new or unforeseen issues which arise in carrying out the terms of this Agreement.
20. **MEDIATION.** In the event that any dispute between the parties arises relating to the terms of this Agreement, or the breach thereof, the parties agree to initially attempt to settle such disputes by a non-binding mediation, before a single neutral mediator (the "Mediator"), administered by J.A.M.S./ENDISPUTE or AAA. The Mediator shall be assigned by J.A.M.S./ENDISPUTE or AAA (unless the parties jointly select the Mediator) and shall take place in the District of Columbia. The mediation shall commence within forty-five (45) calendar days from the date of the receipt of a mediation demand sent by the aggrieved party ("Receipt Date") and shall be concluded no later than sixty (60) calendar days from the Receipt Date. The administrative costs of conducting the mediation shall be shared equally between the parties.
21. **BINDING ARBITRATION.** In the event that the parties are unable to resolve a dispute relating to the terms of this Agreement, or the breach thereof, through non-binding mediation pursuant to Section 20 above, such dispute may be decided by binding arbitration in accordance with the rules of J.A.M.S./ENDISPUTE. Upon a mutual agreement to seek binding arbitration, the parties may select a third party arbitrator, including a retired jurist, or other independent party. Any determination of the arbitrator shall be binding on the parties and may be entered in any court with proper jurisdiction

for enforcement thereof. The costs of the arbitrator shall be borne equally by the parties.

22. **SEVERABILITY.** Should any provision of this Agreement prove to be invalid, void or illegal, it shall in no way affect, impair or invalidate any other provision hereof and such other provision shall remain in full force and effect.
23. **MODIFICATION OR AMENDMENT.** By mutual agreement, Provider and Charter School reserve the right to amend this Agreement such that any of the Network Services as described in Appendix A of this Agreement may be rendered by Charter School itself instead of Provider, and that any other services, whether currently being provided by Charter School itself or not yet currently contemplated, may be provided by Provider. The parties hereto shall have the right to negotiate and mutually agree to adjust the Services Fee as listed in Section 8 of this Agreement accordingly if mutually agreed. No amendment, change, or modification to this Agreement shall be valid unless it is in writing and signed by both parties.
24. **ASSIGNMENT.** Except as otherwise set forth herein, no party may assign its rights or obligations under this Agreement without the prior written consent of the other party, which consent shall not be unreasonably withheld, provided that the Provider may assign this Agreement and its obligations hereunder to any successor to its business by merger or consolidation or to any party acquiring substantially all of Provider's assets.
25. **EXEMPT PURPOSE AND CONFLICTS OF INTEREST.** This Agreement and the use of all funds received by the Charter School and paid to the Provider as Services Fees shall be consistent with and at no time conflict with the exempt purpose of the Charter School as described in the Charter School's Bylaws or the exempt purpose of the Provider as described in the Provider's Bylaws. The Agreement will furthermore be performed in compliance with the Charter School's Conflict of Interest Policy.
26. **CHARTER SCHOOL NAME.** Pursuant to the rights granted to the Charter School by the Trademark and Intellectual Property License Agreement, which will be executed between the Provider and Charter School within 90 days of the execution of the Agreement, the Charter School will be required to include or attach the LEARN name to the name of the School(s).
27. **MERGER AND INTEGRATION.** This Agreement and exhibits attached hereto are the final understanding between the parties and supersede all other agreements, negotiations and understandings, oral or written, between the parties involved.
28. **MULTIPLE COUNTERPARTS.** This Agreement may be executed in several counterparts, all of which taken together shall constitute one single Agreement between the parties.
29. **NOTICE.** Any notices or other communications required to be given by either party pursuant to this Agreement shall be in writing delivered personally, electronically or via certified or registered mail or commercial courier service with tracking capabilities and directed to the following addresses:

<u>If to Provider:</u> LEARN c/o Chief Executive Officer [insert address]	<u>If to Charter School:</u> LEARN D.C. PCS Board Chair [insert address]
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(signature page to follow)

* * *

IN WITNESS WHEREOF, Charter School and Provider have caused this Agreement to be executed as of the day and year first above written.

FOR PROVIDER

FOR CHARTER SCHOOL

Date

Date

EXHIBIT A
Board Resolution
(attached)

LEARN D.C. Public Charter School

BOARD RESOLUTION

Approving Network Services Agreement

By action of the Board of Directors of LEARN D.C., Public Charter School, (“LEARN DC”), a nonprofit corporation organized under the law of the District of Columbia, taken on [insert date of Board action], the following resolution was duly adopted:

WHEREAS, LEARN DC has been approved by the D.C. Public Charter School Board (“PCSB”) to establish a public charter school in the District of Columbia; and

WHEREAS, LEARN DC's charter application provides that LEARN Charter School Network, an Illinois not-for-profit corporation (“LEARN”), will provide services (“Network Services”) to LEARN DC; and

WHEREAS, LEARN DC wishes to contract with LEARN to provide Network Services; and

WHEREAS, LEARN DC and LEARN have negotiated the terms of a Network Services Agreement (“NSA”) pursuant to which LEARN will provide certain services to LEARN DC for a two-year period from [July 1, 2018 through June 30, 2021] (“Start-Up Period”) in exchange for LEARN DC’s payment to LEARN of \$1.6 million for providing education and operations services; and

WHEREAS, the NSA also provides that after the Start-Up Period, LEARN will provide specified services to LEARN DC in exchange for payment of a Network Services Fee (“Services Fee”) of 10% of LEARN DC's revenues (excluding certain specified revenues); and

WHEREAS, in order to ensure that the Start-Up Services Fees reflect a fair value for the services to be provided to LEARN DC, the Board of LEARN DC has considered, among other things, (i) a Financial Overview and Summary provided by LEARN describing the Start-Up Expenses it has incurred on behalf of LEARN DC, (ii) the value LEARN DC has received as a result of LEARN paying start-up expenses, and (iii) management fees paid by other charter schools in the District of Columbia to management companies; and

WHEREAS, LEARN DC has determined that the Start-Up Services Fee is fair to LEARN DC; and

WHEREAS, LEARN DC has retained its own counsel to negotiate the terms of the NSA on behalf of LEARN DC; and

THEREFORE, IT IS RESOLVED by a majority vote of disinterested Directors of the Board of LEARN DC as follows:

First, that the NSA is hereby approved.

Second, that the NSA shall be submitted to PCSB for review and acceptance. In the event that PCSB has any comments, concerns, recommendations, or required changes, the Board will evaluate such comments and make any changes that are required to comply with the requirements of School Reform of 1995, D.C. Code § 38-1800.01 (2015), *et seq.* and PCSB's approved and published Policies.

IN WITNESS WHEREOF, I have executed this Resolution this _____ day of 20____.

I hereby certify that I am a duly elected and qualified officer of LEARN D.C. Public Charter School and that the foregoing is a true and correct record of Resolution, duly adopted by the disinterested members of the Board of Directors of LEARN D.C. Public Charter School, Inc. and that said Resolution is now in full force and effect.

Officer, LEARN D.C. Board of Directors

Date

APPENDIX A

NETWORKSERVICES

The oversight of the School's educational and operational programs, management of the School's Executive Director and Principal and staff, and administration of the School's business affairs includes the following services:

- A. Research and recommend to the Charter School's Board a suitable facility for the operation of the School
- B. Work with the charter authorizer and other agencies as necessary to obtain and maintain the charter authorization for the School, including maintaining compliance with reporting requirements and any other general inquiries received from these agencies
- C. Assist with marketing, public relations and communications, including
 1. Support student & teacher recruitment efforts
 2. Provide strategic communications and media relations
 3. Support social media efforts
- D. Develop strategies and identify opportunities to assist the Board in fundraising efforts
- E. Provide Board Training as needed on subjects such as effective board management, local and federal nonprofit and charter law and requirements, and roles and responsibilities of board members.
- F. Provide back office support services in the areas of:
 1. Finance and Accounting
 - a. Payroll and Payment Administration
 - b. Accounting
 - c. Financial reporting to all internal and external stakeholders, funders, authorizers, state and federal governments
 - d. Financial Management, Planning and analysis (budgeting, 5-year forward planning, tools and tracking, ad-hoc reporting)
 - e. Public grant applications, administration, claims and compliance
 - f. Manage 403(b) and section 125 plans including audits, nondiscrimination testing, and compliance
 - g. Provide facilities management supervision, and identify, negotiate, and recommend facilities financing arrangements as needed
 - h. Manage all required audits and tax compliance
 - i. Development and support of all financial, operations and student data systems to support funding, reporting and financial compliance
 - j. Placement of property, casualty, liability, accident, EPL and D&O coverage and management of claims

- k. Procurement systems and processes and vendor management
- l. Administration and compliance of all private grants
- 2. Staff Recruitment - Manage talent pipeline for instructional staff and school leader positions including:
 - a. Cultivate talent through job postings, attendance at career fairs, webinars, referral programs and advertisements
 - b. Design and manage selection process
 - c. Coordinate all interviews including related travel
 - d. Conduct reference checks and perform criminal background checks in accordance with any legal requirements imposed by Charter Contract or Provider policy
- 3. Human Resources
 - a. Design, develop and implement human resource systems
 - b. Manage employee relations and provide support/consultation for all personnel issues
 - c. Develop, manage, and maintain human resources information system
 - d. Develop and maintain all personnel policies and procedures, handbooks, etc.
- 4. Leadership Development
 - a. Provide training and support for all leadership development programs
 - b. Manage and maintain leadership pipeline
 - c. Operate school leader summer training program
- 5. Instructional Leadership
 - a. Provide professional development, training, support, and tools to school staff
 - b. Create tools and resources to support classroom teachers
 - c. Operate teacher summer training program
- 6. Curriculum Development and Individualization
 - a. Identify all curriculum and OLP's

- b. Provide guidance and training on delivery of curriculum and OLP's
 - c. Serve as primary point of contact between on-line learning program providers and School Create scope and sequence maps for all taught subjects in all grades
 - d. Identify and select assessment suite
 - e. Develop and maintain student performance database
 - f. Identify and implement tutoring curriculum
 - g. Identify and implement all special education curriculum and programming
7. Student Data management and reporting
- a. Aggregate and analyze student data
 - b. Provide data reports for authorizers and funders
 - c. Develop, manage, and maintain student information systems
8. School Operational Systems - Design, develop and implement school operations systems. Systems include, but are not limited to:
- a. Lottery and enrollment system
 - b. Compliance system
 - c. NSLP and CEP compliance and reporting including serving as SFA
 - d. IEP management system
 - e. Attendance tracking system
 - f. Performance management system
 - g. Information technology
 - h. Insurance (not including insurance premiums)
 - i. Student Records and cum files
 - j. Safety & Emergency Preparedness
 - k. Health Records and State Mandated testing
 - l. State mandated EL testing and documentation
 - m. Compliance with all federal and state laws, including, but not limited to, those relating to employee welfare, safety and health, building and fire codes, laws prohibiting discrimination and student privacy.
9. Information Technology
- a. Develop and implement technology use and training program
 - b. Select and deploy all school technology including staff and student laptops, Online learning programs, and classroom and learning lab technology
 - c. Provide ongoing support and service for all school technology
 - d. Procurement of network wide technology licenses and equipment
- G. Provide any other financial, operational, or educational support to the Schools that Charter School may reasonably request of Provider.
- H. Provide Charter School with such academic, operational and financial reporting data as the Board may request so that it can exercise its fiduciary duties and set overall policy for the School. This information shall include, but not be limited to, an annual budget, monthly financial statements, monthly budget-to-actual variance

reports, student academic performance data, operations reports, student attendance, discipline, suspension, expulsion, enrollment, re-enrollment, staff recruitment and re-enrollment, any information the Board deems necessary to monitor Provider's performance, information or data that is monitored by PCSB, and such other reports and information as the Board may reasonably request.

- I. Manage third party service contractors engaged by Charter School to ensure compliance with all obligations imposed by PCSB, OSSE, USDOE, authorizer, external auditors or other funders or authorities.
- J. Prepare a budget for Board approval for the purchase of all furniture, fixtures, equipment and supplies required by the Charter School and, at Charter School expense, purchase such furniture, fixtures, equipment and supplies.
- K. At the request of the Board, attend Board meetings and brief the Board on all aspects of Provider's duties under this Agreement.
- L. Provide all other services required for Charter School to operate the Schools as required by the Charter School's charter agreement with PCSB and the School Reform Act, unless otherwise stated herein.

APPENDIX B

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”), by and between LEARN Charter School Network, an Illinois not-for-profit corporation (“Provider”) and LEARN D.C. Public Charter School, a District of Columbia nonprofit, limited liability company (“Charter School”), is effective as of [insert date] (“Effective Date”).

BACKGROUND

Provider has developed a business model for the creation and replication of high-performing charter schools designed to eliminate the achievement gap. Provider’s model seeks to ensure that each school is provided with sufficient funds to start up its operations and to close any initial funding gap between expenses and revenues, but after which each school is expected to be financially self-sufficient. In order to ensure that the Charter School will have sufficient funds to start up its operations and address any funding shortfall, but eventually be financially self-sufficient, Provider and the Charter School have developed a comprehensive financial plan by which Provider will provide or obtain start-up funds for the Charter School and those funds will eventually be repaid, to the extent possible, by raising funds from donors. The Charter School has determined that it is in the best interests of the Charter School to adopt the Provider’s business and operational model replicating a high performing charter school in the District of Columbia.

Provider estimates that it will cost [\$ _____ million] (“Start-Up Expenses”) to open the Charter School’s first campus (the “School”) in 2021 and support the Charter School’s operations until it generates sufficient revenues to be self-sufficient. Start-Up Expenses are comprised of [\$ _____] million in expenses that have been or will be incurred by Provider (“Provider Expenses”) prior to opening the School in 2021 and [\$ _____] million in operating expenses that have been or will be incurred by the Charter School (“Charter School Expenses”) after the School opens.

Provider Expenses include the following: facility costs (site location, design, permitting and entitlements); finance costs (financial analysis, DC charter finance research, modeling and budgeting); legal and HR costs (charter law research, hiring, PR infrastructure and systems and compliance); growth and policy costs (charter application and government relations); talent (teacher and school leadership recruitment); senior leadership team (stakeholder relationship

building and development initiatives); strategy (project management, cross-team facilitation); achievement (special education reach and planning); operations and recruitment (school procurement and student recruitment); and technology (platform integration).

Charter School Expenses include the following: paying the salaries and expenses of the LEARN D.C. team (including the Executive Director, Principal, Director of Operations, Human Resources Manager, Community Engagement Manager and Assistant Principal); facility carrying costs; funds to close the gap in the early years of operation before the School is self-sufficient and has the financial capacity to pay the salaries and expenses of the local administrative team.

FUNDRAISING AND ALLOCATION OF PROCEEDS

The parties agree that, to the extent possible, Start-Up Expenses should be paid through fund-raising activities. Funders have already committed [\$ million] to the Charter School. Of the [\$ million] committed, [\$ million] has been paid. Of the [\$ million] paid, [\$ million] has been paid to Provider as a partial reimbursement for Provider Expenses for strategic activities related to starting up the school and DC entity, and [\$ million] has been allocated to support local efforts, including engaging stakeholders and community leaders, recruiting students, organizing parent leaders, planning a robust model special education model and establishing the operational plan for the Charter School's School (collectively "DC Expenses"). The parties agree that DC Expenses represent reimbursement of costs that could be performed by one or a number of service providers engaged by Charter School, but that Charter School has determined that engaging Provider for such services is in its best interest.

The parties agree that it would be fair and reasonable that [\$million] ("Reimbursement Amount") of the [\$] million funds to be raised ("Remaining Raise") should be paid to Provider in full repayment of DC Expenses as follows:

REIMBURSEMENT OF PROVIDER AND CHARTER SCHOOL EXPENSES

The parties agree to work together, in good faith, to fundraise the Remaining Raise in order to reimburse Provider and Charter School Expenses. To the extent that the Charter School receives funds with respect to the Remaining Raise, those funds will be used first to pay the DC Expenses that may be incurred in the future. To the extent that there are additional funds available, those funds will be used to pay the Reimbursement Amount. If the Charter School is unable to pay the Reimbursement Amount through fundraising within two years of the Effective Date, the parties will work together, in good faith, to agree on a payment plan by which the Reimbursement Amount will be paid to Provider on such terms as the parties shall mutually agree and without impairing the Charter School’s operations, its ability to deliver high-quality programming or put the Charter School in a financial position that would raise concerns with PCSB regarding the Charter School’s economic viability.

The parties agree that the Reimbursement Amount it is not a loan and that the Charter School does not have a legal obligation to pay it. However, the Reimbursement Amount may be shown in the Charter School’s financial records as an “Account Payable.” The parties also agree that the Reimbursement Amount will not be reflected as a loan or debt on the Charter School’s audited and unaudited financial statements.

This MOU and the exhibits attached hereto are the final understanding between the parties and supersede all other agreements, negotiations and understandings, oral or written between the parties with respect to Start-Up Expenses and the reimbursement thereof.

This MOU may be executed in several counterparts, all of which taken together shall constitute one single MOU between the parties.

LEARN

LEARN D.C.

By: _____

By: _____

Name: _____

Name: _____

Its: Chief Executive Officer

Its: Board Chair

LICENSE AGREEMENT

LEARN CHARTER SCHOOL NETWORK and LEARN D.C. Public Charter School

This License Agreement (the “Agreement”) is entered into as of [REDACTED], 2018] (“Effective Date”) by and between LEARN Charter School Network, Inc., an Illinois not-for-profit corporation (“Licensor” or “LEARN”), and LEARN D.C. Public Charter School, (“Licensee” or LEARN DC) a District of Columbia nonprofit organization established to operate a public charter school.

RECITALS

WHEREAS, LEARN was established to provide students with the academic foundation and ambition to earn a college degree. As a charter school operator, LEARN currently serves approximately 4,100 students across ten (10) campuses in Illinois.

WHEREAS, LEARN DC operate a charter school to serve military families and families from the Ward 8 and the Joint Base Anacostia-Bolling (JBAB) communities in the District of Columbia;

WHEREAS, LEARN and LEARN DC are mutually committed to creating and operating public charter schools in which students will develop the skills and knowledge needed to succeed in college and beyond;

WHEREAS, LEARN and LEARN DC have entered into a Network Services Agreement, effective [insert date] (the “Network Service Agreement”) whereby LEARN CSN has agreed to provide certain school management services to LEARN DC;

WHEREAS, LEARN has developed proprietary educational materials and engaged in educational activities using those materials and used the name “LEARN Charter School Network” in connection with educational activities since 2001 and LEARN DC seeks to utilize those proprietary educational materials;

Therefore, in consideration of the mutual covenants and conditions contained herein, Licensor and Licensee hereby agree as follows:

SECTION 1: DEFINITIONS

As used in this Agreement, the following terms shall have the following meanings:

1.1 “Educational Activities” shall mean non-profit educational activities and programs, encompassing students in grades K-8 which are financially sustainable and designed to assist these students in developing the skills, character and knowledge base needed to compete

nationally and globally and which are considered educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code.

1.2 “Marks” shall mean and include all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law and registered rights pertaining thereto, belonging to the Licensor.

1.3 “Territory” means the District of Columbia.

SECTION 2: LICENSE GRANT AND RESTRICTIONS

2.1 Subject to the terms and conditions set forth in this Agreement, and subject to applicable laws and regulations, LEARN agrees to provide LEARN DC certain proprietary products, including any and all Marks, and to perform the services, as set forth in the Parties’ Network Services Agreement and herein and any subsequent addendums or amendments hereto (the “Products and Services”). LEARN reserves the right, from time to time, to add, change or modify any of the Products or Services.

2.2 As of the Effective Date, and subject to the terms and conditions of this Agreement, Licensor hereby grants to Licensee a non-transferable, non-sub-licensable and non-exclusive license to use, reproduce and display the Marks in connection with its Educational Activities in the Territory. The rights afforded under this Agreement provide the Licensee with the ability to fully discharge its obligations under the Network Services Agreement and any other agreements the Licensee has undertaken with the District of Columbia Public Charter School Board (“PCSB”) with regard to the opening of a LEARN school. For the avoidance of doubt, this license shall include use of the Marks by each of the “LEARN” schools created in the Territory in connection with the establishment of “LEARN D.C. Public Charter School.”

2.3 Use of the “LEARN” Mark. On all of its correspondence, documents, signage, uniforms and clothing, displays and marketing or advertising materials and merchandise of any kind, each school operated by Licensee shall prominently identify itself as LEARN D.C. Public Charter School or by the mark/name created for each individual charter school held or operated by LEARN DC, provided each such mark/name contains the word “LEARN.” In all cases, use of the licensed Marks shall comply with Licensor’s trademark guidelines, if any, as attached hereto as Exhibit A, which may be updated from time to time by Licensor.

2.4 Ownership of Marks. Licensee acknowledges and agrees that the Marks, all applications and registrations therefore, and all associated rights, title and goodwill, are owned solely by the Licensor, and that Licensee shall never directly or indirectly contest this ownership or the validity of the Marks. Licensee shall assist and cooperate with Licensor to perfect, enforce or acquire Licensor’s rights, titles and interests in the Marks, and shall use its best efforts to protect the Marks and to report promptly to Licensor any infringement of any of the Marks of which it has become aware. The License granted herein is not intended to be (and shall not be construed as) an assignment, and nothing herein confers on Licensee any right, title or interest in the Marks other than the limited rights of usage in accordance with this Agreement.

2.4 Marks Protection. Licensor reserves the sole and exclusive right at its discretion to assert claims against third parties for infringement or misuse of its Marks. Licensor shall fund the costs of prosecuting such claims against third parties for infringement or misuse of the Marks, and Licensee shall provide reasonable assistance to and cooperate with Licensor in connection therewith as may be necessary to give effect to the foregoing. If Licensor elects to initiate any action or proceeding in connection with the licensed Marks, it may do so in its own name alone or may elect to join Licensee as a party. In the event that Licensor joins Licensee as a party, Licensee shall not object to such joinder, provided, however, Licensor shall indemnify and hold Licensee harmless from and against any and all costs, expenses (including reasonable attorneys' fees), and liabilities that Licensee may incur in connection with such action or proceeding.

2.5 All use of the licensed Marks shall inure solely to the benefit of, and on behalf of, Licensor. Licensee shall not use or apply to register any trademark that incorporates, includes, is a derivative of, or would tend to dilute any Mark that is the subject of this Agreement, except as expressly authorized herein. Licensee shall not transfer, sublicense or permit any third party the right to use any of the licensed Marks, in whole or in part, without the prior written approval of the Licensor. Licensee agrees that it shall not apply for registration of any of the licensed Marks or for any trademark, name, logo or other designation that Licensor believes, in good faith, to be confusingly similar to or to dilute the distinctiveness of the licensed Marks.

2.6 Licensee shall not use the licensed Marks in a manner that is disparaging to or that could otherwise harm the goodwill associated with the Marks, or in any manner that suggests or implies a relationship between the parties other than the relationship that is set forth in this Agreement and any other agreements between the parties.

2.7 Future Claims. In the event that (a) there is a claim or demand made against Licensor or Licensee with respect to any licensed Mark, or (b) there is a determination in any court of competent jurisdiction or by any other governing authority that the right to use a licensed Mark is unenforceable, or (c) Licensor reasonably believes that it may be unable to obtain or maintain the right to use a licensed Mark in a jurisdiction, or (d) Licensor reasonably believes that the use of a licensed Mark in a jurisdiction could subject Licensor or Licensee to a claim for infringement or any other liability, Licensor may notify Licensee in writing that it is terminating or modifying the Licensee's right to use the relevant Mark in such jurisdiction with the written notice providing the reason for such termination or modification in reasonable detail. In the event of such a notice of termination or modification, Licensee shall be permitted a reasonable period of time, no less than one hundred eighty (180) days, to comply with such notice. Licensee shall be solely responsible and liable for any claim, demand, penalty or damages arising from its continued use of any Mark after this period of time.

SECTION 3: QUALITY CONTROL

3.1 In addition to any and all of the provisions in Section 2, above, and in order to maintain the quality of the Educational Activities and goodwill associated with the licensed Marks, Licensee agrees to the following provisions.

- (a) Licensee shall reasonably comply with, and be committed to, Licensor's standards and philosophy of education; and
- (b) Licensee agrees that the nature and quality of all Educational Activities undertaken in connection with the licensed Marks shall conform to the standards set by Licensor (with Licensor reserving the right to update these standards with notice of any updated standards to Licensee).

3.2 Subject to the terms and conditions set forth in this Agreement, and subject to applicable laws and regulations, LEARN DC shall (i) provide LEARN with full cooperation and such information and assistance as may be reasonably requested by LEARN from time to time in connection with LEARN providing the Products and Services and (ii) timely and fully carry out any LEARN DC responsibilities set forth in this Agreement. LEARN shall be entitled to rely on all decisions and approvals of LEARN DC in connection with the Products and Services and shall not be responsible for any delay in performance of the Products and Services due to LEARN DC's delay in providing any decision, approval, materials or information requested by LEARN.

3.3 If Licensor determines, in its sole discretion, that Licensee has failed to comply with any of the provisions of this Agreement, Licensor may notify Licensee and require it to take corrective and/or remedial action. Such notice and requirement may include any action that Licensor deems reasonably necessary for Licensee to comply with the provisions of this Agreement, including but not limited to alterations or additions to the Licensee's Educational Activities and/or restrictions on the Licensee's use of licensed Marks. With respect to a determination by Licensor that an Educational Activity of Licensee does not comply with the provisions of this Agreement, and a subsequent determination by Licensor that Licensee has not taken adequate steps to implement corrective action as set forth in Section 7.3 herein Licensor may unilaterally terminate this Agreement.

SECTION 4: LEARN CSN'S OBLIGATIONS

Except as explicitly set forth in this Section 4, or explicitly contemplated by a particular provision of this Agreement, Licensor has no additional obligations to Licensee under this Agreement.

4.1 License of Academic Intellectual Property During the Term. Licensor will provide Licensee with the unique educational tools required to operate a LEARN school. Licensee recognizes that these tools are confidential or proprietary in nature, and that if disclosed to third parties might adversely impact Licensor. Licensee agrees that, unless otherwise determined by Licensor, all of the Academic Intellectual Property listed in Exhibit B and incorporated herein shall be treated as confidential until publicly disseminated in accordance with the instructions of Licensor, or as required by law.

4.2 Use of Marks and Academic Intellectual Property During the Term. Licensor shall grant Licensee the right to use Licensor's licensed Marks and Academic Intellectual Property on all of its correspondence, documents, signage, clothing, displays and marketing or advertising materials of any kind. Licensee shall be permitted to identify itself as "LEARN D.C.", and shall include the "LEARN" name in all names created for individual charter schools held by LEARN DC.

SECTION 5: LIMITATION ON LIABILITY

5.1 THE LICENSED MARKS AND ACADEMIC INTELLECTUAL PROPERTY ARE PROVIDED "AS IS" WITHOUT WARRANTY OF ANY KIND, AND LICENSOR DISCLAIMS ANY REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, WITH RESPECT TO THE LICENSED MARKS AND ACADEMIC INTELLECTUAL PROPERTY, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF MERCHANTABILITY, NON-INFRINGEMENT, OR FITNESS FOR A PARTICULAR PURPOSE.

SECTION 6: PAYMENT

None.

SECTION 7: INDEMNIFICATION AND CURE RIGHTS

7.1 Indemnification by Licensee. Licensee shall indemnify, defend and hold harmless Licensor, and its officers, directors, employees and agents, from any losses, damages, liabilities, settlements, attorneys' fees or costs (collectively, "Losses") that may arise as a result of any action, causes, claims, demands or proceedings arising from or related to any action or failure to act on the part of Licensee, except if the Losses are the result of Licensor's negligence or misconduct. Licensor shall give Licensee prompt notice of any such actions, claims or proceedings, and information in the possession of Licensor that is reasonably required for the defense of such actions, claims or proceedings.

7.2 Indemnification by Licensor. Licensor shall defend, indemnify and hold harmless Licensee, and its officers, directors, employees and agents, from any Losses that arise from claims alleging that the Licensee's use of any of the Marks or Academic Intellectual Property pursuant to this Agreement constitutes trademark or trade name infringement, unfair competition, or dilutes the trademark or name of any third party, except if the Losses are the result of the Licensee's negligence or misconduct. Licensee agrees to promptly notify Licensor of any such claim and to grant Licensor, at its option, sole authority to defend and/or resolve any such claim, and to cooperate in the defense of such claim.

7.3 Notice and Cure. Notwithstanding any other provisions of this Agreement, should either party in any material respect violate or fail to keep or perform any covenant, condition, or undertaking of this Agreement, then the non-breaching party shall have the right to cancel and

terminate the Agreement if the breaching party has failed to cure any such breach within sixty (60) days of receipt of written notice from non-breaching party describing such breach.

SECTION 8: TERM AND TERMINATION

8.1 Subject to Section 7.3 above, the term of this Agreement shall be coterminous with the Network Services Agreement between LEARN and LEARN D.C.

8.2 Effect of Termination. Upon termination, resignation or expiration of this Agreement for any reason, Licensee will not have any right to make any use whatsoever of the Marks or Academic Intellectual Property. To the extent that Licensee's corporate name includes any of the Marks or Academic Intellectual Property, including but not limited to the LEARN name, and unless expressly agreed to in writing by Licensor, Licensee shall immediately change its name to a name that does not include any of the Marks or Academic Intellectual Property, or any portion of the Marks or Academic Intellectual Property, following termination or expiration of this Agreement, or following termination or expiration of the Network Services Agreement between LEARN and LEARN D.C.

8.3 Survival Upon Termination. The provisions of this Agreement relating to the Ownership of Marks (Section 2.3), Marks Protection (Section 2.4), Limitation of Liability (Section 5) and Indemnification (Section 7) shall survive the expiration or termination of this Agreement for any reason whatsoever.

SECTION 9: GENERAL PROVISIONS

9.1 This Agreement and any dispute arising from the performance or breach thereof shall be governed by and enforced in accordance with the laws of the District of Columbia without reference to any conflict of laws or provisions.

9.2 Severability. In the event that any provision of this Agreement is found to be invalid, illegal or unenforceable in any jurisdiction, all other provisions hereof shall remain in full force and effect, and such invalidity, illegality or unenforceability shall not affect the validity, legality and enforceability of all other provisions.

9.3 No Modification or Waiver. There shall be no amendment, modification or waiver of any provision of this Agreement unless made in writing and signed by both parties hereto. No provision of this Agreement shall be varied, contradicted or explained by any oral agreement, course of dealing or performance. No failure on the part of either party to exercise any right under this Agreement, or any right provided by state law or equity or otherwise, shall impair, prejudice or constitute a waiver of any such right.

9.4 No Assignment. This Agreement shall not be assigned or transferred, directly or indirectly, by Licensee to any third party, whether by operation of law or otherwise, without the prior written consent of Licensor. Nothing in this Agreement shall be construed to limit the right of Licensor to assign the Marks or Academic Intellectual Property or this Agreement, provided

that the transferee or assignee agrees in writing to be bound by the terms and conditions of this Agreement and the Licensor provides Licensee with reasonable notice of such assignment.

9.5 Entire Agreement. This Agreement embodies the entire understanding between the parties hereto with respect to the licensed Marks and Academic Intellectual Property, and supersedes any prior communications, representations or understandings with respect thereto, whether written or oral.

9.6 Compliance with Law. The terms and conditions of this Agreement are intended to be consistent with the tax-exempt status of Licensor and Licensee under Section 501(c)(3) of the Internal Revenue Code and shall be interpreted and construed accordingly.

SECTION 10: NOTICES

Any notices or other communications required to be given by either party pursuant to this Agreement shall be in writing delivered personally, electronically or via certified or registered mail or commercial courier service with tracking capabilities and directed to the following addresses:

<u>If to Licensor:</u> LEARN Charter School Network c/o Chief Executive Officer [insert address]	<u>If to Licensee:</u> LEARN D.C. PCS Board Chair [insert address]
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(signature page to follow)

* * *

IN WITNESS WHEREOF, LEARN DC and LEARN have caused this Agreement to be executed as of the day and year first above written.

FOR LICENSOR

FOR LICENSEE

Date

Date

Exhibit A
Applicable Trademark Guidelines

Exhibit B
Academic Intellectual Property

Licensor hereby grants to Licensee a nontransferable, non-sub-licensable and non-exclusive license to use the following Licensor developed and owned educational tools (“Academic Intellectual Property”):

[insert proprietary tools]

MANAGEMENT AGREEMENT

This Management Agreement (the “Agreement”) is made this date of [REDACTED], 2018], by and between LEARN D.C., Public Charter School, Inc., [LEARN D.C. Address] (“Charter School”) and AppleTree Institute for Education Innovation, 415 Michigan Ave NE, Washington, DC 20017 (“AppleTree”) (each a “Party” and collectively the “Parties”).

WHEREAS, the Charter School is authorized by the District of Columbia Public Charter School Board (“PCSB”) to operate a public charter school; and

WHEREAS, the Charter School desires that AppleTree fully manage and operate the educational program for Pre-School and Pre-Kindergarten (or” Pre-K3 and Pre-K4”) children under the Charter School’s charter (the “Early Education Program”), as set forth herein, subject to the supervision of the Board of Directors of the Charter School (the “Board”), with the goal of enabling the Charter School to fulfill its mission; and

WHEREAS, LEARN Charter School Network, (“LEARN CSN”), an Illinois not-for-profit corporation, and the operator of a charter school network in Illinois, has entered into a Network Services Agreement with the Charter School which provides that LEARN CSN shall provide certain management and administrative services to the Charter School to enable it to provide educational services; and LEARN CSN and AppleTree intend to execute a Cooperation Agreement which will set forth a framework (the “Cooperation Committee”) for both parties to work use towards executing various school services.

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto agree as follows:

1. General Requirements. During the term of this Agreement, AppleTree shall manage and operate the Early Education Program consistent with the charter of the Charter School, and in accordance with applicable state and federal laws, on the terms and conditions hereinafter set forth.
 - a) Role of AppleTree. AppleTree is committed to ensuring that the Pre-K3 and PreK4 students of the Charter School receive a complete educational program based on the requirements of the Charter School’s charter and the public charter school law of the jurisdiction where the Charter School is organized. The role of AppleTree is to assume responsibility for the Charter School’s Pre-K3 and Pre-K4 educational process, and the management and operation of the Early Education Program, all under the supervision and subject to the authority of the Board. AppleTree will devote the necessary time and efforts, and will retain and allocate sufficient personnel, to meet the educational goals of the Charter School.
 - b) Role of the Charter School. The role of the Charter School, acting through its Board, is (i) to oversee and monitor AppleTree’s management of the operations and educational process of the Early Education Program, in accordance with the Charter School’s charter and this Agreement, and (ii) to promulgate policies in furtherance thereof.

2. Functions of AppleTree.

- a) Academics. AppleTree shall have exclusive control over the Early Education Program, including recruiting, hiring, evaluation and termination of teachers, leaders and other staff, selection and implementation of curriculum and classroom and student management.
- b) Operations. AppleTree shall be responsible, both administratively and financially, for ensuring that all aspects of the Early Education Program are in place, including, but not limited to, staffing, equipment, furniture, and curriculum. AppleTree shall coordinate with the Charter School to ensure that their school calendars and daily schedules are aligned.
- c) Marketing. AppleTree shall be responsible for student and staff recruitment and enrollment at the Pre-K3 and Pre-K4 grade levels and for marketing the Early Education Program to three- and four-year-old children. AppleTree and the Charter School shall coordinate these recruitment, enrollment and marketing efforts as may be administratively desirable and to ensure a consistent message and the mutual enhancement of each other's operations. To the extent that either party requires the use of the other party's name or logo for recruitment, enrollment and marketing purposes, each party grants to the other party the non-transferable, non-sublicensable and non-exclusive license to use, reproduce and display the other party's name or logo in connection with its educational activities in the Territory. Neither party shall use the other party's name or logo in a manner that is disparaging to or that could otherwise harm the goodwill associated with the name or logo, or in any manner that suggests or implies a relationship between the parties other than the relationship that is set forth in this Agreement and any other agreements between the parties.
- d) Employment of Teaching Staff. AppleTree shall employ all staff of the Early Education Program, including administrators, teachers, and teaching assistants. AppleTree shall be solely responsible for, and the Charter School and/or its designee shall not provide or be liable for, any benefits which employees of AppleTree are entitled to receive, including but not limited to workers' compensation, unemployment compensation, medical insurance, life insurance, paid vacations, paid holidays, pension, profit sharing, or Social Security. Nothing in this Agreement shall be interpreted or construed as creating or establishing an employment relationship between the Charter School and AppleTree teaching staff.
- (e) Miscellaneous. The Charter School, and/or its appointed designee, including LEARN CSN and AppleTree will work together in good faith to address and resolve matters that may arise during the term of this Agreement, including (i) data-sharing arrangements such that AppleTree continues to receive academic, attendance, behavioral, and special-education/ELL services data on students who have completed the Early Education Program, (ii) the creation and implementation of discipline policies (including school suspension or expulsion policies and office visit policies), (iii) special education transition services for PreK4 to kindergarten students, and (iv) vertical alignment planning and professional development between Pre-K3 and Pre-K4 to kindergarten and later grades.

- (f) Notwithstanding any contrary provision herein, (i) all services and support functions provided by AppleTree pursuant to this Agreement will be subject to the overall supervision of the Board and (ii) AppleTree will consult with and report to the Board on all aspects of its services and support functions and will adhere to the expressed needs and requirements of the Board.
3. Rights and Obligations of the Charter School; Reserved Functions. The Board shall be ultimately responsible for the Charter School, in accordance with its charter and all applicable laws and regulations. In connection therewith, the Board shall have the right and the obligation to perform or cause the Charter School to perform the following duties (the “Reserved Functions”):
- a) Supervision of AppleTree. The Board or its designee shall monitor AppleTree’s performance in the education of Pre-K3 and Pre-K4 children at the Charter School, and AppleTree’s compliance with the terms and provisions of this Agreement. Upon reasonable notice, AppleTree shall grant to the Board or its designee access to information, materials, and records pertaining to the operation of the Early Education Program that it may from time to time request as part of its oversight obligations to the PCSB under its charter agreement. AppleTree shall also cooperate with the Board or its designee in other ways that the Board or its designee deems reasonably necessary or appropriate for purposes of fulfilling its obligations to PCSB under the charter agreement and other state and federal authorities provided that access and cooperation will not unreasonably interfere with the operation of the Early Education Program.
 - b) Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the authority granting its charter, are fully complied with at all times. If the Charter School or AppleTree shall at any time receive notice from any public authority or other person that the Charter School is or may be in violation of the charter, or any provision of any applicable law or regulation, the Party receiving such notice shall notify the other Party of the asserted violation in writing within 48 hours and shall thereafter work diligently with the other Party to determine whether such asserted violation in fact exists, to correct any violation found to exist, and vigorously contest the asserted violation if the same is found not to exist.
 - c) Real estate/property management.
 - (i) The Charter School shall make available to AppleTree a mutually agreed upon number of classrooms to be used by AppleTree for three- and four year-old educational and related programs as well as other administrative and storage space as the Parties mutually agree upon (the “Space”). Charter School may at its discretion make available for AppleTree’s use furniture, classroom supplies, equipment and the like to be used in the Space, but AppleTree shall bear administrative and financial responsibility for any additional furniture, classroom supplies, equipment and the like it may desire to fully outfit the Space. AppleTree shall maintain the Space in a clean and orderly manner and condition, provided that the Charter School, at no additional cost to AppleTree, shall provide or cause to be provided routine property maintenance pursuant to the “building maintenance checklist” attached as Exhibit A to this Agreement, as the same may be amended, supplemented or replaced from time to

time in the Charter School's sole discretion. The Charter School shall also, at no additional cost to AppleTree, be responsible for providing AppleTree with building security, routine janitorial services and repairs, heating, cooling, internet/Wi-Fi, telephone services, and other utility services.

(ii) AppleTree shall be responsible for reimbursing the Charter School, upon an invoice provided to AppleTree by Charter School, for any of the following: (a) janitorial, utility or any other related services provided to AppleTree arising out of or related to AppleTree's use of any shared common space (as further described in paragraph 3d below) after regular school hours; (b) non-routine services or benefits supplied to the Space at AppleTree's request (or with AppleTree's acquiescence) that would incur a separate charge or fee to Charter School not otherwise contemplated by this Agreement and its exhibit(s); or (c) taxes levied on Charter School for AppleTree's personal property, equipment and fixtures located in or about the Space. For clarity, this Agreement shall not require Charter School to provide any maintenance, repair or technical support with respect to AppleTree's personal property, equipment, or fixtures.

d) Shared common space. The Charter School and AppleTree will also use their best efforts to consult with and coordinate with each other in the use of certain shared common space (including, but not limited to, the gym, bathrooms, kitchen and kitchen equipment, storage areas, entrances, egresses, and hallways) that are to be used from time to time by each Party. The use of shared common space will be subject to review and approval by the Cooperation Committee created under the Cooperation Agreement.

4. Representations; Warranties and Covenants. Each of the Parties represents warrants and covenants to the other Party as follows:

a) Organization. The Charter School is in the process of applying for section 501(c)(3) non-profit status. It is a corporation duly organized, validly existing, and in good standing under the laws of its respective jurisdiction of organization. AppleTree is currently a section 501(c)(3) non-profit and is a corporation duly organized, validly existing and in good standing under the law of its respective jurisdiction of organization. Neither Party shall engage in any activity that jeopardizes the other's status or future status as a tax-exempt nonprofit educational institution qualified to receive tax-deductible contributions under sections 501(c)(3) and 170(c) of the Internal Revenue Code;

b) Authority. Subject to Section 4(d), it has all the requisite power and authority necessary to execute and deliver this Agreement and to perform its respective obligations hereunder;

c) Compliance. It agrees to conduct its business in compliance with all applicable local, state, federal laws and regulations, and this Agreement;

d) Regulatory Approval. It agrees to submit this Agreement, individually or jointly with the other Party, for all necessary governmental or regulatory approvals. If any amendments are required by the authorizers for final approval of this Agreement, the Parties shall work together in good faith to effectuate such amendments. In the event of a disagreement that cannot be resolved between the Charter School and AppleTree after

good faith negotiation, or if the authorizer fails to approve this Agreement, this Agreement will terminate automatically as if it was terminated pursuant to Section 6(c); and

- e) Evaluation Criteria. The performance of AppleTree in providing services and support functions to the Charter School pursuant to this Agreement will be evaluated by the Board or its designee(s) on an annual basis using primarily the evaluation criteria of the District of Columbia's performance management framework and such additional criteria as reasonably determined by the Charter School. AppleTree will, and will ensure that its officers and employees, fully cooperate with and facilitate such evaluation, and work with the Board or its designee(s) in good faith to try to resolve or improve any areas in which the Board or its designee(s) believes AppleTree's performance could be improved. The Parties acknowledge that the primary purpose of this evaluation is designed to maximize the Charter School's performance within any budgetary constraints.

5. Management Fee.

- a) Management Fee. AppleTree shall be solely responsible for all costs associated with operating the Early Education Program, including, but not limited to, compensation for teachers and administrators, curriculum-related expenses, classroom furniture and supplies, all liabilities associated with operating the Early Education Program, and any and all expenses associated with special education. As compensation for its services, AppleTree shall receive a management fee ("the Management Fee") in an amount equal to the per-pupil funding the Charter School receives for its enrolled Pre-K3 and Pre-K4 student population as well as "Other Fees" it may receive (which Other Fees are intended to include revenues relating to Special Education, ELL, TNIF/At Risk, Summer School and other such sources), not inclusive of the Nonresidential Facilities Allowance allotment (defined as those funds that are paid to Charter School by the PCSB on a per student basis for facility expenses) and less the PCSB administrative fee associated with students enrolled at those grade levels. The Management Fee shall be paid to AppleTree as and when the corresponding funds are actually received by the Charter School, within five (5) days following its receipt thereof.
- b) Calculation of Other Fees. To the extent it is unclear as to which students Other Fees apply, the Charter School and AppleTree will work together in good faith to provide each other with information that may be needed to allocate any such funds between the Parties. In particular, the Parties understand that TNIF/At Risk funding is typically not broken down by grade level, and as such agree that AppleTree's share of TNIF/At Risk funding will be equal to the proportion of Early Education students to the total students at the Charter School.
- c) If the Charter School fails to pay any portion of the Management Fee when it is due, it will contact AppleTree in writing and attempt to work out an arrangement with AppleTree. If by the 30th day after such payment is due a material portion thereof remains unpaid and no such arrangement has been made, AppleTree will have the right to terminate this Agreement under its rights in Section 6(e)(i).
- d) Clawback. AppleTree agrees that, to the extent the Nonresidential Facilities Allowance Allotment for the enrolled Pre-K3 and PreK4 is less than \$450,000 annually, then

AppleTree shall, at the end of any school year, pay to the Charter School the difference between \$450,000 and the actual Nonresidential Facilities Allowance Allotment for the enrolled Pre-K3 and PreK4 population.

e) Food Services and Grant Funds.

(i) The Charter School and AppleTree will use their best efforts to administer any food service programs, including AppleTree providing Charter School with daily counts of the number of Pre-K3 and Pre-K4 students having free or reduced-price meals and Charter School including such counts in its reimbursement submissions to appropriate authorities. Charter School shall provide such meals to AppleTree students but shall also retain all revenues received for such meals. In the event that AppleTree overcounts the number of meals that Charter School should order, AppleTree will reimburse Charter School for such meals. As may be requested by Charter School, AppleTree shall reimburse Charter School the difference of the reasonable cost and the amount reimbursed by appropriate authorities (after diligent effort to maximize such reimbursement) per each meal consumed by students at the Early Education Program.

(ii) The Charter School will work in good faith with AppleTree to make application for grants funds from federal, state and other sources. To the extent that received grant funds intended to benefit PreK3 and PreK4 students are not paid directly to AppleTree but rather are paid to the Charter School, the Charter School will upon receipt transfer such funding to AppleTree without any set-off or deductions (except for any deduction relating to actual expenses for related management and accounting activities).

f) Additional “Per-Pupil” Compliance Fees. To the extent that the PCSB or other regulatory authorities impose on Charter School or its designee additional “per pupil” fees related to managing compliance obligations on behalf of AppleTree, AppleTree will reimburse Charter School or its designee for such costs thirty days following receipt of an invoice. This does not include the cost of overhead associated with such compliance functions but refers only to those costs incurred by Charter School or its designee on a per-pupil basis.

6. Term & Termination.

a) Initial Term. This Agreement shall be effective for five years, beginning on the Effective Date of [insert start date] and ending [insert end date] (the “Initial Term”), unless terminated pursuant to Section 6(c), 6(d) or 6(e).

b) Renewal Terms. Following the Initial Term, and provided adequate yearly progress has been achieved as reflected in the Charter Schools PMF evaluations, the term of this Agreement will automatically extend for successive five-year periods (each a “Subsequent Renewal Term”), unless either Party gives notice, at least 120 days prior to the expiration of the then-current term, of its intention not to renew this Agreement, in which case this Agreement will automatically expire at the end of that term.

c) Mutual Termination. This Agreement may be terminated at any time prior to its expiration date by the Parties, with or without cause, upon mutual written consent.

- d) Termination by the Charter School. This Agreement may be terminated prior to its expiration date by the Charter School if the Charter School delivers a written notice of termination (including the reasons therefor) to AppleTree, in the event that (i) AppleTree commences any case or proceeding, or files any petition in bankruptcy, or for reorganization, liquidation or dissolution, or has been adjudicated insolvent or bankrupt, or applies to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property, (ii) an administrative or judicial body has suspended or revoked any license which may be required for AppleTree to carry on its business and perform its obligations under this Agreement and such suspension or revocation remains uncured after 30-day notice, (iii) AppleTree violates any material provision of law with respect to the Charter School from which the Charter School was not specifically exempted and which results in material adverse consequences to it, (iv) AppleTree is found by a court of competent jurisdiction to have made fraudulent use of Charter School funds, (v) AppleTree breaches any of the material terms and conditions of this Agreement or the Cooperation Agreement, provided AppleTree has not cured the breach within thirty (30) days from receipt of a notice of breach from the Charter School, or (vi) AppleTree fails to achieve adequate yearly progress in accordance with Charter School's PMF requirement. In the case of a termination pursuant to clause (iii), (v) or (vi), the notice of termination shall be delivered at least 60 days prior to the date of termination.
- e) Termination by AppleTree. This Agreement may be terminated prior to its expiration date by AppleTree if AppleTree delivers a written notice of termination (including the reasons therefor) to the Charter School, at least 60 days prior to the intended Termination Date, in the event that (i) a material portion of a Management Fee installment remains unpaid for 30 days after such payment is due without an arrangement having been made with AppleTree, as contemplated in the second paragraph of Section 5(a), (ii) the Charter School materially breaches any of the material terms and conditions of this Agreement (iii) the Charter School's charter is revoked or not renewed, or (iv) the Charter School takes any action which materially interferes with the ability of AppleTree to provide services under this Agreement, provided that in the case of each of clause (i) through (iv) the Charter School has not cured the problem within thirty (30) days from receipt of a notice from AppleTree. Such a cure period may be extended by another thirty (30) days provided the Charter School is diligently and in good faith pursuing such a cure. Any termination by AppleTree pursuant to this Section 6(e) shall only be effective as of the end of the then-current school year, provided that AppleTree and the Charter School shall endeavor to establish a transition plan for withdrawal of AppleTree and its replacement by another management company or internal Charter School personnel, as determined by the Charter School, within a shorter period of time to the extent practicable and in the best interests of the Charter School's students.
- f) Effect of Termination. Upon termination of this Agreement, whether with or without cause, AppleTree shall be entitled to a prorated Management Fee for the portion of the fiscal year up to the effective date of termination, computed based upon the number of days in the fiscal year up to the date of termination divided by the total number of days in the fiscal year. To the extent AppleTree has received payments of the Management Fee in excess of the amount so due to it, it shall promptly refund the excess to the Charter School. To the extent AppleTree has received less than the amount so due, the Charter

School shall pay the shortfall to AppleTree out of revenues as and when received by it. If this Agreement is terminated as permitted, then except as otherwise provided in this Section 6(f), such termination shall be without liability to any Party or to any affiliate, shareholder, trustee, director, officer or representative of such Party, and following such termination no Party shall have any liability under this Agreement or relating to the transactions contemplated by this Agreement; provided that no such termination shall relieve any Party from liability in respect of breaches by such Party prior to such termination. Unless superseded by subsequent written agreement that provides for alternate disposition of physical and intellectual property, in the event of termination for any reason, and upon the effective date of termination, the Charter School would discontinue use of the AppleTree brand, would return to AppleTree all physical and intangible properties (including all intellectual properties and curricular materials), and would desist from using AppleTree methodologies and other intellectual properties; and (y) AppleTree would discontinue use of branding references incorporating the name of Charter School and LEARN CSN and would return to Charter School all physical and intangible properties (including intellectual properties and marketing materials).

7. Non-Solicitation.

- a) To the extent permitted by law, and unless otherwise agreed by the Cooperation Committee, the Charter School agrees that from and after the effective date of this Agreement until twelve (12) months after the end of the fiscal year in which this Agreement is validly terminated or expires at the end of the then-current term, in each case, pursuant to Section 6 (the "Restricted Period"), it shall not, absent the express consent of AppleTree, solicit to hire, or hire, or cause or permit any of its Affiliates (as defined below), agents, or independent contractors to employ, directly or indirectly, in any capacity, any director, officer, or employee of AppleTree who is, or has been during the term of this Agreement, engaged by AppleTree or any Affiliate of AppleTree to render services as an employee or independent contractor.
- b) AppleTree agrees that, unless otherwise agreed by the Cooperation Committee, during the Restricted Period, it shall not, absent the express consent of Charter School, solicit to hire, or hire, or cause or permit any of its Affiliates, agents, or independent contractors to employ, directly or indirectly, in any capacity, any person who is, or has been during the term of this Agreement, engaged by the Charter School as a school leader, teacher or administrator.
- c) For the purposes of this Agreement, "Affiliate" of any Person means (i) any other Person which, directly or indirectly, controls or is controlled by that Person, or is under common control with that Person or (ii) in the case of AppleTree, all other campuses in the AppleTree network. For the purposes of this definition, (a) "control" (including, with correlative meaning, the terms "controlled by" and "under common control with"), as used with respect to any Person, shall mean the possession, directly or indirectly, of the power to direct or cause the direction of the operations, activities, management or policies of such Person, whether through the ownership of voting securities, by agreement or otherwise and (b) "Person" means any individual, partnership, corporation, limited liability company, trust, estate, association, unincorporated organization or other entity or association.

8. Indemnification; Insurance.

- a) AppleTree shall be solely responsible for all liabilities associated with operating the Early Education Program. AppleTree shall indemnify and hold harmless the Charter School, LEARN CSN, and their trustees, directors, officers, agents, servants, and employees (each, a “Charter School Indemnatee”), from and against any and all damages, claims, liability, losses and expenses incurred by any Charter School Indemnatee in respect of, arising out of, or involving, a claim made by any third-party against any Charter School Indemnatee resulting from or arising in connection with any advice, guidance, act or omission on the part of AppleTree, its trustees, directors, officers, directors, agents, servants or employees, whether in connection with the services or support functions to be provided under this Agreement or activities undertaken by AppleTree on behalf of other campuses operating in its network, excluding, however, any liability resulting from or arising in connection with (i) actions taken by AppleTree at the express request or direction of the Board, (ii) any actions taken by the Charter School other than with the guidance, direction or advice of AppleTree or (iii) any liability to the extent arising as a result of negligence, intentional tort, fraud or criminal conduct on the part of any Charter School Indemnatee.
- b) Charter School shall indemnify and hold harmless AppleTree, its trustees, directors, officers, agents, servants, and employees (each, an “AppleTree Indemnatee”), from and against any and all damages, claims, liability, losses and expenses incurred by any AppleTree Indemnatee in respect of, arising out of, or involving, a claim made by any third-party against any AppleTree Indemnatee resulting from or arising in connection with any advice, guidance, act or omission on the part of the Charter School or LEARN CSN, and, their trustees, directors, officers, directors, agents, servants or employees, whether in connection with the services or support functions to be provided under this Agreement or activities undertaken by AppleTree on behalf of other campuses operating in its network, excluding, however, any liability resulting from or arising in connection with (i) actions taken by the Charter School at the express request or direction of AppleTree, (ii) any actions taken by AppleTree other than with the guidance, direction or advice of the Charter School or (iii) any liability to the extent arising as a result of negligence, intentional tort, fraud or criminal conduct on the part of the AppleTree or any of its trustees, officers, agents, or employees.
- c) If a third-party claim is made against either a Charter School Indemnatee or an AppleTree Indemnatee (either is referred to as an “Indemnatee,” as the case may be), and if such Indemnatee reasonably believes that such claim would give rise to a right of indemnification pursuant to this Section 8, then such Indemnatee shall give written notice to either AppleTree or Charter School, as the case may be (“Indemnitor”), of such claim as soon as reasonably practicable after such indemnatee has received notice thereof (provided that failure to give timely notice shall not limit the indemnification obligations of the Indemnitor hereunder except to the extent that the delay in giving, or failure to give, such notice has materially prejudiced the ability of the Indemnitor to defend the claim). The Indemnitor shall defend such claim, at Indemnitor’s own expense and with counsel selected by Indemnitor and reasonably satisfactory to such Indemnatee, provided that an Indemnatee shall at all times also have the right to fully participate in the defense at its own expense (and may retain its own counsel at its own expense if it shall

reasonably determine that representation of it and Indemnitor by the same counsel would materially prejudice the interest of such Indemnitee. If Indemnitor shall fail to commence a defense against such claim within 30 days after notice thereof shall have been given by an Indemnitee to Indemnitor or if Indemnitor shall not diligently pursue such defense, such Indemnitee shall have the right, but not the obligation, to undertake the defense of, and to compromise or settle (exercising reasonable business judgment), the claim on behalf, for the account, and at the risk and expense (including the payment of reasonable attorneys' fees of such Indemnitee regardless of whether the Indemnitee prevails against the third Party claim) of Indemnitor. If Indemnitor assumes the defense of such claim, the obligation of Indemnitor hereunder as to such claim shall include taking all reasonably necessary steps in the defense of such claim.

- d) Indemnitor shall not consent to the entry of any judgment or settle or compromise any third Party demands, claims, actions, suits or proceedings for which an Indemnitee has sought indemnification from Indemnitor unless it shall have given such Indemnitee not less than seven (7) days prior written notice of the proposed consent, settlement or compromise, and afforded such Indemnitee an opportunity to consult with Indemnitor regarding the proposed consent, settlement or compromise, and shall not consent to the entry of any judgment or enter into any settlement or compromise without the approval of such Indemnitee. An Indemnitee shall not unreasonably withhold or delay its approval of a proposed consent, settlement or compromise. In determining whether to give its approval, an Indemnitee may consider whether the proposed consent, settlement or compromise includes as an unconditional term thereof the giving by the claimant to such Indemnitee of a release from all liabilities and obligations of whatever kind or nature in respect of such claim except the liabilities and obligations satisfied by Indemnitor.
- e) The rights to indemnification and reimbursement provided by, or granted pursuant to, this Section 8 shall continue as to an Indemnitee who has ceased to be a trustee, director, officer, agent, servant or employee of an Indemnitee for third-party claims made for actions that occurred while such an Indemnitee was a trustee, director, officer, agent, servant or employee of an Indemnitee. The provisions of this Section 8 shall be a contract between an Indemnitor, on the one hand, and each Indemnitee who served at any time while this Section 8 is in effect in any capacity entitling such Indemnitee to indemnification hereunder, on the other hand, pursuant to which an Indemnitor and each such Indemnitee intend to be legally bound. No repeal or modification of this Section 8 shall affect any rights or obligations with respect to any state of facts then or theretofore existing or thereafter arising or any action, suit or proceeding theretofore or thereafter brought or threatened based in whole or in part upon such state of facts.
- f) These indemnification provisions shall survive any termination of this Agreement but shall only apply to events that may have occurred during the actual term of this Agreement.
- g) During the term of this Agreement AppleTree shall at all times at its own expense maintain comprehensive general public liability insurance from an insurance carrier licensed in the District of Columbia and having a Best's rating of not less than AVIII, covering acts and omissions of AppleTree and its employees, consultants and contractors and naming the Charter School and LEARN CSN, as an additional insured. Such

insurance shall have liability limits of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate. AppleTree shall also maintain an umbrella liability policy of \$5,000,000 per occurrence. Such policy of insurance shall contain a clause that the same shall not be cancelled except on thirty (30) days' written notice to the Charter School. AppleTree shall provide a copy of such insurance coverage to Charter School at Charter School's request.

- h) During the term of this Agreement Charter School shall at all times at its own expense maintain comprehensive general public liability insurance from an insurance carrier licensed in the District of Columbia and having a Best's rating of not less than A-VIII, covering acts and omissions of Charter School and its employees, consultants and contractors and naming AppleTree as an additional insured. Such insurance shall have liability limits of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate. Charter School shall also maintain an umbrella liability policy of \$5,000,000 per occurrence. Such policy of insurance shall contain a clause that the same shall not be cancelled except on thirty (30) days' written notice to AppleTree.

9. Confidentiality, Non-Use, and Non-Disclosure.

- a) Confidential Information. "Confidential Information" means any information disclosed by either Party (the "Owning Party") to the other (the "Receiving Party") either directly or indirectly in writing, orally, or by inspection of tangible or intangible objects, including without limitation documents, business plans, source code, software, documentation, financial analysis, marketing plans, customer names, customer lists, and customer data. Confidential Information shall not, however, include any information that either Party can establish (a) was publicly known and made generally available in the public domain prior to the time of disclosure, (b) becomes publicly known and made generally available after disclosure through no action or inaction of the Receiving Party, or (c) was in the possession of the Receiving Party, without confidentiality restrictions, at the time of the Owning Party's disclosure as shown by the Receiving Party's files and records immediately prior to the time of disclosure. It shall not be a breach of the confidentiality obligations hereof for a Receiving Party to disclose Confidential Information where, but only to the extent that, such disclosure is required by law or applicable legal process, provided in such case the Receiving Party shall give the earliest notice possible to the Owning Party that such disclosure is or may be required and reasonably cooperate in protecting such confidential or proprietary nature of the Confidential Information which must so be disclosed.
- b) Obligation Not to Disclose. The Receiving Party shall maintain in strict confidence and shall not disclose without the Owning Party's prior written consent, any Confidential Information. The Receiving Party shall disclose Confidential Information only to those employees, agents, or representatives of the Receiving Party who (a) require the Confidential Information in order to carry out their responsibilities relating to this Agreement, (b) have been advised of its confidential nature and the existence of this Agreement, and (c) have agreed to comply with nondisclosure obligations substantially similar to those embodied in this Agreement. Upon request of the Owning Party, the Receiving Party shall provide the names of employees, agents, and representatives to whom access to the Confidential Information has been afforded.

- c) Notes and Written Materials. All records, reports, notes, compilations, or other recorded matter, and copies or reproductions thereof related to the Confidential Information and to the Owing Party's operations, activities, or business, made or received by the Receiving Party, are and shall remain the Owing Party's exclusive property. The Receiving Party shall not reproduce Confidential Information except to the extent necessary to accomplish the intent of this Agreement.
- d) Return and Destruction of Confidential Information. Immediately upon request from the Owing Party, the Receiving Party shall either (1) return to the Owing Party all written and tangible material in the Receiving Party's possession belonging to the Owing Party or incorporating any Confidential Information, or (2) at the Owing Party's election, destroy all or any part of such written and tangible material in the Receiving Party's possession belonging to the Owing Party or incorporating any Confidential Information, and shall, upon request by the Owing Party, provide certification of such destruction.
- e) Unauthorized Disclosure. The Receiving Party warrants that it will apply reasonable safeguards against the unauthorized disclosure of the Owing Party's Confidential Information in the same manner and to the same degree that it protects its own confidential information.

10. Miscellaneous.

- a) Notices. All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either Party may designate from time to time:

If the Charter School, to:

LEARN D.C. Public Charter School
[insert address]
Attention: Gregory White

If to AppleTree, to:

AppleTree Institute for Education Innovation
415 Michigan Ave, NE
Washington, DC 20017
Attention: Jack McCarthy, Chief Executive Officer

- b) Severability. In the event that any provision of this Agreement or the application hereof to either Party or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement and the application of such provisions to either Party or circumstances other than those as to which it is determined to be invalid, unlawful, or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.
- c) Waiver. The failure by either Party hereto to insist upon or to enforce any of its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such Party's right to insist upon strict compliance with the provisions hereof. No delay in exercising

any right, power or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power or remedy by any such Party preclude any other or further exercise thereof or the exercise of any other right, power or remedy. No waiver by any Party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

- d) Amendment. This Agreement shall not be changed, modified or amended nor shall a waiver of its terms or conditions be deemed effective except by a writing signed by the Parties hereto.
- e) Cooperation. The Parties hereto acknowledge that the management of public charter schools by third Parties is an area presenting numerous legal uncertainties and ambiguities, and that the arrangements contemplated by this Agreement are new and unique and in light of these factors agree to work together in good faith to resolve in manner consistent with the spirit and intent of the relationship created hereby, any new or unforeseen issues which arise in carrying out the terms of this Agreement.
- f) Assignment. This Agreement may not be assigned (whether by operation of law, merger, or otherwise) by either Party without the prior written consent of the other Party. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors and permitted assigns of the respective Parties hereto.
- g) Governing Law. This Agreement shall be governed by, and construed and enforced in accordance with, the laws of the District of Columbia, without regard to the conflicts of law rules thereof.
- h) Counterparts. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement.
- i) Expenses. Except as expressly provided in this Agreement, each of the Parties hereto shall bear its own costs and expenses incurred in connection with the negotiation, execution and delivery of this Agreement.
- j) No Third-Party Beneficiaries. Other than as specifically provided, this Agreement does not confer any rights or remedies upon any person or entity, other than the Parties hereto and their respective successors and permitted assigns.
- k) Construction. Whenever the context requires, the gender of all words used in this Agreement includes the masculine, feminine, and neuter. The words “hereof”, “herein” and “hereunder” and words of similar import when used in this Agreement will refer to this Agreement as a whole and not to any particular provision of this Agreement, and all references to Articles and Sections refer to articles and sections of this Agreement, all references to “including” or any variation thereof will be construed as meaning “including without limitation” and all references to Exhibits, Schedules or Appendices are to Exhibits, Schedules or Appendices attached to this Agreement, as amended pursuant to this Agreement from time to time, each of which is made a part of this Agreement for all purposes. All headings and captions contained in this Agreement and

the table of contents hereto are inserted for convenience only and shall not be deemed a part of this Agreement. The Annexes are considered a part of this Agreement. The word "extent" in the phrase "to the extent" means the degree to which a subject or other thing extends, and such phrase does not mean simply "if". The sign "\$" when used in this Agreement means the lawful money of the United States of America.

- l) Directly or Indirectly. Where any provision in this Agreement refers to action to be taken by any person or entity, or which such person or entity is prohibited from taking, such provision will be applicable whether such action is taken directly or indirectly by such person or entity.
- m) Entire Agreement. This Agreement constitutes the entire agreement and understanding between the Parties with respect to the subject matter hereof and supersedes all prior agreements, understandings, negotiations, representations and statements, whether oral, written, implied or expressed, relating to such subject matter.

IN WITNESS WHEREOF, the parties have below executed this Agreement.

LEARN D.C. Public Charter School

AppleTree Institute for Education Innovation,
Inc.

**Lawndale Educational and Regional
Network Charter School**

**Federal Awards
Supplemental Information
June 30, 2015**

Lawndale Educational and Regional Network Charter School

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Report on Schedule of Expenditures of Federal Awards
Required by OMB Circular A-133

Independent Auditor's Report

To the Board of Directors
Lawndale Educational and Regional
Network Charter School

We have audited the consolidated financial statements of Lawndale Educational and Regional Network Charter School (the "Organization") as of and for the year ended June 30, 2015 and have issued our report thereon dated October 30, 2015, which contained an unmodified opinion on those consolidated financial statements. Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. We have not performed any procedures with respect to the audited consolidated financial statements subsequent to October 30, 2015.

The accompanying schedule of expenditures of federal awards is presented for the purpose of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Plante & Moran, PLLC

October 30, 2015

Report on Internal Control Over Financial Reporting and on Compliance
and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To Management and the Board of Directors
Lawndale Educational and Regional
Network Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Lawndale Educational and Regional Network Charter School (the "Organization"), which comprise the consolidated statement of financial position as of June 30, 2015 and the related consolidated statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements and have issued our report thereon dated October 30, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered Lawndale Educational and Regional Network Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

To Management and the Board of Directors
Lawndale Educational and Regional
Network Charter School

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify a certain deficiency in internal control, described in the accompanying schedule of findings and questioned costs as Finding 2015-001, that we consider to be a significant deficiency.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Lawndale Educational and Regional Network Charter School's consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Lawndale Educational and Regional Network Charter School's Response to Finding

Lawndale Educational and Regional Network Charter School's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. Lawndale Educational and Regional Network Charter School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Plante & Moran, PLLC

Chicago, Illinois
October 30, 2015

Report on Compliance for the Major Federal Program;
Report on Internal Control Over Compliance

Independent Auditor's Report

To the Board of Directors
Lawndale Educational and Regional
Network Charter School

Report on Compliance for the Major Federal Program

We have audited Lawndale Educational and Regional Network Charter School's (the "Organization") compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that could have a direct and material effect on its major federal program for the year ended June 30, 2015. Lawndale Educational and Regional Network Charter School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal program.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for Lawndale Educational and Regional Network Charter School's major federal program based on our audit of the types of compliance requirements referred to above.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Lawndale Educational and Regional Network Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Lawndale Educational and Regional Network Charter School's compliance.

To the Board of Directors
Lawndale Educational and Regional
Network Charter School

Opinion on the Major Federal Program

In our opinion, Lawndale Educational and Regional Network Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2015.

Report on Internal Control Over Compliance

Management of Lawndale Educational and Regional Network Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Lawndale Educational and Regional Network Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on its major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for the major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

To the Board of Directors
Lawndale Educational and Regional
Network Charter School

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Alante & Moran, PLLC

Chicago, Illinois
October 30, 2015

Lawndale Educational and Regional Network Charter School

Schedule of Expenditures of Federal Awards Year Ended June 30, 2015

<u>Federal Grantor/Pass-through Grantor/Program Title</u>	<u>Federal CFDA Number</u>	<u>Pass-through Grantor's Number</u>	<u>Federal Expenditure</u>
Department of Education - Passed through Chicago			
Public Schools:			
Title I Grants to Local Educational Agencies	84.010A	N/A	\$ 1,856,252
Title II Improving Teacher Quality State Grants	84.367	N/A	<u>213,855</u>
Total federal awards			<u><u>\$ 2,070,107</u></u>

Lawndale Educational and Regional Network Charter School

Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2015

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Lawndale Educational and Regional Network Charter School (the "Organization") under programs of the federal government for the year ended June 30, 2015. The information in this Schedule is presented in accordance with the requirements of the Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Because the Schedule presents only a selected portion of the operations of Lawndale Educational and Regional Network Charter School, it is not intended to, and does not, present the financial position, changes in net assets, or cash flows of Lawndale Educational and Regional Network Charter School.

Note 2 - Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the cash basis of accounting. Such expenditures are recognized following, as applicable, either the cost principles in OMB Circular A-122, *Cost Principles for Non-Profit Organizations*, or the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Note 3 - Subrecipient Awards

Of the federal expenditures presented in the Schedule, the Organization provided no awards to subrecipients.

Note 4 - Noncash Assistance

The Organization neither received nor disbursed federal awards in the form of nonmonetary assistance for the year ended June 30, 2015.

Note 5 - Insurance Coverage

The Organization has no federal insurance.

Lawndale Educational and Regional Network Charter School

Schedule of Findings and Questioned Costs Year Ended June 30, 2015

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? Yes None reported

Noncompliance material to financial statements noted?

Yes No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? Yes None reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of Circular A-133?

Yes No

Identification of major program:

CFDA Number	Name of Federal Program or Cluster
84.010A	Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between type A and type B programs: \$300,000

Auditee qualified as low-risk auditee?

Yes No

Lawndale Educational and Regional Network Charter School

Schedule of Findings and Questioned Costs (Continued) Year Ended June 30, 2015

Section II - Financial Statement Audit Findings

Reference Number	Finding
2015-001	<p>Finding Type - Significant deficiency</p> <p>Criteria - There should be adequate internal controls over the disbursement of cash and payroll processing functions to avoid duplicate payments to vendors and independent contractors.</p> <p>Condition - There is an inconsistency in the payment process related to independent contractors. Some independent contractors are paid through the payroll processor and others are paid through the accounts payable process. All vendors are included in both systems.</p> <p>Context - The adjustment resulting from this condition represented less than 1 percent of total expenses and total assets; however, under the current system of controls, the financial statement impact could have been more significant.</p> <p>Cause - There is an inconsistency in payment processes relating to independent contractors. Some independent contractors are paid through the payroll processor while other are paid through the accounts payable process. There was an instance of an independent contractor being paid via both processes for the same work, resulting in an overpayment for services rendered.</p> <p>Effect - One independent contractor was paid twice for the same invoice of \$1,500. Under the current system of controls, the financial statement impact could have been more significant, as there was no mitigating control to avoid the duplicate payment.</p> <p>Recommendation - The Organization should implement a policy to pay independent contractors through the payroll processing system only, thereby eliminating the opportunity for double payment via two payment systems. We further recommend that a periodic review be completed on the independent contractors paid through the payroll processing system against those vendors noted in the accounts payable system.</p>

Lawndale Educational and Regional Network Charter School

Schedule of Findings and Questioned Costs (Continued) Year Ended June 30, 2015

Section II - Financial Statement Audit Findings (Continued)

Reference Number	Finding
2015-001 (Continued)	<p>Views of Responsible Officials and Planned Corrective Actions - The current policy and process that we have in place now and have had in place for the past three years is that all vendors that are 1099 vendors (based upon the W-9 that we received) should be placed in the payroll processing system, not the vendor system. The vendor names which appear both in the accounts payable and the payroll system exist because the process was not implemented consistently and, as a result, have caused us excess work over the past two years (i.e., the need to issue 1099s out of both systems). This year, the process was implemented successfully, including in the case of this duplicative payment, but we did not catch the accounts payable side before it was paid and sent out.</p> <p>The corrective action plan that we will put in place is as follows:</p> <ol style="list-style-type: none">1. All vendors that are in the payroll processing system will be set to inactive in the payables system.2. All future vendor payments will require the following:<ol style="list-style-type: none">a. Collection of a W-9 and an invoice from all vendorsb. For vendors that are identified as 1099, they will be processed via payroll.c. We will implement a periodic review of payees in the payroll processing system against those in the accounts payable system for matches.

Section III - Federal Program Audit Findings

None

Lawndale Educational and Regional Network Charter School

**Federal Awards
Supplemental Information
June 30, 2016**

Lawndale Educational and Regional Network Charter School

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Report on Schedule of Expenditures of Federal Awards
Required by the Uniform Guidance

Independent Auditor's Report

To the Board of Directors
Lawndale Educational and Regional Network
Charter School

We have audited the consolidated financial statements of Lawndale Educational and Regional Network Charter School as of and for the year ended June 30, 2016 and have issued our report thereon dated October 24, 2016, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statement as a whole. We have not performed any procedures with respect to the audited financial statements subsequent to October 24, 2016.

The accompanying schedule of expenditures of federal awards is presented for the purpose of additional analysis as required by the Uniform Guidance, and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Plante & Moran, PLLC

October 24, 2016

Report on Internal Control Over Financial Reporting and on Compliance
and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To Management and the Board of Directors
Lawndale Educational and Regional Network
Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Lawndale Educational and Regional Network Charter School (LEARN), which comprise the consolidated statement of financial position as of June 30, 2016 and the related consolidated statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and related notes to the financial statements, and have issued our report thereon dated October 24, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Lawndale Educational and Regional Network Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of LEARN's internal control. Accordingly, we do not express an opinion on the effectiveness of LEARN's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

To Management and the Board of Directors
Lawndale Educational and Regional Network
Charter School

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Lawndale Educational and Regional Network Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the LEARN's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering LEARN's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Plante & Moran, PLLC

October 24, 2016

Report on Compliance For Each Major Federal Program;
Report on Internal Control Over Compliance

Independent Auditor's Report

To the Board of Directors
Lawndale Educational and Regional Network
Charter School

Report on Compliance for Each Major Federal Program

We have audited Lawndale Educational and Regional Network Charter School's (LEARN) compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement that could have a direct and material effect on its major federal program for the year ended June 30, 2016. Lawndale Educational and Regional Network Charter School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal program.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Lawndale Educational and Regional Network Charter School's major federal programs based on our audit of the types of compliance requirements referred to above.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Lawndale Educational and Regional Network Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Lawndale Educational and Regional Network Charter School's compliance.

To the Board of Directors
Lawndale Educational and Regional Network
Charter School

Opinion on Each Major Federal Program

In our opinion, Lawndale Educational and Regional Network Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2016.

Report on Internal Control Over Compliance

Management of Lawndale Educational and Regional Network Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Lawndale Educational and Regional Network Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the LEARN's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

To the Board of Directors
Lawndale Educational and Regional Network
Charter School

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Plante & Moran, PLLC

October 24, 2016

Lawndale Educational and Regional Network Charter School

Schedule of Expenditures of Federal Awards Year Ended June 30, 2016

Federal Grantor/Pass-through Grantor/Program Title	CFDA Number	Pass-through Entity Identifying Number	Total Amount Provided to Subrecipients	Federal Expenditure
Department of Education				
Direct award - Charter Schools	84.282M		-	\$ 730,649
Title I Grants to Local Educational Agencies				
Passed-through Chicago Public Schools	84.010A	N/A	-	2,464,695
Passed-through Illinois State Board of Education	84.010A	S010A150013	-	74,066
Passed-through North Chicago District 187	84.010A	N/A	-	<u>94,887</u>
Total Title I Grants				2,633,648
Title II Improving Teacher Quality State Grants				
Passed-through Chicago Public Schools	84.367	N/A	-	240,908
Passed-through Illinois State Board of Education	84.367	S367A150012	-	7,773
Passed-through North Chicago District 187	84.367	N/A	-	<u>29,891</u>
Total Title II Grants				278,572
Total federal awards				<u>\$ 3,642,869</u>

Lawndale Educational and Regional Network Charter School

Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2016

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Lawndale Educational and Regional Network Charter School under programs of the federal government for the year ended June 30, 2016. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of Lawndale Educational and Regional Network Charter School, it is not intended to and does not present the financial position, changes in net assets or cash flows of Lawndale Educational and Regional Network Charter School.

Note 2 - Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the cash basis of accounting. Such expenditures are recognized following, as applicable, either the cost principles in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"), wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available.

LEARN has not elected to use the 10 percent *de minimus* indirect cost rate to recover indirect costs as allowed under the Uniform Guidance.

Note 3 - Noncash Assistance

LEARN neither received nor disbursed federal awards in the form of nonmonetary assistance for the year ended June 30, 2016, including federal insurances.

Lawndale Educational and Regional Network Charter School

Schedule of Findings and Questioned Costs Year Ended June 30, 2016

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? _____ Yes X No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? _____ Yes X None reported

Noncompliance material to financial statements noted?

_____ Yes X No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? _____ Yes X No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? _____ Yes X None reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 2 CFR 200.516 (a)?

_____ Yes X No

Identification of major programs:

CFDA Numbers	Name of Federal Program or Cluster
84.010A	Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee? _____ Yes X No

**Lawndale Educational and Regional Network
Charter School**

**Schedule of Findings and Questioned Costs (Continued)
Year Ended June 30, 2016**

Section II - Financial Statement Audit Findings

None

Section III - Federal Program Audit Findings

None

Lawndale Educational and Regional Network Charter School

Summary Schedule of Prior Audit Findings Year Ended June 30, 2016

Prior Year Finding Number	Fiscal Year in Which the Finding Initially Occurred	Federal Program, CFDA Number and Name	Original Finding Description	Status/Partial Corrective Action (as applicable)	Planned Corrective Action (if Finding not Corrected)
2015-001	2015	N/A	There was an inconsistency in the payment process related to independent contractors. Some independent contractors were paid through the payroll processor and others were paid through the accounts payable process. All vendors were included in both systems. There was an instance of an independent contractor being paid via both processes for the same work, resulting in an overpayment for services rendered in the prior year.	LEARN implemented a policy to pay independent contractors through the payroll processing system only, thereby eliminating the opportunity for double payment via two payment systems.	N/A

Lawndale Educational and Regional Network Charter School

**Federal Awards
Supplemental Information
June 30, 2017**

Lawndale Educational and Regional Network Charter School

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Report on Schedule of Expenditures of Federal Awards
Required by the Uniform Guidance

Independent Auditor's Report

To the Board of Directors
Lawndale Educational and Regional
Network Charter School

We have audited the consolidated financial statements of Lawndale Educational and Regional Network Charter School (LEARN) as of and for the year ended June 30, 2017 and have issued our report thereon dated October 24, 2017, which contained an unmodified opinion on those consolidated financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statement as a whole. We have not performed any procedures with respect to the audited financial statements subsequent to October 24, 2017.

The accompanying schedule of expenditures of federal awards is presented for the purpose of additional analysis as required by the Uniform Guidance, and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Plante & Moran, PLLC

October 24, 2017

Report on Internal Control Over Financial Reporting and on Compliance
and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To Management and the Board of Directors
Lawndale Educational and Regional
Network Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Lawndale Educational and Regional Network Charter School (LEARN), which comprise the consolidated statement of financial position as of June 30, 2017 and the related consolidated statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated October 24, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Lawndale Educational and Regional Network Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of LEARN's internal control. Accordingly, we do not express an opinion on the effectiveness of LEARN's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of LEARN's consolidated financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

To Management and the Board of Directors
Lawndale Educational and Regional
Network Charter School

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Lawndale Educational and Regional Network Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of LEARN's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering LEARN's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Plante & Moran, PLLC

October 24, 2017

Report on Compliance for Each Major Federal Program;
Report on Internal Control Over Compliance

Independent Auditor's Report

To the Board of Directors
Lawndale Educational and Regional
Network Charter School

Report on Compliance for Each Major Federal Program

We have audited Lawndale Educational and Regional Network Charter School's (LEARN) compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement that could have a direct and material effect on its major federal program for the year ended June 30, 2017. Lawndale Educational and Regional Network Charter School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal program.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Lawndale Educational and Regional Network Charter School's major federal programs based on our audit of the types of compliance requirements referred to above.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Lawndale Educational and Regional Network Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Lawndale Educational and Regional Network Charter School's compliance.

To the Board of Directors
Lawndale Educational and Regional
Network Charter School

Opinion on Each Major Federal Program

In our opinion, Lawndale Educational and Regional Network Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2017.

Report on Internal Control Over Compliance

Management of Lawndale Educational and Regional Network Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Lawndale Educational and Regional Network Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of LEARN's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Plante & Morse, PLLC

October 24, 2017

Lawndale Educational and Regional Network Charter School

Schedule of Expenditures of Federal Awards Year Ended June 30, 2017

Federal Grantor/Pass-through Grantor/Program Title	CFDA Number	Pass-through Entity Identifying Number	Total Amount Provided to Subrecipients	Federal Expenditure
Department of Education - Direct award - Charter Schools	84.282M		\$ -	\$ 310,541
Title I Grants to Local Educational Agencies:				
Passed-through Chicago Public Schools	84.010A	N/A	-	2,472,138
Passed-through Illinois State Board of Education	84.010A	S010A150013	-	73,087
Passed-through North Chicago District 187	84.010A	N/A	-	171,050
Total Title I Grants				2,716,275
Title II Improving Teacher Quality State Grants:				
Passed-through Chicago Public Schools	84.367	N/A	-	242,033
Passed-through Illinois State Board of Education	84.367	S367A150012	-	7,540
Passed-through North Chicago District 187	84.367	N/A	-	49,585
Total Title II Grants				299,158
Title III Language Instruction for English Learners & Immigrant Students:				
Passed-through Chicago Public Schools	84.031A	N/A	-	18,710
Passed-through North Chicago District 187	84.031A	N/A	-	103,207
Total Title III Grants				121,917
Charter Schools Program Quality School Options Grant - Passed-through Illinois State Board of Education	84.282A	S010A150013	-	187,066
Total federal awards				<u>\$ 3,634,957</u>

Lawndale Educational and Regional Network Charter School

Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2017

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Lawndale Educational and Regional Network Charter School under programs of the federal government for the year ended June 30, 2017. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of Lawndale Educational and Regional Network Charter School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of Lawndale Educational and Regional Network Charter School.

Note 2 - Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following, as applicable, either the cost principles in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"), wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available.

LEARN has elected to not use the 10 percent *de minimus* indirect cost rate to recover indirect costs as allowed under the Uniform Guidance.

Note 3 - Noncash Assistance

LEARN neither received nor disbursed federal awards in the form of nonmonetary assistance for the year ended June 30, 2017, including federal insurances.

Lawndale Educational and Regional Network Charter School

Schedule of Findings and Questioned Costs Year Ended June 30, 2017

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? Yes None reported

Noncompliance material to financial statements noted? Yes No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? Yes None reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 2 CFR 200.516 (a)? Yes No

Identification of major programs:

CFDA Numbers	Name of Federal Program or Cluster
84.010A	Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee? Yes No

Section II - Financial Statement Audit Findings

None

Section III - Federal Program Audit Findings

None

Lawndale Educational and Regional Network Charter School

**Consolidated Financial Report
with Additional Information
June 30, 2015**

Lawndale Educational and Regional Network Charter School

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Independent Auditor's Report

To the Board of Directors
Lawndale Educational and Regional Network
Charter School

Report on the Consolidated Financial Statements

We have audited the accompanying consolidated financial statements of Lawndale Educational and Regional Network Charter School (LEARN), which comprise the consolidated statement of financial position as of June 30, 2015 and the related consolidated statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

To the Board of Directors
Lawndale Educational and Regional Network
Charter School

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Lawndale Educational and Regional Network Charter School as of June 30, 2015 and the changes in its net assets, its functional expenses, and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2015 on our consideration of Lawndale Educational and Regional Network Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Lawndale Educational and Regional Network Charter School's internal control over financial reporting and compliance.

Plante & Moran, PLLC

October 30, 2015

Lawndale Educational and Regional Network Charter School

Consolidated Statement of Financial Position June 30, 2015

Assets	
Current Assets	
Cash and cash equivalents	\$ 7,910,095
Grants receivable	1,851,003
Accounts receivable	256,471
Due from affiliates	69,011
Pledges receivable (Note 3)	284,481
Prepaid expenses	278,848
Total current assets	10,649,909
Pledges Receivable - Net of current portion (Note 3)	219,928
Property and Equipment - Net (Note 5)	32,809,419
Other Noncurrent Assets	
Note receivable (Note 4)	11,368,000
Security deposits	65,318
Debt issuance costs - Net	359,986
Interest rate swap (Notes 2 and 8)	111,885
Total assets	<u>\$ 55,584,445</u>

Lawndale Educational and Regional Network Charter School

Consolidated Statement of Financial Position (Continued) June 30, 2015

Liabilities and Net Assets

Current Liabilities

Accounts payable	\$	975,881
Notes payable - Current portion (Note 6)		676,770
Bonds payable - Current portion (Note 7)		231,756
Deferred tuition and fees		95,972
Accrued liabilities and other:		
Accrued expenses		237,083
Accrued interest		82,150
Other accrued liabilities		1,542,888

Total current liabilities 3,842,500

Notes Payable - Net of current portion (Note 6) 32,336,701

Bonds Payable - Net of current portion (Note 7) 4,654,470

Total liabilities 40,833,671

Net Assets

Unrestricted	14,051,693
Temporarily restricted	699,081

Total net assets 14,750,774

Total liabilities and net assets \$ 55,584,445

Lawndale Educational and Regional Network Charter School

Consolidated Statement of Activities and Changes in Net Assets Year Ended June 30, 2015

	Unrestricted	Temporarily Restricted	Total
Revenue, Gains, and Other Support			
Per-pupil funding	\$ 26,904,853	\$ -	\$ 26,904,853
Special education	3,029,290	-	3,029,290
SGSA allocation	2,208,560	-	2,208,560
Title I allocation	1,857,359	-	1,857,359
Title II allocation	213,855	-	213,855
Campus start-up and expansion funds	719,486	-	719,486
Grants, sponsors, and general contributions	2,567,678	191,696	2,759,374
Student fees	427,700	-	427,700
In-kind contributions	749,311	-	749,311
Facility supplement funding	1,878,000	-	1,878,000
Special events	1,671	-	1,671
Interest income	522,964	-	522,964
Write-off of pledge receivables	-	(39,545)	(39,545)
Other income	450,765	-	450,765
Food service	303,253	-	303,253
	<u>41,834,745</u>	<u>152,151</u>	<u>41,986,896</u>
Total revenue, gains, and other support			
Net Assets Released from Restriction	<u>470,071</u>	<u>(470,071)</u>	<u>-</u>
Total revenue, gains, other support, and net assets released from restriction	42,304,816	(317,920)	41,986,896
Expenses			
Program services	35,889,975	-	35,889,975
Management and general	3,097,956	-	3,097,956
Fundraising and special events	347,338	-	347,338
	<u>39,335,269</u>	<u>-</u>	<u>39,335,269</u>
Total expenses			
Increase (Decrease) in Net Assets - Before change in fair value of interest rate swap	2,969,547	(317,920)	2,651,627
Change in Fair Value of Interest Rate Swap	<u>80,611</u>	<u>-</u>	<u>80,611</u>
Increase (Decrease) in Net Assets	3,050,158	(317,920)	2,732,238
Net Assets - Beginning of year	11,014,602	1,017,001	12,031,603
Member Distribution	<u>(13,067)</u>	<u>-</u>	<u>(13,067)</u>
Net Assets - End of year	<u>\$ 14,051,693</u>	<u>\$ 699,081</u>	<u>\$ 14,750,774</u>

Lawndale Educational and Regional Network Charter School

Statement of Cash Flows Year Ended June 30, 2015

Cash Flows from Operating Activities	
Increase in net assets	\$ 2,732,238
Adjustments to reconcile increase in net assets to net cash from operating activities:	
Bad debt expense	39,545
Depreciation	1,556,973
Amortization	18,901
Gain on interest rate swap	(80,611)
Changes in operating assets and liabilities which (used) provided cash:	
Grants receivable	(721,301)
Accounts receivable	293,753
Pledges receivable	359,332
Prepaid expenses	(91,407)
Security deposits	(31,130)
Accounts payable	581,989
Deferred tuition and fees	(146,184)
Accrued interest income	23,962
Accrued expenses and other	(350,904)
Net cash provided by operating activities	4,185,156
Cash Flows from Investing Activities - Capital expenditures	(6,559,970)
Cash Flows from Financing Activities	
Payments on notes payable	(359,209)
Payments on bonds payable	(231,756)
Paid-in capital	(13,067)
Net cash used in financing activities	(604,032)
Net Decrease in Cash and Cash Equivalents	(2,978,846)
Cash and Cash Equivalents - Beginning of year	10,888,941
Cash and Cash Equivalents - End of year	<u>\$ 7,910,095</u>
Supplemental Disclosure of Cash Flow Information	
Cash paid for interest	\$ 1,519,202
Fixed assets in accounts payable at June 30, 2015	19,375
Fixed assets in accounts payable at June 30, 2014	6,187,613

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2015

Note 1 - Nature of Business and Significant Accounting Policies

Lawndale Educational and Regional Network Charter School (LEARN) is a college preparatory elementary school. It strives to provide students with the academic foundation and ambition to earn a college degree. During the year ended June 30, 2015, LEARN operated eight campuses throughout the Chicagoland area with an enrollment of approximately 3,300 students, of which the majority are from low-income communities. LEARN opened its ninth campus for the 2015-2016 school year in August 2015 and an additional seven campuses over the next decade. The planned expansion is expected to increase the number of students to almost 9,000. The charter agreement with Chicago Public Schools expires in June 2016. Management expects to renew the charter.

LEARN Charter THC, LLC (THC, LLC) is owned by LEARN Charter Title Holding Corporation (1 percent) (LTHC), LEARN Development Corporation (89 percent) (LDC), and LEARN Charter Master Tenant, LLC (10 percent) (LCMT). LTHC exists only to hold ownership in THC, LLC and is owned 100 percent by LEARN. THC, LLC is a qualified active low-income community business partnership which owns a building located at 3021 W. Carroll Ave., the purpose of which is to house three of LEARN's schools and is intended to be treated as a "qualified low-income community investment" for the purpose of generating New Markets Tax Credits under Section 45D of the Internal Revenue Code of 1986, as amended. See Note 4 for further detail of the New Markets Tax Credit Program.

LCMT is owned by LDC (1 percent) and Barry Bennett, LLC (99 percent), an investing member independent of LEARN. LDC is wholly owned by LEARN and is the managing member of LCMT. As the managing member of LCMT, LDC has influence over its operations.

THC, LLC and LCMT are consolidated with LEARN for financial statement purposes. All significant intercompany accounts and transactions have been eliminated in consolidation. The consolidated entity is referred to as "LEARN."

Basis of Presentation - LEARN's consolidated financial statements have been prepared on the accrual basis of accounting. These consolidated financial statements report amounts separately by class of net assets. The separate classes of net assets are defined as follows:

Unrestricted - Net assets that are not subject to donor-imposed stipulations.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2015

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

Temporarily Restricted - Temporarily restricted net assets are net assets subject to donor-imposed stipulations which can be fulfilled by actions of LEARN or through the passage of time. Donor-restricted contributions are reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the contribution is recognized. All other donor-restricted contributions are reported as an increase in temporarily restricted or permanently restricted net assets, and are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets when released from restriction.

Cash and Cash Equivalents - LEARN maintains cash balances at various financial institutions which exceed federally insured limits. LEARN has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on cash.

For the purpose of the consolidated statement of cash flows, LEARN considers all money market funds to be cash equivalents.

Grants Receivable - Grants receivable are due from Chicago Public Schools (CPS) from federal, state, and local sources. Grants receivable are stated at the amount that management expects to collect from outstanding balances, which is net of an allowance for doubtful accounts. Management provides for uncollectible amounts through its assessment of the status of individual accounts. There was no allowance for doubtful accounts as of June 30, 2015.

Pledges Receivable - Pledges receivable are amounts due from individual donors in future periods. In most cases, the donor made an initial payment at the time of the pledge and will fulfill the pledge in one or more future payments. Pledges receivable that are expected to be collected within one year are recorded at fair value. Pledges receivable that are to be collected in future years are recorded at the present value of their estimated future cash flows.

Note Receivable - The note receivable is stated at unpaid principal balances less an allowance for note losses. Interest is recognized over the term of the note and is calculated using the simple-interest method.

Management considers a note impaired when, based on current information or factors (such as payment history, value of collateral, and assessment of the customer's current creditworthiness), it is probable that the principal and interest payments will not be collected according to the note agreement. Management does not consider its note receivable to be impaired.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2015

Note I - Nature of Business and Significant Accounting Policies (Continued)

The carrying amount of the note receivable would be reduced by an allowance for note losses if management, based on its evaluation of the collectibility of the note receivable, including the nature of the note, credit concentrations, trends in historical data, specific impaired notes, economic conditions, and other risks inherent in the note receivable, deems all or a portion of the note receivable to be uncollectible. Management believes the note receivable is fully collectible as of June 30, 2015.

Debt Issuance Costs - Costs related to the bond and note payable issuance are being amortized on the straight-line method over the life of debt, which is 23.5 and 8 years, respectively. The amortization expense for 2015 for debt issuance costs amounted to \$18,901.

Property and Equipment - Property and equipment purchased are stated at cost. LEARN's policy is to depreciate the cost of property and equipment over the estimated useful lives of the assets by use of the straight-line method. Depreciable lives are 15 years for land improvements, 15 to 39 years for buildings and improvements, and 5 to 7 years for furniture and equipment and computer equipment and software.

Interest Rate Swap - LEARN's interest rate swap is recognized as an asset on the consolidated statement of financial position and measured at fair value. Any change in fair value is recognized immediately in the consolidated statement of activities and changes in net assets unless the derivative qualifies as a hedge. LEARN has not designated its interest rate swap as a hedge.

Tax Status - LEARN is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. THC, LLC and LCMT are treated as partnerships for federal income tax purposes. Consequently, federal income taxes are not payable by, or provided for, THC, LLC and LCMT. Accordingly, the consolidated financial statements do not reflect a provision for federal income taxes.

Accounting principles generally accepted in the United States of America require management to evaluate tax positions taken by LEARN and recognize a tax liability if LEARN has taken an uncertain position that more likely than not would not be sustained upon examination by the IRS or other applicable taxing authorities. Management has analyzed the tax positions taken by LEARN and has concluded that as of June 30, 2015, there are no uncertain positions taken or expected to be taken that would require recognition of a liability or disclosure in the consolidated financial statements. LEARN is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress. Management believes it is no longer subject to income tax examinations for years prior to 2012.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2015

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

Revenue and Expense Recognition - Revenue and expenses are recorded on the accrual basis of accounting, whereby revenue is recognized when earned and expenses are recognized as incurred. Charter school funding allocations from CPS and other authorizers are recognized as earned during LEARN's fiscal year. LEARN's Title I and Title II allocations flow through authorizers from federal sources. LEARN's per-pupil and SGSA allocations flow through CPS from state and local sources.

All grants and contributions are considered to be available for unrestricted use unless otherwise specifically restricted by donors. Grants and contributions are recorded and recognized at fair value when notice of award is received.

Donated services and assets are received from a variety of sources and are reported as in-kind contribution revenue. Contributions of donated services that create or enhance nonfinancial assets or that require specialized skills provided by individuals possessing those skills and that would typically need to be purchased if not provided by a donation are recorded at fair value in the period received. Donations of use of facilities are recorded at fair value.

Functional Expense Allocation Method - Expenses are charged to each program based on direct expenditures incurred. Certain indirect expenditures that benefit more than one program are allocated to the benefited programs based on allocations determined by management. Although the methods of allocation used are considered reasonable, other methods could be used that would produce a different result.

Upcoming Accounting Change - In May 2014, the Financial Accounting Standards Board issued Accounting Standards Update No. 2014-09, *Revenue from Contracts with Customers (Topic 606)*, which will supersede the current revenue recognition requirements in Topic 605, *Revenue Recognition*. The ASU is based on the principle that revenue is recognized to depict the transfer of goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The ASU also requires additional disclosure about the nature, amount, timing, and uncertainty of revenue and cash flows arising from customer contracts, including significant judgments and changes in judgments and assets recognized from costs incurred to obtain or fulfill a contract. The new guidance will be effective for LEARN's year ending June 30, 2020. The ASU permits application of the new revenue recognition guidance to be applied using one of two retrospective application methods. LEARN has not yet determined which application method it will use or the potential effects of the new standard on the financial statements, if any.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2015

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

Use of Estimates - The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent Events - The consolidated financial statements and related disclosures include evaluation of events up through and including October 30, 2015, which is the date the consolidated financial statements were available to be issued.

Note 2 - Fair Value Measurements

Accounting standards require certain assets and liabilities be reported at fair value in the consolidated financial statements and provide a framework for establishing that fair value. The framework for determining fair value is based on a hierarchy that prioritizes the inputs and valuation techniques used to measure fair value.

The following table presents information about LEARN's assets measured at fair value on a recurring basis at June 30, 2015 and the valuation techniques used by LEARN to determine those fair values.

Fair values determined by Level 1 inputs use quoted prices in active markets for identical assets that LEARN has the ability to access.

Fair values determined by Level 2 inputs use other inputs that are observable, either directly or indirectly. These Level 2 inputs include quoted prices for similar assets in active markets and other inputs such as interest rates and yield curves that are observable at commonly quoted intervals.

Level 3 inputs are unobservable inputs, including inputs that are available in situations where there is little, if any, market activity for the related asset. These Level 3 fair value measurements are based primarily on management's own estimates using pricing models, discounted cash flow methodologies, or similar techniques taking into account the characteristics of the asset. LEARN currently uses no Level 1 or Level 3 inputs.

In instances whereby inputs used to measure fair value fall into different levels in the above fair value hierarchy, fair value measurements in their entirety are categorized based on the lowest level input that is significant to the valuation. LEARN's assessment of the significance of particular inputs to these fair value measurements requires judgment and considers factors specific to each asset.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2015

Note 2 - Fair Value Measurements (Continued)

Assets Measured at Fair Value on a Recurring Basis at June 30, 2015

	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Balance at June 30, 2015
Derivative - Interest rate swap	\$ -	\$ 111,885	\$ -	\$ 111,885

The derivative instrument consists solely of an interest rate swap that is not traded on an exchange and is recorded at fair value based on a variety of observable inputs, including contractual terms, interest rate curves, yield curves, measure of volatility, and correlations of such inputs.

Note 3 - Pledges Receivable

Contributions are recorded at fair value initially and present value thereafter. LEARN discounted contributions due in more than one year using the Treasury bill rate on the date the pledge was made. Pledges receivable consist of the following as of June 30, 2015:

Pledges receivable	\$ 506,962
Less discounts to net present value	<u>(2,553)</u>
Net	<u>\$ 504,409</u>

Scheduled annual payments on pledges are as follows:

2016	\$ 284,481
2017	<u>219,928</u>
Total	<u>\$ 504,409</u>

Note 4 - Note Receivable

As part of a New Markets Tax Credit program, LEARN finalized an agreement on February 15, 2013 to lend \$11,368,000 to LEARN Investment Fund, LLC (Investment Fund), which is wholly owned by PNC Bank. The note is secured by the Investment Fund's right, title, and equity interest in IFF Capital III LLC, PNC CDE 17, LP, and VAF Sub-CDE XXII, LLC, all community development entities (CDEs). LEARN monitors the creditworthiness of its note receivable on a quarterly basis. PNC Bank has an overall credit rating of A- (Standard & Poor's, August 31, 2015).

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2015

Note 4 - Note Receivable (Continued)

The note receivable balance was \$11,368,000 at June 30, 2015. The note bears interest at 4.55 percent and is payable in quarterly installments of interest with the balance due in February 2020.

Note 5 - Property and Equipment

Cost of land, buildings, and equipment consists of the following:

Land	\$ 133,983
Land improvements	1,746,668
Buildings	31,453,794
Leasehold improvements	1,532,669
Construction in progress	131,731
Furniture and fixtures	1,848,339
Computer equipment and software	<u>1,527,379</u>
Total cost	38,374,563
Less accumulated depreciation	<u>(5,565,144)</u>
Net land, buildings, and equipment	<u>\$ 32,809,419</u>

Depreciation expense for the year ended June 30, 2015 was \$1,556,973.

Note 6 - Notes Payable - Bank

Long-term debt at June 30, 2015 is as follows:

Loan agreement for LEARN held by Charter Fund, Inc. (d/b/a Charter School Growth Fund), whereby Charter Fund, Inc. lent \$600,000 to LEARN. The terms of the agreement call for interest to accrue at a fixed rate of 3.5 percent per annum through the maturity date of June 16, 2016, at which time all principal and accrued interest will be due. Effective February 12, 2010, Charter Fund, Inc. forgave \$300,000 of the amount due plus accrued interest

	\$ 300,000
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Loan agreement for LEARN held by Illinois Facilities Fund in the original amount of \$1,000,000. The loan matures on September 30, 2026. LEARN is required to make monthly principal and interest payments of \$8,013 over the term of the note at a fixed rate of 5.20 percent. The note is secured by certain real estate owned by LEARN

	848,378
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**Lawndale Educational and Regional Network
Charter School**

**Notes to Consolidated Financial Statements
June 30, 2015**

Note 6 - Notes Payable - Bank (Continued)

Loan agreement for LEARN held by Illinois Facilities Fund in the original amount of \$1,000,000. The loan matures on December 1, 2017. LEARN is required to make monthly principal and interest payments of \$8,039 over the term of the note at a fixed rate of 5.25 percent. The note is secured by certain real estate owned by LEARN	\$ 913,172
Loan agreement for LEARN held by Illinois Facilities Fund in the original amount of \$250,000. The loan matures on December 1, 2017. LEARN is required to make monthly principal and interest payments of \$4,718 over the term of the note at a fixed rate of 5.00 percent. The note is secured by certain real estate owned by LEARN	136,814
Loan agreement for THC, LLC held by Illinois Facilities Fund in the original amount of \$2,832,000. The loan matures on February 29, 2020. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	2,832,000
Loan agreement for THC, LLC held by Illinois Facilities Fund in the original amount of \$1,088,000. The loan matures on February 28, 2043. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	1,088,000
Loan agreement for THC, LLC held by VAF Sub-CDE XXII, LLC in the original amount of \$5,784,000. The loan matures on February 29, 2020. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	5,784,000
Loan agreement for THC, LLC held by VAF Sub-CDE XXII, LLC in the original amount of \$2,136,000. The loan matures on February 28, 2043. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	2,136,000
Loan agreement for THC, LLC held by PNC Financial Services Group in the original amount of \$1,248,000. The loan matures on February 28, 2043. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	1,248,000

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2015

Note 6 - Notes Payable - Bank (Continued)

Loan agreement for THC, LLC held by PNC Financial Services Group in the original amount of \$2,752,000. The loan matures on February 29, 2020. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	\$ 2,752,000
Loan agreement for THC, LLC held by M&I New Markets Fund, LLC in the original amount of \$4,128,000. The loan matures on February 29, 2020. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.76 percent. The note is secured by certain real estate owned by LEARN	4,128,000
Loan agreement for THC, LLC held by M&I New Markets Fund, LLC in the original amount of \$1,692,000. The loan matures on February 28, 2043. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.76 percent. The note is secured by certain real estate owned by LEARN	1,692,000
Loan agreement for LEARN held by BMO Harris Bank, N.A. in the original amount of \$9,472,000. The loan matures on February 15, 2021. LEARN is required to make quarterly interest-only payments until March 31, 2013 and quarterly principal and interest payments of \$159,075 at a fixed rate of 4.55 percent, subject to the interest rate swap agreement (see Note 8). The note is secured by certain real estate owned by LEARN	<u>9,155,107</u>
Total	33,013,471
Less current position	<u>676,770</u>
Long-term portion	<u>\$ 32,336,701</u>

Aggregate maturities of long-term debt are as follows:

2016	\$ 676,770
2017	400,734
2018	400,652
2019	381,517
2020	400,060
Later years	<u>30,753,738</u>
Total	<u>\$ 33,013,471</u>

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2015

Note 7 - Bond Payable

On August 1, 2011, the Illinois Development Finance Authority issued Illinois Development Finance Authority Charter School Revenue Bonds Series 2011 totaling \$5,693,000 through MB Financial Bank. In accordance with the Illinois Development Finance Authority Act, the issuer is authorized and empowered to issue revenue bonds and to lend the proceeds of the sale of the bond to LEARN to enable LEARN to finance a portion of the cost of acquisition, construction, and equipping of a new 36,000-square-foot facility to be used as a school at 1132 South Homan Avenue, Chicago, Illinois 60624, to pay capitalized interest, and to pay a portion of the costs of issuance of the bonds. A portion of the Revenue Bonds Series 2011 proceeds was also utilized to pay off the entire balance from the Demand Revenue Bonds Series 2003.

On January 31, 2013, LEARN obtained financing of \$5,446,303 through BMO Harris Bank, N.A. in the form of a bank-purchased bond. The bond matures on September 13, 2020. The bond interest rate is fixed at 7.4 percent times the sum of the bank swap rate plus 2.63 percent for an eight-year term. The terms of the bond contain debt covenants, including the requirements that LEARN maintain a debt service coverage ratio of 1.5:1, not incur other indebtedness in excess of \$300,000, and not incur capital expenditures in the annual amount in excess of \$100,000 on the subject property without prior consent of the bank. A portion of the proceeds under the bond was utilized to pay off the entire balance from the Charter School Revenue Bond Series 2011 issued through MB Financial Bank. The carrying value of the debt approximates its fair value of \$4,886,226 as of June 30, 2015.

Aggregate maturities of bond debt are as follows:

2016	\$	231,756
2017		231,756
2018		231,756
2019		231,756
2020		231,756
Later years		<u>3,727,446</u>
Total	\$	<u>4,886,226</u>

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2015

Note 8 - Interest Rate Swaps

LEARN utilizes interest rate swaps to reduce its market exposure risks from changes in interest rates.

On February 15, 2013, LEARN entered into interest rate swaps with BMO Harris Bank, N.A. to hedge the interest rate risk associated with LEARN's \$5,446,303 bond payable and \$9,472,000 loan payable. The purpose of the swaps is to fix interest rates on variable rate debt and to reduce certain exposures related to interest rate fluctuation. The interest rate swaps mature on January 31, 2021 and February 15, 2021, respectively, and have interest rates of 1.36 percent and 1.84 percent, respectively. LEARN will pay BMO Harris Bank, N.A. at the fixed rate as noted and BMO Harris Bank, N.A. will pay LEARN interest at a floating rate of the one-month LIBOR.

LEARN is exposed to credit-related losses in the event of nonperformance of this financial instrument. However, the counterparty to this agreement is BMO Harris Bank, N.A., and the risk of loss due to nonperformance is considered by management to be minimal. LEARN does not hold or issue interest rate swaps for trading purposes.

As of June 30, 2015, LEARN held two interest rate swaps to receive variable/pay fixed interest rates with notional amounts of \$4,886,226 and \$9,155,121, respectively. These swaps are recorded as an asset on the consolidated statement of financial position and total \$111,885. Gains recognized on the interest rate swaps of \$80,611 have been recognized as a change in fair value of derivatives on the consolidated statement of activities and changes in net assets. Interest expense related to the interest rate swaps totaled \$223,549 for the year ended June 30, 2015 and is included in program services expense on the consolidated statement of activities and changes in net assets. Total loss on interest rate swaps was \$142,938 for the year ended June 30, 2015.

Note 9 - Employees' Retirement Plan

LEARN provides a 403(b) retirement plan covering all full-time employees who are not certified employees, as defined by the Illinois State Board of Education. The plan was established on July 1, 2002. The plan allows for an employer to contribute 7 percent for employees that contribute less than 2 percent of qualified wages and 9 percent for employees that contribute 2 percent or greater.

Benefits for certified employees are provided through the Teachers Insurance and Chicago Teachers Pension Fund. Contributions made by LEARN totaled \$562,143 for the year ended June 30, 2015.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2015

Note 10 - Temporarily Restricted Net Assets

Temporarily restricted net assets represent the unexpended portion of contributions and grants received by LEARN that included donor-imposed restrictions on use. Amounts included in temporarily restricted net assets are restricted for use associated with the current campuses and future campuses that LEARN intends to open. As of June 30, 2015, temporarily restricted net assets of \$699,081 include \$507,385 restricted for time and \$191,696 restricted for purpose.

Note 11 - Lease Agreement

LEARN has entered into a lease agreement with Marillac Social Center, Inc. whereby LEARN has been granted access to and use of land and improvements located at 212 South Francisco Street, Chicago, Illinois. The term of the lease is from July 1, 2009 through June 30, 2015, with two renewal periods of five years each. During fiscal year 2015, LEARN exercised the first renewal option with the term of the lease extending through June 30, 2020.

LEARN has entered into a lease agreement with the Board of Education of the City of Chicago whereby LEARN has been granted access to and use of land and improvements located at 8914 South Buffalo Avenue, Chicago, Illinois for \$1 per year plus operating costs. The term of the lease is from July 15, 2012 through July 15, 2016.

LEARN has entered into a lease agreement with the Department of the Navy whereby LEARN has been granted access to and use of land and building located at 601 D Street, Great Lakes, Illinois for \$1 per year. The term of the lease is from June 10, 2012 through June 9, 2022, with three renewal periods of five years each. Beginning June 10, 2017, the Navy reserves the right to cancel the lease without penalty by giving LEARN a minimum of 365 days' notice. In the event of a cancellation, the cancellation will be effective at the end of a school year.

LEARN has entered into a lease agreement with Holy Families Ministries whereby LEARN has been granted access to and use of land and building located at 3415 W. Arthington, Chicago, IL 60624. The term of the lease is from July 15, 2014 through July 14, 2015. This lease was extended for one year and will end on July 14, 2016.

LEARN has entered into a lease agreement with Deborah's Place III, L.P. whereby LEARN has been granted access to and use of land and building located at 2822 W. Jackson Blvd., Chicago, IL 60612. The term of the lease is from August 10, 2014 through December 31, 2014. During fiscal year 2015, LEARN entered into an extension of the agreement until June 19, 2015.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2015

Note 11 - Lease Agreement (Continued)

Subsequent to year end, LEARN entered into a lease agreement with NMTS, LLC whereby LEARN has been granted access to and use of land and building located at 540 South McAllister Avenue, Waukegan, Illinois. The term of the lease is from August 15, 2015 through August 15, 2017, with two renewal periods of one year each.

Total rent expense was \$1,429,041 and \$1,602,033 during the years ended June 30, 2015 and 2014, respectively.

Minimum payments due over the next five years and thereafter are as follows, including the lease signed subsequent to year end:

2016	\$	574,510
2017		554,252
2018		480,181
2019		477,548
2020		487,095
Thereafter		<u>2</u>
Total	\$	<u>2,573,588</u>

Note 12 - In-kind Contributions

In-kind contribution revenue totaling \$749,311 for the year ended June 30, 2015 was comprised primarily of the following:

- Legal services totaling \$186,198
- Use of facilities valued at \$323,521 and \$239,592 from the Board of Education of the City of Chicago and the Department of the Navy, respectively. See Note 11 above for additional information.

Additional Information

Independent Auditor's Report on Additional Information

To the Board of Directors
Lawndale Educational and Regional Network
Charter School

We have audited the consolidated financial statements of Lawndale Educational and Regional Network Charter School as of and for the year ended June 30, 2015, and have issued our report thereon dated October 30, 2015 which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The consolidating statement of financial position and consolidating statement of activities and changes in net assets as of and for the year ended June 30, 2015 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Plante & Moran, PLLC

October 30, 2015

Lawndale Educational and Regional Network Charter School

Consolidating Statement of Financial Position June 30, 2015

Assets	LEARN	LEARN Development Corp.	Master Tenant	THC, LLC	Eliminations	Total
Current Assets						
Cash and cash equivalents	\$ 7,396,537	\$ -	\$ 250,424	\$ 263,134	\$ -	\$ 7,910,095
Grants receivable	1,851,003	-	-	-	-	1,851,003
Accounts receivable	256,471	-	-	-	-	256,471
Due from affiliates	16,598	-	69,011	350,977	(367,575)	69,011
Pledges receivable	284,481	-	-	-	-	284,481
Prepaid expenses	278,848	-	-	-	-	278,848
Total current assets	10,083,938	-	319,435	614,111	(367,575)	10,649,909
Pledges Receivable - Net of current portion	219,928	-	-	-	-	219,928
Investments in Subsidiaries	-	(1,108,347)	(128,546)	-	1,236,893	-
Property and Equipment - Net	11,331,865	-	-	21,477,554	-	32,809,419
Other Noncurrent Assets						
Notes receivable	11,368,000	-	-	-	-	11,368,000
Security deposits	65,318	-	-	-	-	65,318
Bond issue costs - Net	359,986	-	-	-	-	359,986
Interest rate swap	111,885	-	-	-	-	111,885
Total assets	\$ 33,540,920	\$ (1,108,347)	\$ 190,889	\$ 22,091,665	\$ 869,318	\$ 55,584,445
Liabilities and Net Assets						
Current Liabilities						
Accounts payable	\$ 975,881	\$ -	\$ -	\$ -	\$ -	\$ 975,881
Notes payable - Current portion	676,770	-	-	-	-	676,770
Bonds payable - Current portion	231,756	-	-	-	-	231,756
Due to affiliates	-	-	13,771	353,804	(367,575)	-
Deferred tuition and fees	95,972	-	-	-	-	95,972
Accrued liabilities and other:						
Accrued expenses	237,083	-	-	-	-	237,083
Accrued interest	82,150	-	-	-	-	82,150
Other accrued liabilities	179,562	-	-	1,363,326	-	1,542,888
Total current liabilities	2,479,174	-	13,771	1,717,130	(367,575)	3,842,500
Notes Payable - Net of current portion	10,676,701	-	-	21,660,000	-	32,336,701
Bonds Payable - Net of current portion	4,654,470	-	-	-	-	4,654,470
Total liabilities	17,810,345	-	13,771	23,377,130	(367,575)	40,833,671
Net Assets						
Unrestricted	15,031,494	(1,108,347)	177,118	(1,285,465)	1,236,893	14,051,693
Temporarily restricted	699,081	-	-	-	-	699,081
Total net assets	15,730,575	(1,108,347)	177,118	(1,285,465)	1,236,893	14,750,774
Total liabilities and net assets	\$ 33,540,920	\$ (1,108,347)	\$ 190,889	\$ 22,091,665	\$ 869,318	\$ 55,584,445

Lawndale Educational and Regional Network Charter School

Consolidating Statement of Activities and Changes in Net Assets (Deficit) Year Ended June 30, 2015

	LEARN		LEARN	Master Tenax	THC, LLC	Eliminations	Total
	Unrestricted	Temporarily Restricted	Development				
			Corp.				
Revenue, Gains, and Other Support							
Per-pupil funding	\$ 26,904,853	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,904,853
Special education	3,029,290	-	-	-	-	-	3,029,290
SCSA allocation	2,208,560	-	-	-	-	-	2,208,560
Title I allocation	1,857,359	-	-	-	-	-	1,857,359
Title II allocation	213,855	-	-	-	-	-	213,855
Campus start-up and expansion funds	719,486	-	-	-	-	-	719,486
Grants, sponsors, and general contributions	2,567,678	191,696	-	-	-	-	2,759,374
Student fees	427,700	-	-	-	-	-	427,700
In-kind contribution	749,311	-	-	-	-	-	749,311
Facility supplement funding	1,878,000	-	-	-	-	-	1,878,000
Special events	1,671	-	-	-	-	-	1,671
Interest income	522,681	-	-	-	283	-	522,964
Food service	303,253	-	-	-	-	-	303,253
Write-off of pledges receivable	-	(39,545)	-	-	-	-	(39,545)
Other income	450,765	-	-	188,008	188,320	(376,328)	450,765
Rental income	-	-	-	1,051,542	1,024,813	(2,076,355)	-
Loss from subsidiaries	-	-	(577,025)	(54,205)	-	631,230	-
Total revenue, gains, and other support	41,834,462	152,151	(577,025)	1,185,345	1,213,416	(1,821,453)	41,986,896
Net Assets Released from Restriction	470,071	(470,071)	-	-	-	-	-
Total revenue, gains, other support, and net assets released from restriction	42,304,533	(317,920)	(577,025)	1,185,345	1,213,416	(1,821,453)	41,986,896
Expenses							
Program services	35,366,872	-	-	1,220,319	1,755,467	(2,452,683)	35,889,975
Management and general	3,097,956	-	-	-	-	-	3,097,956
Fundraising and special events	347,338	-	-	-	-	-	347,338
Total expenses	38,812,166	-	-	1,220,319	1,755,467	(2,452,683)	39,335,269
Increase (Decrease) in Net Assets - Before change in fair value of interest rate swap	3,492,367	(317,920)	(577,025)	(34,974)	(542,051)	631,230	2,651,627
Change in Fair Value of Interest Rate Swap	80,611	-	-	-	-	-	80,611
Increase (Decrease) in Net Assets	3,572,978	(317,920)	(577,025)	(34,974)	(542,051)	631,230	2,732,238
Net Assets (Deficit) - Beginning of year	11,458,516	1,017,001	(518,255)	225,159	(743,414)	592,596	12,031,603
Draws	-	-	(13,067)	(13,067)	-	13,067	(13,067)
Net Assets (Deficit) - End of year	\$ 15,031,494	\$ 699,081	\$ (1,108,347)	\$ 177,118	\$ (1,285,465)	\$ 1,236,893	\$ 14,750,774

Lawndale Educational and Regional Network Charter School

**Consolidated Financial Report
with Additional Information
June 30, 2016**

Lawndale Educational and Regional Network Charter School

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Independent Auditor's Report

To the Board of Directors
Lawndale Educational and Regional Network
Charter School

Report on the Consolidated Financial Statements

We have audited the accompanying consolidated financial statements of Lawndale Educational and Regional Network Charter School (LEARN), which comprise the consolidated statement of financial position as of June 30, 2016 and the related consolidated statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

To the Board of Directors
Lawndale Educational and Regional Network
Charter School

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Lawndale Educational and Regional Network Charter School as of June 30, 2016 and the changes in its net assets, its functional expenses, and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 24, 2016 on our consideration of Lawndale Educational and Regional Network Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Lawndale Educational and Regional Network Charter School's internal control over financial reporting and compliance.

Plante & Moran, PLLC

October 24, 2016

Lawndale Educational and Regional Network Charter School

Consolidated Statement of Financial Position June 30, 2016

Assets

Current Assets

Cash and cash equivalents	\$ 12,301,944
Grants receivable	2,055,606
Accounts receivable	379,727
Pledges receivable (Note 3)	241,282
Prepaid expenses and other current assets	288,197

Total current assets 15,266,756

Property and Equipment - Net (Note 5) 31,445,527

Other Noncurrent Assets

Note receivable (Note 4)	11,368,000
Security deposits	197,228
Debt issuance costs - Net	341,241

Total assets \$ 58,618,752

Lawndale Educational and Regional Network Charter School

Consolidated Statement of Financial Position (Continued) June 30, 2016

Liabilities and Net Assets

Current Liabilities	
Accounts payable	\$ 849,517
Notes payable - Current portion (Note 6)	395,196
Bonds payable - Current portion (Note 7)	231,756
Deferred tuition and fees	192,932
Accrued liabilities and other:	
Accrued compensation	762,033
Accrued interest	55,262
Other accrued liabilities	1,925,715
Total current liabilities	4,412,411
Notes Payable - Net of current portion (Note 6)	32,341,504
Interest Rate Swap (Notes 2 and 8)	549,968
Bonds Payable - Net of current portion (Note 7)	4,422,714
Total liabilities	41,726,597
Net Assets	
Unrestricted	16,421,013
Temporarily restricted net assets	471,142
Total net assets	16,892,155
Total liabilities and net assets	\$ 58,618,752

Lawndale Educational and Regional Network Charter School

Consolidated Statement of Activities and Changes in Net Assets Year Ended June 30, 2016

	Unrestricted	Temporarily Restricted	Total
Revenue, Gains, and Other Support			
Per-pupil funding	\$ 28,652,932	\$ -	\$ 28,652,932
Special education	2,987,529	-	2,987,529
SGSA allocation	2,162,289	-	2,162,289
Title I allocation	2,657,655	-	2,657,655
Title II allocation	278,572	-	278,572
Campus start-up and expansion funds	556,069	-	556,069
Grants, sponsors, and general contributions	4,097,105	54,164	4,151,269
Department of Education grants	730,649	-	730,649
Student fees	336,893	-	336,893
Interest income	524,891	-	524,891
In-kind contributions	1,155,581	-	1,155,581
Facility supplement funding	1,922,302	-	1,922,302
Food service	316,013	-	316,013
Other income	351,235	-	351,235
	<hr/>	<hr/>	<hr/>
Total revenue, gains, and other support	46,729,715	54,164	46,783,879
Net Assets Released from Restriction	282,103	(282,103)	-
	<hr/>	<hr/>	<hr/>
Total revenue, gains, other support, and net assets released from restriction	47,011,818	(227,939)	46,783,879
Expenses			
Program services	40,606,518	-	40,606,518
Management and general	2,970,889	-	2,970,889
Fundraising and special events	397,910	-	397,910
	<hr/>	<hr/>	<hr/>
Total expenses	43,975,317	-	43,975,317
Increase (Decrease) in Net Assets - Before change in fair value of interest rate swap	3,036,501	(227,939)	2,808,562
Change in Fair Value of Interest Rate Swap	(661,853)	-	(661,853)
	<hr/>	<hr/>	<hr/>
Increase (Decrease) in Net Assets	2,374,648	(227,939)	2,146,709
Net Assets - Beginning of year	14,051,693	699,081	14,750,774
Member Distribution	(5,328)	-	(5,328)
	<hr/>	<hr/>	<hr/>
Net Assets - End of year	\$ 16,421,013	\$ 471,142	\$ 16,892,155

Lawndale Educational and Regional Network Charter School

Consolidated Statement of Functional Expenses Year Ended June 30, 2016

	Program Services	Management and General	Fundraising	Total
Salaries and wages	\$ 23,521,606	\$ 1,794,456	\$ 310,237	\$ 25,626,299
Payroll taxes	878,520	66,990	11,484	956,994
Employee benefits	4,363,717	315,509	54,087	4,733,313
Occupancy	3,606,922	273,086	1,941	3,881,949
Education supplies	1,482,861	-	-	1,482,861
Equipment rental	4,020	-	-	4,020
Interest	1,663,004	-	-	1,663,004
Professional services	2,176,171	319,366	-	2,495,537
Staff development	537,014	41,083	8,803	586,900
Special events	2,745	-	-	2,745
Insurance	170,933	30,165	-	201,098
Depreciation	1,453,968	73,860	-	1,527,828
Amortization	15,704	3,041	-	18,745
Office expense	729,333	53,333	11,358	794,024
Total functional expenses	<u>\$ 40,606,518</u>	<u>\$ 2,970,889</u>	<u>\$ 397,910</u>	<u>\$ 43,975,317</u>

Lawndale Educational and Regional Network Charter School

Statement of Cash Flows Year Ended June 30, 2016

Cash Flows from Operating Activities	
Increase in net assets	\$ 2,146,709
Adjustments to reconcile increase in net assets to net cash from operating activities:	
Depreciation	1,527,828
Amortization	18,745
Loss on interest rate swap	661,853
Changes in operating assets and liabilities which (used) provided cash:	
Grants receivable	(204,603)
Accounts receivable	(54,245)
Pledges receivable	263,127
Prepaid expenses and other current assets	(9,349)
Security deposits	(131,910)
Accounts payable	(233,639)
Deferred tuition and fees	96,960
Accrued compensation	524,950
Accrued interest	(26,888)
Other accrued liabilities	382,827
Net cash provided by operating activities	4,962,365
Cash Used in Investing Activities - Capital expenditures	(56,661)
Cash Flows from Financing Activities	
Payments on notes payable	(276,771)
Payments on bonds payable	(231,756)
Member distribution	(5,328)
Net cash used in financing activities	(513,855)
Net Increase in Cash and Cash Equivalents	4,391,849
Cash and Cash Equivalents - Beginning of year	7,910,095
Cash and Cash Equivalents - End of year	<u>\$ 12,301,944</u>
Supplemental Disclosure of Cash Flow Information	
Cash paid for interest	\$ 1,518,608
Fixed assets in accounts payable at June 30, 2016	126,650
Fixed assets in accounts payable at June 30, 2015	19,375

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 1 - Nature of Business and Significant Accounting Policies

Lawndale Educational and Regional Network Charter School (LEARN) is a college preparatory elementary school. It strives to provide students with the academic foundation and ambition to earn a college degree. During the year ended June 30, 2016, LEARN operated nine campuses throughout the Chicagoland area with an enrollment of approximately 3,300 students, of which the majority are from low-income communities. LEARN opened its ninth campus for the 2015-2016 school year in August 2015. The charter agreement with Chicago Public Schools expires in June 2021.

LEARN Charter THC, LLC (THC, LLC) is owned by LEARN Charter Title Holding Corporation (1 percent) (LTHC), LEARN Development Corporation (89 percent) (LDC), and LEARN Charter Master Tenant, LLC (10 percent) (LCMT). LTHC exists only to hold ownership in THC, LLC and is owned 100 percent by LEARN. THC, LLC is a qualified active low-income community business partnership, which owns a building located at 3021 W. Carroll Ave., the purpose of which is to house three of LEARN's schools and is intended to be treated as a "qualified low-income community investment" for the purpose of generating New Markets Tax Credits under Section 45D of the Internal Revenue Code of 1986, as amended. See Note 4 for further detail of the New Markets Tax Credit Program.

LCMT is owned by LDC (1 percent) and Barry Bennett, LLC (99 percent), an investing member independent of LEARN. LDC is wholly owned by LEARN and is the managing member of LCMT. As the managing member of LCMT, LDC has influence over its operations.

THC, LLC and LCMT are consolidated with LEARN for financial statement purposes. All significant intercompany accounts and transactions have been eliminated in consolidation. The consolidated entity is referred to as "LEARN."

Basis of Presentation - LEARN's consolidated financial statements have been prepared on the accrual basis of accounting. These consolidated financial statements report amounts separately by class of net assets. The separate classes of net assets are defined as follows:

Unrestricted Net Assets - Net assets that are not subject to donor-imposed stipulations.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

Temporarily Restricted Net Assets - Temporarily restricted net assets are net assets subject to donor-imposed stipulations, which can be fulfilled by actions of LEARN or through the passage of time. Donor-restricted contributions are reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the contribution is recognized. All other donor-restricted contributions are reported as an increase in temporarily restricted, and are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets when released from restriction.

Cash and Cash Equivalents - LEARN maintains cash balances at various financial institutions, which exceed federally insured limits. LEARN has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on cash.

For the purpose of the consolidated statement of cash flows, LEARN considers all money market funds to be cash equivalents.

Grants Receivable - Grants receivable are due from Chicago Public Schools (CPS) from federal, state, and local sources. Grants receivable are stated at the amount that management expects to collect from outstanding balances, which is net of an allowance for doubtful accounts. Management provides for uncollectible amounts through its assessment of the status of individual accounts. There was no allowance for doubtful accounts as of June 30, 2016.

Pledges Receivable - Pledges receivable are amounts due from individual donors in future periods. In most cases, the donor made an initial payment at the time of the pledge and will fulfill the pledge in one or more future payments. Pledges receivable that are expected to be collected within one year are recorded at fair value. Pledges receivable that are to be collected in future years are recorded at the present value of their estimated future cash flows.

Note Receivable - The note receivable is stated at unpaid principal balances less an allowance for note losses. Interest is recognized over the term of the note and is calculated using the simple-interest method.

Management considers a note impaired when, based on current information or factors (such as payment history, value of collateral, and assessment of the customer's current creditworthiness), it is probable that the principal and interest payments will not be collected according to the note agreement. Management does not consider its note receivable to be impaired.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

The carrying amount of the note receivable would be reduced by an allowance for note losses if management, based on its evaluation of the collectibility of the note receivable, including the nature of the note, credit concentrations, trends in historical data, specific impaired notes, economic conditions, and other risks inherent in the note receivable, deems all or a portion of the note receivable to be uncollectible. Management believes the note receivable is fully collectible as of June 30, 2016.

Debt Issuance Costs - Costs related to the bond and note payable issuance are being amortized on the straight-line method over the life of debt, which is 23.5 and 8 years, respectively. The amortization expense for 2016 for debt issuance costs amounted to \$18,745.

Property and Equipment - Property and equipment purchased are stated at cost. LEARN's policy is to depreciate the cost of property and equipment over the estimated useful lives of the assets by use of the straight-line method. Depreciable lives are 15 years for land improvements, 15 to 39 years for buildings and improvements and leasehold improvements, and five to seven years for furniture and fixtures and computer equipment and software.

Interest Rate Swap - LEARN's interest rate swap is recognized as liability on the consolidated statement of financial position and measured at fair value. Any change in fair value is recognized immediately in the consolidated statement of activities and changes in net assets unless the derivative qualifies as a hedge. LEARN has not designated its interest rate swap as a hedge.

Tax Status - LEARN is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. THC, LLC and LCMT are treated as partnerships for federal income tax purposes. Consequently, federal income taxes are not payable by, or provided for, THC, LLC and LCMT. Accordingly, the consolidated financial statements do not reflect a provision for federal income taxes.

Revenue and Expense Recognition - Revenue and expenses are recorded on the accrual basis of accounting, whereby revenue is recognized when earned and expenses are recognized as incurred. Charter school funding allocations from CPS and other authorizers are recognized as earned during LEARN's fiscal year. LEARN's Title I and Title II allocations flow through authorizers from federal sources. LEARN's per-pupil and SGSA allocations flow through CPS from state and local sources.

All grants and contributions are considered to be available for unrestricted use unless otherwise specifically restricted by donors. Grants and contributions are recorded and recognized at fair value when notice of award is received.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

Donated services and assets are received from a variety of sources and are reported as in-kind contribution revenue. Contributions of donated services that create or enhance nonfinancial assets or that require specialized skills provided by individuals possessing those skills and that would typically need to be purchased if not provided by a donation are recorded at fair value in the period received. Donations of use of facilities are recorded at fair value.

Functional Expense Allocation Method - Expenses are charged to each program based on direct expenditures incurred. Certain indirect expenditures that benefit more than one program are allocated to the benefited programs based on allocations determined by management. Although the methods of allocation used are considered reasonable, other methods could be used that would produce a different result.

Upcoming Accounting Changes - In May 2014, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2014-09, *Revenue from Contracts with Customers (Topic 606)*, which will supersede the current revenue recognition requirements in Topic 605, *Revenue Recognition*. The ASU is based on the principle that revenue is recognized to depict the transfer of goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The ASU also requires additional disclosure about the nature, amount, timing, and uncertainty of revenue and cash flows arising from customer contracts, including significant judgments and changes in judgments and assets recognized from costs incurred to obtain or fulfill a contract. The new guidance will be effective for LEARN's year ending June 30, 2020. The ASU permits application of the new revenue recognition guidance to be applied using one of two retrospective application methods. LEARN has not yet determined which application method it will use or the potential effects of the new standard on the consolidated financial statements, if any.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

In February 2016, the Financial Accounting Standards Board issued ASU No. 2016-02, *Leases*, which will supersede the current lease requirements in ASC 840. The ASU requires lessees to recognize a right-of-use asset and related lease liability for all leases, with a limited exception for short-term leases. Leases will be classified as either finance or operating, with the classification affecting the pattern of expense recognition in the statement of activities. Currently, leases are classified as either capital or operating, with only capital leases recognized on the balance sheet. The reporting of lease-related expenses in the statement of activities and cash flows will be generally consistent with the current guidance. The new lease guidance will be effective for LEARN's year ending June 30, 2021 and will be applied using a modified retrospective transition method to the beginning of the earliest period presented. The effect of applying the new lease guidance on the financial statements has not yet been determined.

The Financial Accounting Standards Board issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* in August, 2016. ASU No. 2016-14 requires significant changes to the financial reporting model of organizations that follow FASB not-for-profit rules, including changing from three classes of net assets to two classes, net assets with donor restrictions and net assets without donor restrictions. The ASU will also require changes in the way certain information is aggregated and reported by LEARN, including required disclosures about the liquidity and availability of resources. The new standard is effective for LEARN's year ending June 30, 2019 and thereafter and must be applied on a retrospective basis. LEARN is currently evaluating the impact this standard will have on the consolidated financial statements.

Use of Estimates - The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent Events - The consolidated financial statements and related disclosures include evaluation of events up through and including October 24, 2016, which is the date the consolidated financial statements were available to be issued.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 2 - Fair Value Measurements

Accounting standards require certain assets and liabilities be reported at fair value in the consolidated financial statements and provide a framework for establishing that fair value. The framework for determining fair value is based on a hierarchy that prioritizes the inputs and valuation techniques used to measure fair value.

The following table presents information about LEARN's liability measured at fair value on a recurring basis at June 30, 2016 and the valuation techniques used by LEARN to determine those fair values.

Fair values determined by Level 1 inputs use quoted prices in active markets for identical liabilities that LEARN has the ability to access.

Fair values determined by Level 2 inputs use other inputs that are observable, either directly or indirectly. These Level 2 inputs include quoted prices for similar liabilities in active markets and other inputs such as interest rates and yield curves that are observable at commonly quoted intervals.

Level 3 inputs are unobservable inputs, including inputs that are available in situations where there is little, if any, market activity for the related liability. These Level 3 fair value measurements are based primarily on management's own estimates using pricing models, discounted cash flow methodologies, or similar techniques taking into account the characteristics of the liability. LEARN currently uses no Level 1 or Level 3 inputs.

In instances whereby inputs used to measure fair value fall into different levels in the above fair value hierarchy, fair value measurements in their entirety are categorized based on the lowest level input that is significant to the valuation. LEARN's assessment of the significance of particular inputs to these fair value measurements requires judgment and considers factors specific to each liability.

Liability Measured at Fair Value on a Recurring Basis at June 30, 2016

	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Balance at June 30, 2016
Derivative - Interest rate swap	\$ -	\$ 549,968	\$ -	\$ 549,968

The derivative instrument consists solely of an interest rate swap that is not traded on an exchange and is recorded at fair value based on a variety of observable inputs, including contractual terms, interest rate curves, yield curves, measure of volatility, and correlations of such inputs.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 3 - Pledges Receivable

Contributions are recorded at fair value initially and present value thereafter. LEARN discounted contributions due in more than one year using the Treasury bill rate on the date the pledge was made. The pledges receivable balance of \$241,282 reported is due within a year and considered current as of June 30, 2016.

Note 4 - Note Receivable

As part of a New Markets Tax Credit program, LEARN finalized an agreement on February 15, 2013 to lend \$11,368,000 to LEARN Investment Fund, LLC (Investment Fund), which is wholly owned by PNC Bank. The note is secured by the Investment Fund's right, title, and equity interest in IFF Capital III LLC, PNC CDE 17, LP, and VAF Sub-CDE XXII, LLC, all community development entities (CDEs). LEARN monitors the creditworthiness of its note receivable on a quarterly basis. PNC Bank has an overall credit rating of A- (Standard & Poor's, August 31, 2016).

The note receivable balance was \$11,368,000 at June 30, 2016. The note bears interest at 4.55 percent, which is payable in quarterly installments of interest with the total balance due in February 2020.

Note 5 - Property and Equipment

Cost of land, buildings, and equipment consists of the following:

Land	\$ 133,983
Land improvements	1,750,101
Buildings	31,540,127
Leasehold improvements	1,530,220
Furniture and fixtures	1,887,698
Computer equipment and software	1,575,572
Construction in progress	<u>121,087</u>
Total cost	38,538,788
Less accumulated depreciation	<u>(7,093,261)</u>
Net land, buildings, and equipment	<u>\$ 31,445,527</u>

Depreciation expense for the year ended June 30, 2016 was \$1,527,828.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 6 - Notes Payable - Bank

Long-term debt at June 30, 2016 is as follows:

Loan agreement for LEARN held by Charter Fund, Inc. (d/b/a Charter School Growth Fund) in the amount of up to a maximum of \$1,600,000. The loan will be distributed by Charter Fund, Inc to LEARN in annual installments of \$400,000 beginning on December 1, 2015, contingent upon LEARN's successful completion of Charter Fund's annual review. The terms of the agreement call for interest to accrue on principal received at a fixed rate of 1 percent per annum through the maturity date. LEARN will be required to repay the loan to Charter Fund, Inc. in installments as follows: \$400,000 on December 1, 2021; \$600,000 on December 1, 2022; and the remaining principal and accrued interest on December 1, 2023	\$ 400,000
Loan agreement for LEARN held by Illinois Facilities Fund in the original amount of \$1,000,000. The loan matures on September 30, 2026. LEARN is required to make monthly principal and interest payments of \$8,013 over the term of the note at a fixed rate of 5.20 percent. The note is secured by certain real estate owned by LEARN	795,085
Loan agreement for LEARN held by Illinois Facilities Fund in the original amount of \$1,000,000. The loan matures on December 1, 2017. LEARN is required to make monthly principal and interest payments of \$8,039 over the term of the note at a fixed rate of 5.25 percent. The note is secured by certain real estate owned by LEARN	868,393
Loan agreement for LEARN held by Illinois Facilities Fund in the original amount of \$250,000. The loan matures on December 1, 2017. LEARN is required to make monthly principal and interest payments of \$4,718 over the term of the note at a fixed rate of 5.00 percent. The note is secured by certain real estate owned by LEARN	81,650
Loan agreement for THC, LLC held by Illinois Facilities Fund in the original amount of \$2,832,000. The loan matures on February 29, 2020. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	2,832,000
Loan agreement for THC, LLC held by Illinois Facilities Fund in the original amount of \$1,088,000. The loan matures on February 28, 2043. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	1,088,000

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 6 - Notes Payable - Bank (Continued)

Loan agreement for THC, LLC held by VAF Sub-CDE XXII, LLC in the original amount of \$5,784,000. The loan matures on February 29, 2020. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	\$ 5,784,000
Loan agreement for THC, LLC held by VAF Sub-CDE XXII, LLC in the original amount of \$2,136,000. The loan matures on February 28, 2043. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	2,136,000
Loan agreement for THC, LLC held by PNC Financial Services Group in the original amount of \$1,248,000. The loan matures on February 28, 2043. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	1,248,000
Loan agreement for THC, LLC held by PNC Financial Services Group in the original amount of \$2,752,000. The loan matures on February 29, 2020. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	2,752,000
Loan agreement for THC, LLC held by M&I New Markets Fund, LLC in the original amount of \$4,128,000. The loan matures on February 29, 2020. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.76 percent. The note is secured by certain real estate owned by LEARN	4,128,000
Loan agreement for THC, LLC held by M&I New Markets Fund, LLC in the original amount of \$1,692,000. The loan matures on February 28, 2043. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.76 percent. The note is secured by certain real estate owned by LEARN	1,692,000

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 6 - Notes Payable - Bank (Continued)

Loan agreement for LEARN held by BMO Harris Bank, N.A. in the original amount of \$9,472,000. The loan matures on February 15, 2021. LEARN is required to make quarterly interest-only payments until March 31, 2013 and quarterly principal and interest payments of \$159,075 at a fixed rate of 4.55 percent, subject to the interest rate swap agreement (see Note 8). The note is secured by certain real estate owned by LEARN

	\$ 8,931,572
Total	32,736,700
Less current portion	<u>395,196</u>
Long-term portion	<u>\$ 32,341,504</u>

Aggregate maturities of long-term debt are as follows:

2017	\$ 395,196
2018	396,624
2019	381,517
2020	15,896,060
2021	8,055,443
Later years	<u>7,611,860</u>
Total	<u>\$ 32,736,700</u>

Note 7 - Bond Payable

On January 31, 2013, LEARN obtained financing of \$5,446,303 through BMO Harris Bank, N.A. in the form of a bank-purchased bond. The bond matures on September 13, 2020. The bond interest rate is fixed at 7.4 percent times the sum of the bank swap rate plus 2.63 percent for an eight-year term. The terms of the bond contain debt covenants, including the requirements that LEARN maintain a debt service coverage ratio of 1.5:1, not incur other indebtedness in excess of \$300,000, and not incur unfunded capital expenditures in the annual amount in excess of \$100,000 on the subject property without prior consent of the bank. A portion of the proceeds under the bond was utilized to pay off the entire balance from the Charter School Revenue Bond Series 2011 issued through MB Financial Bank. The carrying value of the debt approximates its fair value of \$4,654,470 as of June 30, 2016.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 7 - Bond Payable (Continued)

Aggregate maturities of bond debt are as follows:

2017	\$	231,756
2018		231,756
2019		231,756
2020		231,756
2021		231,756
Later years		<u>3,495,690</u>
Total	\$	<u>4,654,470</u>

Note 8 - Interest Rate Swaps

LEARN utilizes interest rate swaps to reduce its market exposure risks from changes in interest rates.

On February 15, 2013, LEARN entered into interest rate swaps with BMO Harris Bank, N.A. to hedge the interest rate risk associated with LEARN's \$4,654,470 bond payable and \$9,472,000 loan payable. The purpose of the swaps is to fix interest rates on variable rate debt and to reduce certain exposures related to interest rate fluctuation. The interest rate swaps mature on January 31, 2021 and February 15, 2021, respectively, and have interest rates of 1.36 percent and 1.84 percent, respectively. LEARN will pay BMO Harris Bank, N.A. at the fixed rate as noted and BMO Harris Bank, N.A. will pay LEARN interest at a floating rate of the one-month LIBOR.

LEARN is exposed to credit-related losses in the event of nonperformance of this financial instrument. However, the counterparty to this agreement is BMO Harris Bank, N.A., and the risk of loss due to nonperformance is considered by management to be minimal. LEARN does not hold or issue interest rate swaps for trading purposes.

As of June 30, 2016, LEARN held two interest rate swaps to receive variable/pay fixed interest rates with notional amounts of \$4,654,470 and \$8,931,572, respectively. These swaps are recorded as a liability on the consolidated statement of financial position and total \$549,968. Losses recognized on the interest rate swaps of \$661,853 have been recognized as a change in fair value of derivatives on the consolidated statement of activities and changes in net assets. Interest expense related to the interest rate swaps totaled \$194,613 for the year ended June 30, 2016 and is included in program services expense on the consolidated statement of activities and changes in net assets. Total loss on interest rate swaps was \$856,466 for the year ended June 30, 2016.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 9 - Employees' Retirement Plan

LEARN provides a 403(b) retirement plan covering all full-time employees who are not certified employees, as defined by the Illinois State Board of Education. The plan was established on July 1, 2002. The plan allows for an employer to contribute 4.5 percent for employees regardless of the amount that they elect to contribute. The plan also allows the employer to match the employee contributions up to an additional 2 percent of qualified wages.

Benefits for certified employees are provided through the Teachers Insurance and Chicago Teachers Pension Fund. Contributions made by LEARN totaled \$1,448,367 for the year ended June 30, 2016. This amount is calculated based on total pensionable salaries of \$12,978,194. The contribution includes \$226,036 of in-kind services, which is calculated based on reimbursable pensionable special education salaries for the year ended June 30, 2016 of \$2,205,409. Additionally, LEARN contributed a portion of employees' withholding in the amount of \$584,019 for the year ended June 30, 2016.

Note 10 - Temporarily Restricted Net Assets

Temporarily restricted net assets represent the unexpended portion of contributions and grants received by LEARN that included donor-imposed restrictions on use. Amounts included in temporarily restricted net assets are restricted for use associated with the current campuses and future campuses that LEARN intends to open. As of June 30, 2016, temporarily restricted net assets of \$471,142 include \$249,956 restricted for time and \$221,186 restricted for purpose.

Note 11 - Lease Agreement

LEARN has entered into a lease agreement with Marillac Social Center, Inc. whereby LEARN has been granted access to and use of land and improvements located at 212 South Francisco Street, Chicago, Illinois. The term of the lease is from July 1, 2015 through June 30, 2020.

LEARN has entered into a lease agreement with the Board of Education of the City of Chicago whereby LEARN has been granted access to and use of land and improvements located at 8914 South Buffalo Avenue, Chicago, Illinois for \$1 per year plus a per student fee. The term of the lease was from July 1, 2015 through June 30, 2016. The lease will automatically renew for one-year periods until the parties have a formal termination of the lease agreement.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 11 - Lease Agreement (Continued)

LEARN has entered into a lease agreement with the Department of the Navy whereby LEARN has been granted access to and use of land and building located at 601 D Street, Great Lakes, Illinois for \$1 per year. The term of the lease is from June 10, 2012 through June 9, 2022, with three renewal periods of five years each. Beginning on June 10, 2017, the Navy reserves the right to cancel the lease without penalty by giving LEARN a minimum of 365 days' notice. In the event of a cancellation, the cancellation will be effective at the end of a school year.

LEARN has entered into a lease agreement with Holy Families Ministries whereby LEARN has been granted access to and use of land and building located at 3415 W. Arthington, Chicago, IL 60624. The term of the lease was from July 15, 2015 through July 14, 2016. This lease was subsequently renewed through July 14, 2017.

Subsequent to year end, LEARN has entered into a lease agreement with Community Action Partnership of Lake County whereby LEARN has been granted access to and use of land and building located at 1200 Glen Flora Avenue, Waukegan, Illinois. The term of the lease is from July 1, 2016 through July 21, 2019, with three renewal periods of two years each.

Total rent expense was \$966,014 during the year ended June 30, 2016.

Minimum payments due over the next five years and thereafter are as follows, including the lease signed subsequent to year end:

2017	\$ 829,202
2018	822,182
2019	838,626
2020	487,096
2021	2
Thereafter	<u>3</u>
Total	<u>\$ 2,977,111</u>

Note 12 - In-kind Contributions

In-kind contribution revenue totaling \$1,155,581 for the year ended June 30, 2016 was comprised primarily of the following:

- Legal services totaling \$366,432
- Use of facilities valued at \$323,521 and \$239,592 from the Board of Education of the City of Chicago and the Department of the Navy, respectively. See Note 11 above for additional information

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2016

Note 12 - In-kind Contributions (Continued)

- Plan payments by CPS to the Chicago Teachers' Pension Fund (CTPF) on reimbursable pensionable special education salaries for the year ended June 30, 2016 totaling \$226,036.

Additional Information

Independent Auditor's Report on Additional Information

To the Board of Directors
Lawndale Educational and Regional Network
Charter School

We have audited the consolidated financial statements of Lawndale Educational and Regional Network Charter School as of and for the year ended June 30, 2016 and have issued our report thereon dated October 24, 2016, which contained an unmodified opinion on those consolidated financial statements. Our audit was performed for the purpose of forming an opinion on the consolidated financial statements as a whole. The consolidating statement of financial position and consolidating statement of activities and changes in net assets as of and for the year ended June 30, 2016 are presented for the purpose of additional analysis and are not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Plante & Moran, PLLC

October 24, 2016

Lawndale Educational and Regional Network Charter School

Consolidating Statement of Financial Position June 30, 2016

Assets	LEARN Development Corp.					Eliminations	Total
	LEARN	Master Tenant	THC, LLC				
Current Assets							
Cash and cash equivalents	\$ 11,798,438	\$ -	\$ 375,067	\$ 128,439	\$ -	\$ -	\$ 12,301,944
Grants receivable	2,055,606	-	-	-	-	-	2,055,606
Accounts receivable	379,727	-	-	-	-	-	379,727
Due from affiliates	17,771	-	199,793	556,937	(774,501)	-	-
Pledges receivable	241,282	-	-	-	-	-	241,282
Prepaid expenses	288,197	-	-	-	-	-	288,197
Total current assets	14,781,021	-	574,860	685,376	(774,501)	-	15,266,756
Pledges Receivable - Net of current portion	-	-	-	-	-	-	-
Investments in Subsidiaries	-	(1,865,763)	(201,405)	-	2,067,168	-	-
Property and Equipment - Net	10,662,144	-	-	20,783,383	-	-	31,445,527
Other Noncurrent Assets							
Notes receivable	11,368,000	-	-	-	-	-	11,368,000
Security deposits	197,228	-	-	-	-	-	197,228
Bond issue costs - Net	341,241	-	-	-	-	-	341,241
Total assets	\$ 37,349,634	\$ (1,865,763)	\$ 373,455	\$ 21,468,759	\$ 1,292,667	\$ -	\$ 58,618,752
Liabilities and Net Assets							
Current Liabilities							
Accounts payable	\$ 809,716	\$ -	\$ 5,300	\$ 34,501	\$ -	\$ -	\$ 849,517
Notes payable - Current portion	395,196	-	-	-	-	-	395,196
Bonds payable - Current portion	231,756	-	-	-	-	-	231,756
Due to affiliates	129,651	-	219,859	424,991	(774,501)	-	-
Deferred tuition and fees	192,932	-	-	-	-	-	192,932
Accrued liabilities and other:							
Accrued expenses	762,033	-	-	-	-	-	762,033
Accrued interest	55,262	-	-	-	-	-	55,262
Other accrued liabilities	562,389	-	-	1,363,326	-	-	1,925,715
Total current liabilities	3,138,935	-	225,159	1,822,818	(774,501)	-	4,412,411
Notes Payable - Net of current portion	10,681,504	-	-	21,660,000	-	-	32,341,504
Interest Rate Swap	549,968	-	-	-	-	-	549,968
Bonds Payable - Net of current portion	4,422,714	-	-	-	-	-	4,422,714
Total liabilities	18,793,121	-	225,159	23,482,818	(774,501)	-	41,726,597
Net Assets							
Unrestricted	18,085,371	(1,865,763)	148,296	(2,014,059)	2,067,168	-	16,421,013
Temporarily restricted	471,142	-	-	-	-	-	471,142
Total net assets	18,556,513	(1,865,763)	148,296	(2,014,059)	2,067,168	-	16,892,155
Total liabilities and net assets	\$ 37,349,634	\$ (1,865,763)	\$ 373,455	\$ 21,468,759	\$ 1,292,667	\$ -	\$ 58,618,752

Lawndale Educational and Regional Network Charter School

Consolidating Statement of Activities and Changes in Net Assets (Deficit) Year Ended June 30, 2016

	LEARN		LEARN Development Corp.	Master Tenanc	THC, LLC	Eliminations	Total
	Unrestricted	Temporarily Restricted					
Revenue, Gains, and Other Support							
Per-pupil funding	\$ 28,652,932	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,652,932
Special education	2,987,529	-	-	-	-	-	2,987,529
SGSA allocation	2,162,289	-	-	-	-	-	2,162,289
Title I allocation	2,657,655	-	-	-	-	-	2,657,655
Title II allocation	278,572	-	-	-	-	-	278,572
Campus start-up and expansion funds	556,069	-	-	-	-	-	556,069
Grants, sponsors, and general contributions	4,097,105	54,164	-	-	-	-	4,151,269
Department of Education reimbursement	730,649	-	-	-	-	-	730,649
Student fees	336,893	-	-	-	-	-	336,893
Interest income	524,891	-	-	-	-	-	524,891
In-kind contribution	1,155,581	-	-	-	-	-	1,155,581
Facility supplement funding	1,922,302	-	-	-	-	-	1,922,302
Food service	316,013	-	-	-	-	-	316,013
Other income	351,235	-	-	129,392	129,392	(258,784)	351,235
Rental income	-	-	-	1,051,542	988,981	(2,040,523)	-
Loss from subsidiaries	-	-	(752,088)	(72,859)	-	824,947	-
Total revenue, gains, and other support	46,729,715	54,164	(752,088)	1,108,075	1,118,373	(1,474,360)	46,783,879
Net Assets Released from Restriction	282,103	(282,103)	-	-	-	-	-
Total revenue, gains, other support, and net assets released from restriction	47,011,818	(227,939)	(752,088)	1,108,075	1,118,373	(1,474,360)	46,783,879
Expenses							
Program services	39,927,289	-	-	1,131,569	1,846,967	(2,299,307)	40,606,518
Management and general	2,970,889	-	-	-	-	-	2,970,889
Fundraising and special events	397,910	-	-	-	-	-	397,910
Total expenses	43,296,088	-	-	1,131,569	1,846,967	(2,299,307)	43,975,317
Increase (Decrease) in Net Assets - Before change in fair value of interest rate swap	3,715,730	(227,939)	(752,088)	(23,494)	(728,594)	824,947	2,808,562
Change in Fair Value of Interest Rate Swap	(661,853)	-	-	-	-	-	(661,853)
Increase (Decrease) in Net Assets	3,053,877	(227,939)	(752,088)	(23,494)	(728,594)	824,947	2,146,709
Net Assets (Deficit) - Beginning of year	15,031,494	699,081	(1,108,347)	177,118	(1,285,465)	1,236,893	14,750,774
Draws	-	-	(5,328)	(5,328)	-	5,328	(5,328)
Net Assets (Deficit) - End of year	\$ 18,085,271	\$ 471,142	\$ (1,865,763)	\$ 148,296	\$ (2,014,059)	\$ 2,067,168	\$ 16,892,155

Independent Auditor's Report on Compliance

To the Board of Directors
Lawndale Educational and Regional Network
Charter School

We have examined Lawndale Educational and Regional Network Charter School's compliance with requirements of applicable laws and regulations listed in the letter dated April 8, 2016 that was received from and prescribed by the City of Chicago, Chicago Public Schools, Office of New Schools (the "Administering Agency") during the year ended June 30, 2016. Management is responsible for Lawndale Educational and Regional Network Charter School's compliance with those requirements. Our responsibility is to express an opinion on Lawndale Educational and Regional Network Charter School's compliance based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence about Lawndale Educational and Regional Network Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. Our examination does not provide a legal determination on Lawndale Educational and Regional Network Charter School's compliance with specified requirements.

In our opinion Lawndale Educational and Regional Network Charter School complied with the aforementioned requirements for the year ended June 30, 2016.

This report is intended solely for the information and use of Chicago Public Schools and the board of directors of Lawndale Educational and Regional Network Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Plante & Moran, PLLC

October 24, 2016

Lawndale Educational and Regional Network Charter School

**Consolidated Financial Report
with Additional Information
June 30, 2017**

Lawndale Educational and Regional Network Charter School

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Independent Auditor's Report

To the Board of Directors
Lawndale Educational and Regional
Network Charter School

Report on the Consolidated Financial Statements

We have audited the accompanying consolidated financial statements of Lawndale Educational and Regional Network Charter School (LEARN), which comprise the consolidated statement of financial position as of June 30, 2017 and the related consolidated statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements; whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

To the Board of Directors
Lawndale Educational and Regional
Network Charter School

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Lawndale Educational and Regional Network Charter School as of June 30, 2017 and the changes in its net assets, its functional expenses, and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 24, 2017 on our consideration of Lawndale Educational and Regional Network Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Lawndale Educational and Regional Network Charter School's internal control over financial reporting and compliance.

Plante & Moran, PLLC

October 24, 2017

Lawndale Educational and Regional Network Charter School

Consolidated Statement of Financial Position June 30, 2017

Assets

Current Assets

Cash and cash equivalents	\$ 17,588,205
Grants receivable	2,432,206
Accounts receivable	748,673
Pledges receivable	139,623
Prepaid expenses and other current assets	<u>346,977</u>

Total current assets 21,255,684

Property and Equipment - Net (Note 4) 31,045,819

Other Noncurrent Assets

Note receivable (Note 3)	11,368,000
Security deposits	<u>198,685</u>

Total assets \$ 63,868,188

Lawndale Educational and Regional Network Charter School

Consolidated Statement of Financial Position (Continued) June 30, 2017

Liabilities and Net Assets

Current Liabilities	
Accounts payable	\$ 779,677
Notes payable - Current portion (Note 5)	369,351
Bonds payable - Current portion (Note 6)	231,756
Deferred tuition and fees	186,092
Accrued liabilities and other:	
Accrued compensation	750,363
Accrued interest	26,246
Other accrued liabilities	<u>2,209,936</u>
Total current liabilities	4,553,421
Interest Rate Swap (Note 7)	58,416
Notes Payable - Net of current portion (Note 5)	32,212,715
Bonds Payable - Net of current portion (Note 6)	<u>4,027,892</u>
Total liabilities	40,852,444
Net Assets	
Unrestricted	22,572,282
Temporarily restricted (Note 9)	<u>443,462</u>
Total net assets	<u>23,015,744</u>
Total liabilities and net assets	<u><u>\$ 63,868,188</u></u>

Lawndale Educational and Regional Network Charter School

Consolidated Statement of Activities and Changes in Net Assets Year Ended June 30, 2017

	Unrestricted	Temporarily Restricted	Total
Revenue, Gains, and Other Support			
Per-pupil funding	\$ 30,075,854	\$ -	\$ 30,075,854
Special education	3,526,781	-	3,526,781
SGSA allocation	2,544,348	-	2,544,348
Title I allocation	2,672,333	-	2,672,333
Title II allocation	299,158	-	299,158
Title III allocation	121,917	-	121,917
Campus start-up and expansion funds	289,703	-	289,703
Grants, sponsors, and general contributions	3,456,134	236,439	3,692,573
Department of Education grants	497,607	-	497,607
Student fees	351,314	-	351,314
Interest income	526,590	-	526,590
In-kind contributions	1,068,852	-	1,068,852
Facility supplement funding	1,941,373	-	1,941,373
Food service	300,439	-	300,439
Other income	2,194,860	-	2,194,860
	<u>49,867,263</u>	<u>236,439</u>	<u>50,103,702</u>
Total revenue, gains, and other support			
Net Assets Released from Restriction	<u>264,119</u>	<u>(264,119)</u>	<u>-</u>
Total revenue, gains, other support, and net assets released from restriction	<u>50,131,382</u>	<u>(27,680)</u>	<u>50,103,702</u>
Expenses			
Program services	40,815,745	-	40,815,745
Management and general	3,238,787	-	3,238,787
Fundraising and special events	417,133	-	417,133
	<u>44,471,665</u>	<u>-</u>	<u>44,471,665</u>
Total expenses			
Increase (Decrease) in Net Assets - Before change in fair value of interest rate swap	<u>5,659,717</u>	<u>(27,680)</u>	<u>5,632,037</u>
Change in Fair Value of Interest Rate Swap	<u>491,552</u>	<u>-</u>	<u>491,552</u>
Increase (Decrease) in Net Assets	<u>6,151,269</u>	<u>(27,680)</u>	<u>6,123,589</u>
Net Assets - Beginning of year	<u>16,421,013</u>	<u>471,142</u>	<u>16,892,155</u>
Net Assets - End of year	<u>\$ 22,572,282</u>	<u>\$ 443,462</u>	<u>\$ 23,015,744</u>

Lawndale Educational and Regional Network Charter School

Consolidated Statement of Functional Expenses Year Ended June 30, 2017

	Program Services	Management and General	Fundraising	Total
Salaries and wages	\$ 23,232,155	\$ 1,771,836	\$ 307,947	\$ 25,311,938
Payroll taxes	866,074	66,041	11,321	943,436
Employee benefits	4,057,674	309,409	53,041	4,420,124
Occupancy	4,178,385	452,498	-	4,630,883
Education supplies	1,744,392	-	-	1,744,392
Equipment rental	508	-	-	508
Interest	1,604,246	-	-	1,604,246
Professional services	1,920,452	411,526	-	2,331,978
Staff development	353,364	27,033	5,793	386,190
Special events	12,853	-	17,657	30,510
Insurance	157,886	27,862	-	185,748
Depreciation	1,368,306	69,802	-	1,438,108
Amortization	15,704	3,041	-	18,745
Office expense	1,303,746	99,739	21,374	1,424,859
Total functional expenses	\$ 40,815,745	\$ 3,238,787	\$ 417,133	\$ 44,471,665

Lawndale Educational and Regional Network Charter School

Statement of Cash Flows Year Ended June 30, 2017

Cash Flows from Operating Activities	
Increase in net assets	\$ 6,123,589
Adjustments to reconcile increase in net assets to net cash from operating activities:	
Depreciation	1,446,651
Amortization of debt issuance costs	18,745
Gain on interest rate swap	(491,552)
Changes in operating assets and liabilities which (used) provided cash:	
Grants receivable	(254,061)
Accounts receivable	(491,485)
Pledges receivable	101,659
Prepaid expenses and other current assets	(58,780)
Security deposits	(1,457)
Accounts payable	(8,791)
Deferred tuition and fees	(6,840)
Accrued compensation	(11,670)
Accrued interest	(29,016)
Other accrued liabilities	284,221
Net cash provided by operating activities	<u>6,621,213</u>
Cash Used in Investing Activities - Capital expenditures	(1,107,992)
Cash Flows from Financing Activities	
Net proceeds on notes payable	14,996
Payments on bonds payable	(241,956)
Net cash used in financing activities	<u>(226,960)</u>
Net Increase in Cash and Cash Equivalents	5,286,261
Cash and Cash Equivalents - Beginning of year	<u>12,301,944</u>
Cash and Cash Equivalents - End of year	<u>\$ 17,588,205</u>
Supplemental Disclosure of Cash Flow Information	
Cash paid for interest	\$ 1,513,340
Fixed assets in accounts payable at June 30, 2017	65,601
Fixed assets in accounts payable at June 30, 2016	126,650

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2017

Note 1 - Nature of Business and Significant Accounting Policies

Lawndale Educational and Regional Network Charter School (LEARN) is a college preparatory elementary school. It strives to provide students with the academic foundation and ambition to earn a college degree. During the year ended June 30, 2017, LEARN operated 10 campuses throughout the Chicagoland area with an enrollment of 4,089 students, of which the majority are from low-income communities. LEARN opened its 10th campus for the 2016-2017 school year in August 2016. The charter agreement with Chicago Public Schools expires in June 2021.

LEARN Charter THC, LLC (THC, LLC) is owned by LEARN Charter Title Holding Corporation (1 percent) (LTHC), LEARN Development Corporation (89 percent) (LDC), and LEARN Charter Master Tenant, LLC (10 percent) (LCMT). LTHC exists only to hold ownership in THC, LLC and is owned 100 percent by LEARN. THC, LLC is a qualified active low-income community business partnership, which owns a building located at 3021 W. Carroll Ave., the purpose of which is to house three of LEARN's schools and is intended to be treated as a "qualified low-income community investment" for the purpose of generating New Markets Tax Credits under Section 45D of the Internal Revenue Code of 1986, as amended. See Note 3 for further detail of the New Markets Tax Credit Program.

LCMT is owned by LDC (1 percent) and Barry Bennett, LLC (99 percent), an investing member independent of LEARN. LDC is wholly owned by LEARN and is the managing member of LCMT. As the managing member of LCMT, LDC has influence over its operations.

THC, LLC, and LCMT are consolidated with LEARN for financial statement purposes. All significant intercompany accounts and transactions have been eliminated in consolidation. The consolidated entity is referred to as "LEARN."

Basis of Presentation - LEARN's consolidated financial statements have been prepared on the accrual basis of accounting. These consolidated financial statements report amounts separately by class of net assets. The separate classes of net assets are defined as follows:

Unrestricted Net Assets - Net assets that are not subject to donor-imposed stipulations.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2017

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

Temporarily Restricted Net Assets - Temporarily restricted net assets are net assets subject to donor-imposed stipulations, which can be fulfilled by actions of LEARN or through the passage of time. Donor-restricted contributions are reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the contribution is recognized. All other donor-restricted contributions are reported as an increase in temporarily restricted, and are reclassified to unrestricted net assets and reported in the consolidated statement of activities and changes in net assets when released from restriction. LEARN does not hold any permanently restricted net assets.

Cash and Cash Equivalents - LEARN maintains cash balances at various financial institutions, which exceed federally insured limits. LEARN has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on cash.

For the purpose of the consolidated statement of cash flows, LEARN considers all money market funds to be cash equivalents.

Grants Receivable - Grants receivable are due from Chicago Public Schools (CPS) from federal, state, and local sources. Grants receivable are stated at the amount that management expects to collect from outstanding balances, which is net of an allowance for doubtful accounts. Management provides for uncollectible amounts through its assessment of the status of individual accounts. There was no allowance for doubtful accounts as of June 30, 2017.

Pledges and Accounts Receivable - Pledges receivable are amounts due from individual donors in future periods. In most cases, the donor made an initial payment at the time of the pledge and will fulfill the pledge in one or more future payments. Pledges receivable that are expected to be collected within one year are recorded at fair value. Pledges receivable that are to be collected in future years are recorded at the present value of their estimated future cash flows. The pledge receivable balance as of June 30, 2017 is due within a year.

LEARN received a conditional promise to give for the period from December 1, 2015 through December 1, 2020. The remaining amount to be received is \$1,617,000 as of June 30, 2017. The amount is not recorded as a pledge receivable because each payment is conditional upon future but uncertain conditions being met.

Management records accounts receivable at net collectible value. Management reviews all the individual student accounts receivable as of June 30 and establishes an allowance for doubtful accounts based on specific assessment of each account as necessary. All amounts deemed uncollectible are charged against income for that school year. As of June 30, 2017, the allowance for doubtful accounts was \$172,506.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2017

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

Note Receivable - The note receivable is stated at unpaid principal balances less an allowance for note losses. Interest is recognized over the term of the note and is calculated using the simple-interest method.

Management considers a note impaired when, based on current information or factors (such as payment history, value of collateral, and assessment of the customer's current creditworthiness), it is probable that the principal and interest payments will not be collected according to the note agreement. Management does not consider its note receivable to be impaired.

The carrying amount of the note receivable would be reduced by an allowance for note losses if management, based on its evaluation of the collectibility of the note receivable, including the nature of the note, credit concentrations, trends in historical data, specific impaired notes, economic conditions, and other risks inherent in the note receivable, deems all or a portion of the note receivable to be uncollectible. Management believes the note receivable is fully collectible as of June 30, 2017.

Property and Equipment - Property and equipment purchased are stated at cost. LEARN's policy is to depreciate the cost of property and equipment over the estimated useful lives of the assets by use of the straight-line method. Depreciable lives are 15 years for land improvements, 15 to 39 years for buildings and improvements and leasehold improvements, and five to seven years for furniture and fixtures and computer equipment and software.

Interest Rate Swap - LEARN's interest rate swap is recognized as liability on the consolidated statement of financial position and measured at fair value. Any change in fair value is recognized in the consolidated statement of activities and changes in net assets unless the derivative qualifies as a hedge. LEARN has not designated its interest rate swap as a hedge.

The interest rate swap is not traded on an exchange and is recorded at fair value based on a variety of observable inputs, including contractual terms, interest rate curves, yield curves, measure of volatility, and correlations of such inputs.

Tax Status - LEARN is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. THC, LLC, and LCMT are treated as partnerships for federal income tax purposes. Consequently, federal income taxes are not payable by, or provided for, THC, LLC, and LCMT. Accordingly, the consolidated financial statements do not reflect a provision for federal income taxes.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2017

Note I - Nature of Business and Significant Accounting Policies (Continued)

Revenue and Expense Recognition - Revenue and expenses are recorded on the accrual basis of accounting, whereby revenue is recognized when earned and expenses are recognized as incurred. Charter school funding allocations from CPS and other authorizers are recognized as earned during LEARN's fiscal year. LEARN's Title I, Title II, and Title III allocations flow through authorizers from federal sources. LEARN's per-pupil and SGSA allocations flow through CPS from state and local sources.

All grants and contributions are considered to be available for unrestricted use unless otherwise specifically restricted by donors. Grants and contributions are recorded and recognized at fair value when notice of award is received. Conditional promises to give are not recognized until the conditions on which they depend are substantially met.

Donated services and assets are received from a variety of sources and are reported as in-kind contribution revenue. Contributions of donated services that create or enhance nonfinancial assets or that require specialized skills provided by individuals possessing those skills and that would typically need to be purchased if not provided by a donation are recorded at fair value in the period received. Donations of use of facilities are recorded at fair value.

Functional Expense Allocation Method - Expenses are charged to each program based on direct expenditures incurred. Certain indirect expenditures that benefit more than one program are allocated to the benefited programs based on allocations determined by management. Although the methods of allocation used are considered reasonable, other methods could be used that would produce a different result.

Upcoming Accounting Changes - The Financial Accounting Standards Board issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*, in August 2016. ASU No. 2016-14 requires significant changes to the financial reporting model of organizations that follow FASB not-for-profit rules, including changing from three classes of net assets to two classes: net assets with donor restrictions and net assets without donor restrictions. The ASU will also require changes in the way certain information is aggregated and reported by LEARN, including required disclosures about the liquidity and availability of resources. The new standard is effective for LEARN's year ending June 30, 2019 and thereafter and must be applied on a retrospective basis. LEARN has determined that the standard will have an impact on the financial statements by changing the reporting of net asset classes and updates to various footnote disclosures. LEARN is currently gathering the appropriate information to implement these disclosure changes in a timely manner.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2017

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

In May 2014, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2014-09, *Revenue from Contracts with Customers (Topic 606)*, which will supersede the current revenue recognition requirements in Topic 605, *Revenue Recognition*. The ASU is based on the principle that revenue is recognized to depict the transfer of goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The ASU also requires additional disclosure about the nature, amount, timing, and uncertainty of revenue and cash flows arising from customer contracts, including significant judgments and changes in judgments and assets recognized from costs incurred to obtain or fulfill a contract. The new guidance will be effective for LEARN's year ending June 30, 2020. The ASU permits application of the new revenue recognition guidance to be applied using one of two retrospective application methods. LEARN has not yet determined which application method it will use. Management has begun analyzing various revenue streams that will be impacted and believes that the standard will not have a significant impact on the pattern of revenue recognition. Management is currently analyzing the disclosures that will be required with this pronouncement.

In February 2016, the Financial Accounting Standards Board issued ASU No. 2016-02, *Leases*, which will supersede the current lease requirements in ASC 840. The ASU requires lessees to recognize a right-of-use asset and related lease liability for all leases, with a limited exception for short-term leases. Leases will be classified as either finance or operating, with the classification affecting the pattern of expense recognition in the statement of activities. Currently, leases are classified as either capital or operating, with only capital leases recognized on the balance sheet. The reporting of lease-related expenses in the statement of activities and cash flows will be generally consistent with the current guidance. The new lease guidance will be effective for LEARN's year ending June 30, 2021 and will be applied using a modified retrospective transition method to the beginning of the earliest period presented. The new lease standard is expected to have an effect on the LEARN's consolidated statement of financial position as a result of the leases for buildings classified as operating leases as shown in Note 10. The new lease guidance is expected to increase long-term assets and lease liabilities upon adoption. The effects on the consolidated statement of activities and changes in net assets are not expected to be significant as recognition and measurement of expenses and cash flows for leases will be substantially the same under the new standard.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2017

Note 1 - Nature of Business and Significant Accounting Policies (Continued)

Use of Estimates - The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent Events - The consolidated financial statements and related disclosures include evaluation of events up through and including October 24, 2017, which is the date the consolidated financial statements were available to be issued.

Note 2 - Change in Accounting Principle

On July 1, 2016, LEARN adopted new guidance related to the presentation of debt issuance costs in its consolidated statement of financial position. Under the new guidance, debt issuance costs are reported as a direct deduction from the carrying amount of the related debt. Previously, debt issuance costs were presented as an asset. The new guidance does not affect how the debt issuance costs are accounted for after initial recognition, and these amounts continue to be amortized over the term of the related debt. However, the amortization of debt issuance costs is now required to be reported as a component of interest expense; previously, these amounts were reported as part of depreciation expense. There was no effect on beginning equity as a result of adopting the new presentation requirements.

Note 3 - Note Receivable

As part of a New Markets Tax Credit program, LEARN finalized an agreement on February 15, 2013 to lend \$11,368,000 to LEARN Investment Fund, LLC (the "Investment Fund"), which is wholly owned by PNC Bank. The note is secured by the Investment Fund's right, title, and equity interest in IFF Capital III LLC, PNC CDE 17, LP and VAF Sub-CDE XXII, LLC, all community development entities (CDEs). LEARN monitors the creditworthiness of its note receivable on a quarterly basis. PNC Bank has an overall credit rating of A- (Standard & Poor's, July 31, 2017).

The note receivable balance was \$11,368,000 at June 30, 2017. The note bears interest at 4.55 percent, which is payable in quarterly installments of interest with the total balance due in February 2020.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2017

Note 4 - Property and Equipment

Cost of land, buildings, and equipment consists of the following:

Land	\$ 133,983
Land improvements	1,874,251
Buildings	31,655,543
Leasehold improvements	1,621,445
Furniture and fixtures	1,986,098
Computer equipment and software	2,099,842
Construction in progress	<u>214,570</u>
Total cost	39,585,732
Less accumulated depreciation	<u>(8,539,913)</u>
Net land, buildings, and equipment	<u>\$ 31,045,819</u>

Depreciation expense for the year ended June 30, 2017 was \$1,446,651.

Note 5 - Notes Payable - Bank

Long-term debt at June 30, 2017 is as follows:

Loan agreement for LEARN held by Charter Fund, Inc. (d/b/a Charter School Growth Fund) in the amount of up to a maximum of \$1,600,000. The loan will be distributed by Charter Fund, Inc. to LEARN in annual installments of \$400,000 beginning on December 1, 2015, contingent upon LEARN's successful completion of Charter Fund's annual review. The terms of the agreement call for interest to accrue on principal received at a fixed rate of 1 percent per annum through the maturity date. LEARN will be required to repay the loan to Charter Fund, Inc. in installments as follows: \$400,000 on December 1, 2021; \$600,000 on December 1, 2022; and the remaining principal and accrued interest on December 1, 2023	\$ 800,000
Loan agreement for LEARN held by Illinois Facilities Fund in the original amount of \$1,000,000. The loan matures on April 1, 2027. LEARN is required to make monthly principal and interest payments of \$8,013 over the term of the note at a fixed rate of 5.20 percent. The note is secured by certain real estate owned by LEARN	738,955

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2017

Note 5 - Notes Payable - Bank (Continued)

Loan agreement for LEARN held by Illinois Facilities Fund in the original amount of \$1,000,000. The loan matures on October 1, 2028. LEARN is required to make monthly principal and interest payments of \$8,039 over the term of the note at a fixed rate of 5.25 percent. The note is secured by certain real estate owned by LEARN	\$ 816,960
Loan agreement for LEARN held by Illinois Facilities Fund in the original amount of \$250,000. The loan matures on December 1, 2017. LEARN is required to make monthly principal and interest payments of \$4,718 over the term of the note at a fixed rate of 5.00 percent. The note is secured by certain real estate owned by LEARN	27,898
Loan agreement for THC, LLC held by Illinois Facilities Fund in the original amount of \$2,832,000. The loan matures on February 29, 2020. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	2,832,000
Loan agreement for THC, LLC held by Illinois Facilities Fund in the original amount of \$1,088,000. The loan matures on February 28, 2043. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	1,088,000
Loan agreement for THC, LLC held by VAF Sub-CDE XXII, LLC in the original amount of \$5,784,000. The loan matures on February 29, 2020. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	5,784,000
Loan agreement for THC, LLC held by VAF Sub-CDE XXII, LLC in the original amount of \$2,136,000. The loan matures on February 28, 2043. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	2,136,000
Loan agreement for THC, LLC held by PNC Financial Services Group in the original amount of \$1,248,000. The loan matures on February 28, 2043. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	1,248,000

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2017

Note 5 - Notes Payable - Bank (Continued)

Loan agreement for THC, LLC held by PNC Financial Services Group in the original amount of \$2,752,000. The loan matures on February 29, 2020. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.94 percent. The note is secured by certain real estate owned by LEARN	\$ 2,752,000
Loan agreement for THC, LLC held by M&I New Markets Fund, LLC in the original amount of \$4,128,000. The loan matures on February 29, 2020. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.76 percent. The note is secured by certain real estate owned by LEARN	4,128,000
Loan agreement for THC, LLC held by M&I New Markets Fund, LLC in the original amount of \$1,692,000. The loan matures on February 28, 2043. LEARN is required to make quarterly interest payments of all unpaid interest at a fixed rate of 3.76 percent. The note is secured by certain real estate owned by LEARN	1,692,000
Loan agreement for LEARN held by BMO Harris Bank, N.A. in the original amount of \$9,472,000. The loan matures on February 15, 2021. LEARN is required to make quarterly principal and interest payments of \$159,075 at a fixed rate of 4.55 percent, subject to the interest rate swap agreement (see Note 7). The note is secured by certain real estate owned by LEARN	8,697,683
Unamortized note issuance costs	(159,430)
Total note less unamortized note issuance costs	32,582,066
Less current portion	(369,351)
Long-term portion	<u>\$ 32,212,715</u>

Aggregate maturities of long-term debt are as follows:

2018	\$ 369,351
2019	381,517
2020	15,896,039
2021	8,069,251
2022	143,059
Later years	7,882,279
Unamortized note issuance costs	(159,430)
Total	<u>\$ 32,582,066</u>

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2017

Note 6 - Bond Payable

On January 31, 2013, LEARN obtained financing of \$5,446,303 through BMO Harris Bank, N.A. in the form of a bank-purchased bond. The bond matures on September 13, 2020. The bond interest rate is fixed at 7.4 percent times the sum of the bank swap rate plus 2.63 percent for an eight-year term. The terms of the bond contain debt covenants, including the requirements that LEARN maintain a debt service coverage ratio of 1.5:1, not incur other indebtedness in excess of \$300,000, and not incur unfunded capital expenditures in the annual amount in excess of \$100,000 on the subject property without prior consent of the bank. The carrying value of the debt approximates its fair value of \$4,259,648, which includes unamortized bond issuance costs of \$163,066, as of June 30, 2017.

Aggregate maturities of bond debt are as follows:

2018	\$	231,756
2019		231,756
2020		231,756
2021		231,756
2022		231,756
Later years		3,263,934
Unamortized bond issuance costs		<u>(163,066)</u>
Total	\$	<u>4,259,648</u>

Note 7 - Interest Rate Swaps

LEARN utilizes interest rate swaps to reduce its market exposure risks from changes in interest rates.

On February 15, 2013, LEARN entered into interest rate swaps with BMO Harris Bank, N.A. to hedge the interest rate risk associated with LEARN's \$4,654,470 bond payable and \$9,472,000 loan payable. The purpose of the swaps is to fix interest rates on variable rate debt and to reduce certain exposures related to interest rate fluctuation. The interest rate swaps mature on January 31, 2021 and February 15, 2021, respectively, and have interest rates of 1.36 and 1.84 percent, respectively. LEARN will pay BMO Harris Bank, N.A. at the fixed rate as noted and BMO Harris Bank, N.A. will pay LEARN interest at a floating rate of the one-month LIBOR.

LEARN is exposed to credit-related losses in the event of nonperformance of this financial instrument. However, the counterparty to this agreement is BMO Harris Bank, N.A., and the risk of loss due to nonperformance is considered by management to be minimal. LEARN does not hold or issue interest rate swaps for trading purposes.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2017

Note 7 - Interest Rate Swaps (Continued)

As of June 30, 2017, the interest rate swaps held by LEARN had notional amounts of \$4,422,714 and \$8,697,683, respectively. The value of the swaps is recorded as a liability on the consolidated statement of financial position and total \$58,416. Gains recognized on the interest rate swaps of \$491,552 have been recognized as a change in fair value of interest rate swaps on the consolidated statement of activities and changes in net assets. Interest expense related to the interest rate swaps totaled \$136,377 for the year ended June 30, 2017 and is included in program services expense on the consolidated statement of activities and changes in net assets.

Note 8 - Employees' Retirement Plan

LEARN provides a 403(b) retirement plan covering all full-time employees who are not certified employees, as defined by the Illinois State Board of Education. The plan was established on July 1, 2002. The plan allows for an employer to contribute 4.5 percent for employees regardless of the amount that they elect to contribute. The plan also allows the employer to match the employee contributions up to an additional 2 percent of qualified wages.

Benefits for certified employees are provided through the Teachers Insurance and Chicago Teachers Pension Fund. Contributions made by LEARN totaled \$1,363,135 for the year ended June 30, 2017. This amount is calculated based on total pensionable salaries of \$12,214,473. The contribution includes \$261,785 of in-kind services, which is calculated based on reimbursable pensionable special education salaries for the year ended June 30, 2017 of \$2,345,739. Additionally, LEARN contributed a portion of employees' withholding in the amount of \$549,651 for the year ended June 30, 2017.

Note 9 - Temporarily Restricted Net Assets

Temporarily restricted net assets represent the remaining restricted portion of contributions and grants received by LEARN as of June 30, 2017. Amounts included in temporarily restricted net assets are restricted for use associated with the current campuses and future campuses that LEARN intends to open. As of June 30, 2017, temporarily restricted net assets of \$443,462 include \$265,000 restricted for time and \$178,462 restricted for purpose.

Note 10 - Lease Agreements

LEARN has entered into a lease agreement with Marillac Social Center, Inc. whereby LEARN has been granted access to and use of land and improvements located at 212 South Francisco Street, Chicago, Illinois. The term of the lease is from July 1, 2015 through June 30, 2020.

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2017

Note 10 - Lease Agreements (Continued)

LEARN has entered into a lease agreement with the Board of Education of the City of Chicago whereby LEARN has been granted access to and use of land and improvements located at 8914 South Buffalo Avenue, Chicago, Illinois for \$1 per year plus a per-student fee. The term of the lease was from July 1, 2016 through June 30, 2017. The lease will automatically renew for one-year periods until the parties have a formal termination of the lease agreement.

LEARN has entered into a lease agreement with the Department of the Navy whereby LEARN has been granted access to and use of land and building located at 601 D Street, Great Lakes, Illinois for \$1 per year. The term of the lease is from June 10, 2012 through June 9, 2022, with three renewal periods of five years each. As of June 10, 2017, the Navy reserves the right to cancel the lease without penalty by giving LEARN a minimum of 365 days' notice. In the event of a cancellation, the cancellation will be effective at the end of a school year.

LEARN has entered into a lease agreement with Holy Families Ministries whereby LEARN has been granted access to and use of land and building located at 3415 W. Arthington, Chicago, IL 60624. The term of the lease was from July 15, 2016 through July 14, 2017. This lease was subsequently renewed through July 14, 2018.

Subsequent to year end, LEARN has entered into a lease agreement with Community Action Partnership of Lake County whereby LEARN has been granted access to and use of land and building located at 1200 Glen Flora Avenue, Waukegan, Illinois. The term of the lease is from July 1, 2016 through July 21, 2019, with three renewal periods of two years each.

Total rent expense was \$1,832,250 during the year ended June 30, 2017.

Minimum payments due over the next five years and thereafter are as follows, including the lease signed subsequent to year end:

2018	\$ 841,182
2019	838,626
2020	487,096
2021	2
2022	2
Thereafter	<u>3</u>
Total	<u>\$ 2,166,911</u>

Lawndale Educational and Regional Network Charter School

Notes to Consolidated Financial Statements June 30, 2017

Note 11 - In-kind Contributions

In-kind contribution revenue totaling \$1,008,546 for the year ended June 30, 2017 was comprised primarily of the following:

- Legal services totaling \$183,649
- Use of facilities valued at \$323,521 and \$239,592 from the Board of Education of the City of Chicago and the Department of the Navy, respectively. See Note 10 above for additional information.
- Plan payments by CPS to the Chicago Teachers' Pension Fund (CTPF) on reimbursable pensionable special education salaries for the year ended June 30, 2017 totaling \$261,784

Additional Information



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10 South Riverside Plaza
9th floor
Chicago, IL 60606
Tel: 312.207.1040
Fax: 312.207.1066
planteandmoran.com

Independent Auditor's Report on Additional Information

To the Board of Directors
Lawndale Educational and Regional Network
Charter School

We have audited the consolidated financial statements of Lawndale Educational and Regional Network Charter School as of and for the year ended June 30, 2017 and have issued our report thereon dated October 24, 2017, which contained an unmodified opinion on those consolidated financial statements. Our audit was performed for the purpose of forming an opinion on the consolidated financial statements as a whole. The consolidating statement of financial position and consolidating statement of activities and changes in net assets as of and for the year ended June 30, 2017 are presented for the purpose of additional analysis and are not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Plante & Moran, PLLC

October 24, 2017

Lawndale Educational and Regional Network Charter School

Consolidating Statement of Financial Position June 30, 2017

Assets	LEARN Development Corp.					Total
	LEARN	LEARN Development Corp.	Master Tenant	THC, LLC	Eliminations	
Current Assets						
Cash and cash equivalents	\$ 17,113,271	\$ -	\$ 417,191	\$ 57,743	\$ -	\$ 17,588,205
Grants receivable	2,432,206	-	-	-	-	2,432,206
Accounts receivable	748,673	-	-	-	-	748,673
Due from affiliates	27,071	-	391,529	730,286	(1,148,886)	-
Pledges receivable	139,623	-	-	-	-	139,623
Prepaid expenses	346,977	-	-	-	-	346,977
Total current assets	20,807,821	-	808,720	788,029	(1,148,886)	21,255,684
Pledges Receivable - Net of current portion	-	-	-	-	-	-
Investments in Subsidiaries	-	(2,439,462)	(259,060)	-	2,698,522	-
Property and Equipment - Net	10,956,613	-	-	20,089,206	-	31,045,819
Other Noncurrent Assets						
Notes receivable	11,368,000	-	-	-	-	11,368,000
Security deposits	198,685	-	-	-	-	198,685
Total assets	<u>\$ 43,331,119</u>	<u>\$ (2,439,462)</u>	<u>\$ 549,660</u>	<u>\$ 20,877,235</u>	<u>\$ 1,549,636</u>	<u>\$ 63,868,188</u>
Liabilities and Net Assets (Deficit)						
Current Liabilities						
Accounts payable	\$ 779,677	\$ -	\$ -	\$ -	\$ -	\$ 779,677
Notes payable - Current portion	369,351	-	-	-	-	369,351
Bonds payable - Current portion	231,756	-	-	-	-	231,756
Due to affiliates	305,855	-	398,509	444,522	(1,148,886)	-
Deferred tuition and fees	186,092	-	-	-	-	186,092
Accrued liabilities and other:						
Accrued expenses	750,363	-	-	-	-	750,363
Accrued interest	26,246	-	-	-	-	26,246
Other accrued liabilities	846,610	-	-	1,363,326	-	2,209,936
Total current liabilities	3,495,950	-	398,509	1,807,848	(1,148,886)	4,553,421
Notes Payable - Net of current portion	10,552,715	-	-	21,660,000	-	32,212,715
Interest Rate Swap	58,416	-	-	-	-	58,416
Bonds Payable - Net of current portion	4,027,892	-	-	-	-	4,027,892
Total liabilities	18,134,973	-	398,509	23,467,848	(1,148,886)	40,852,444
Net Assetsn (Deficit)						
Unrestricted	24,752,684	(2,439,462)	151,151	(2,590,613)	2,698,522	22,572,282
Temporarily restricted	443,462	-	-	-	-	443,462
Total net assets (deficit)	25,196,146	(2,439,462)	151,151	(2,590,613)	2,698,522	23,015,744
Total liabilities and net assets (deficit)	<u>\$ 43,331,119</u>	<u>\$ (2,439,462)</u>	<u>\$ 549,660</u>	<u>\$ 20,877,235</u>	<u>\$ 1,549,636</u>	<u>\$ 63,868,188</u>

Lawndale Educational and Regional Network Charter School

Consolidating Statement of Activities and Changes in Net Assets (Deficit) Year Ended June 30, 2017

	LEARN		LEARN	Master Tenant	THC, LLC	Eliminations	Total
	Unrestricted	Temporarily Restricted	Developmen				
			Corp.				
Revenue, Gains, and Other Support							
Per-pupil funding	\$ 30,075,854	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,075,854
Special education	3,526,781	-	-	-	-	-	3,526,781
SGSA allocation	2,544,348	-	-	-	-	-	2,544,348
Title I allocation	2,672,333	-	-	-	-	-	2,672,333
Title II allocation	299,158	-	-	-	-	-	299,158
Campus start-up and expansion funds	289,703	-	-	-	-	-	289,703
Grants, sponsors, and general contributions	3,456,134	236,439	-	-	-	-	3,692,573
Department of Education reimbursement	497,607	-	-	-	-	-	497,607
Title III allocation	121,917	-	-	-	-	-	121,917
Student fees	351,314	-	-	-	-	-	351,314
Interest income	526,590	-	-	-	-	-	526,590
In-kind contribution	1,068,852	-	-	-	-	-	1,068,852
Facility supplement funding	1,941,373	-	-	-	-	-	1,941,373
Food service	300,439	-	-	-	-	-	300,439
Other income	2,194,860	-	-	262,137	102,568	(384,705)	2,194,860
Rental income	-	-	-	1,051,542	988,781	(2,040,323)	-
Loss from subsidiaries	-	-	(573,699)	(57,655)	-	631,354	-
Total revenue, gains, and other support	49,867,263	236,439	(573,699)	1,256,024	1,091,349	(1,773,674)	50,103,702
Net Assets Released from Restriction	264,119	(264,119)	-	-	-	-	-
Total revenue, gains, other support, and net assets released from restriction	50,131,382	(27,680)	(573,699)	1,256,024	1,091,349	(1,773,674)	50,103,702
Expenses							
Program services	40,299,701	-	-	1,253,169	1,667,903	(2,405,028)	40,815,745
Management and general	3,238,787	-	-	-	-	-	3,238,787
Fundraising and special events	417,133	-	-	-	-	-	417,133
Total expenses	43,955,621	-	-	1,253,169	1,667,903	(2,405,028)	44,471,665
Increase (Decrease) In Net Assets - Before change in fair value of interest rate swap	6,175,761	(27,680)	(573,699)	2,855	(576,554)	631,354	5,632,037
Change In Fair Value of Interest Rate Swap	491,552	-	-	-	-	-	491,552
Increase (Decrease) In Net Assets	6,667,313	(27,680)	(573,699)	2,855	(576,554)	631,354	6,123,589
Net Assets (Deficits) - Beginning of year	18,085,371	471,142	(1,865,763)	148,296	(2,014,059)	2,067,168	16,892,155
Net Assets (Deficit) - End of year	\$ 24,752,684	\$ 443,462	\$ (2,439,462)	\$ 151,151	\$ (2,590,613)	\$ 2,698,522	\$ 23,015,744

Section G: Curriculum Sample

Section G. Curriculum Sample

The following information is proprietary and will be redacted.

KIPP Wheatley

To access the KIPP Wheatley Curriculum Materials:

1. [Redacted]

Bridges in Mathematics

Included in the Curriculum folders for Bridges in Mathematics are a Scope and Sequence, CCSS Correlations, Assessment Guide, and Teacher Resource Guide for each grade, K-5.

Teach to One

Included in the Curriculum folders for Teach to One are a major concept map for each grade, sample tasks for each of the major concepts, and a modalities overview. Each PDF is the Teacher Version of a Task, which covers two concept skills across six instructional lessons.

AppleTree

Included in the Curriculum folders for AppleTree are a scope and sequence for both three and four year olds and sample unit and lesson plans for each age.

Appendices

Appendix A: CPS School Quality Rating Policy (SQRP) Reports



2015 School Quality Rating Report

L.E.A.R.N. Charter School - 7th Campus

Overall Rating

School Quality Rating

Level 2

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 36% of schools nationally



African-American Priority Group

Better than 38% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Math Growth on NWEA MAP (grades 3-8)

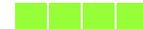
All Students

Better than 53% of schools nationally



African-American Priority Group

Better than 52% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

NWEA Growth Percentage

Percent Making National Average Growth

56.8% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 40% of schools nationally



Math attainment for 2nd grade

Better than 69% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 27% of schools nationally



Math attainment for 3rd - 8th grade

Better than 46% of schools nationally



Attendance Rate

Average Daily Attendance Rate

94.4% attendance



My Voice, My School Survey Results

Overall Rating

Not Yet Organized



English Learner Progress

Growth on ACCESS exam

Data Quality

Data Quality Index score

99.7% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2014-2015 school year, and it is used to determine the school's accountability status for the 2015-2016 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend





2015 School Quality Rating Report

L.E.A.R.N. - Middle School Campus

Overall Rating

School Quality Rating

Level 2+

Accountability Status

Not Applicable

Performance Indicators

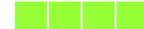
Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 82% of schools nationally



African-American Priority Group

Better than 83% of schools nationally

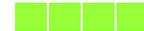


Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 52% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 37% of schools nationally



African-American Priority Group

Better than 37% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 16% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

56.6% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Math attainment for 2nd grade

Reading attainment for 3rd - 8th grade

Better than 32% of schools nationally



Math attainment for 3rd - 8th grade

Better than 20% of schools nationally



Attendance Rate

Average Daily Attendance Rate

96.9% attendance



My Voice, My School Survey Results

Overall Rating

Moderately Organized



English Learner Progress

Growth on ACCESS exam

Data Quality

Data Quality Index score

100% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2014-2015 school year, and it is used to determine the school's accountability status for the 2015-2016 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend





2015 School Quality Rating Report

L.E.A.R.N. - Charles and Dorothy Campbell Campus

Overall Rating

School Quality Rating

Level 2

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 31% of schools nationally



African-American Priority Group

Better than 31% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 1% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

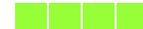
All Students

Better than 53% of schools nationally



African-American Priority Group

Better than 53% of schools nationally

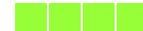


Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 67% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

56.1% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 57% of schools nationally



Math attainment for 2nd grade

Better than 53% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 42% of schools nationally



Math attainment for 3rd - 8th grade

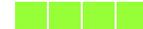
Better than 56% of schools nationally



Attendance Rate

Average Daily Attendance Rate

95.1% attendance



My Voice, My School Survey Results

Overall Rating

Not Yet Organized



English Learner Progress

Growth on ACCESS exam

Data Quality

Data Quality Index score

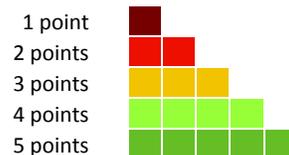
100% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2014-2015 school year, and it is used to determine the school's accountability status for the 2015-2016 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend





2015 School Quality Rating Report

L.E.A.R.N. - Excel Campus

Overall Rating

School Quality Rating

Level 2

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 3% of schools nationally



African-American Priority Group

Better than 3% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 6% of schools nationally



African-American Priority Group

Better than 6% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

NWEA Growth Percentage

Percent Making National Average Growth

39.4% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 24% of schools nationally



Math attainment for 2nd grade

Better than 45% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 26% of schools nationally



Math attainment for 3rd - 8th grade

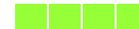
Better than 35% of schools nationally



Attendance Rate

Average Daily Attendance Rate

95.7% attendance



My Voice, My School Survey Results

Overall Rating

Partially Organized



English Learner Progress

Growth on ACCESS exam

Data Quality

Data Quality Index score

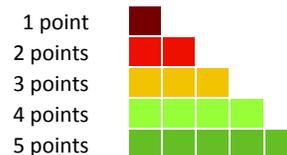
99.9% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2014-2015 school year, and it is used to determine the school's accountability status for the 2015-2016 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend





2015 School Quality Rating Report

L.E.A.R.N. - Hunter Perkins Campus

Overall Rating

School Quality Rating

Level 2+

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

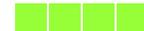
All Students

Better than 57% of schools nationally



African-American Priority Group

Better than 57% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 78% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 44% of schools nationally



African-American Priority Group

Better than 44% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 74% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

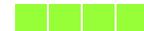
53.8% of students making target growth



Attainment on NWEA

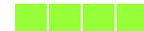
Reading attainment for 2nd grade

Better than 74% of schools nationally



Math attainment for 2nd grade

Better than 80% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 56% of schools nationally



Math attainment for 3rd - 8th grade

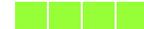
Better than 68% of schools nationally



Attendance Rate

Average Daily Attendance Rate

95.1% attendance



My Voice, My School Survey Results

Overall Rating

Not Yet Organized



English Learner Progress

Growth on ACCESS exam

Data Quality

Data Quality Index score

100% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2014-2015 school year, and it is used to determine the school's accountability status for the 2015-2016 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend





2015 School Quality Rating Report

L.E.A.R.N. - Romano Butler Campus

Overall Rating

School Quality Rating

Level 1

Accountability Status

Not Applicable

Performance Indicators

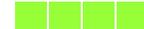
Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 77% of schools nationally



African-American Priority Group

Better than 75% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 1% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

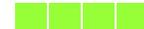
All Students

Better than 53% of schools nationally



African-American Priority Group

Better than 53% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 27% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

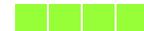
58.4% of students making target growth



Attainment on NWEA

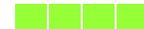
Reading attainment for 2nd grade

Better than 87% of schools nationally



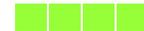
Math attainment for 2nd grade

Better than 88% of schools nationally



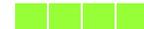
Reading attainment for 3rd - 8th grade

Better than 78% of schools nationally



Math attainment for 3rd - 8th grade

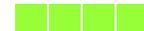
Better than 70% of schools nationally



Attendance Rate

Average Daily Attendance Rate

95.3% attendance



My Voice, My School Survey Results

Overall Rating

Not Yet Organized



English Learner Progress

Growth on ACCESS exam

Data Quality

Data Quality Index score

100% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2014-2015 school year, and it is used to determine the school's accountability status for the 2015-2016 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend





2015 School Quality Rating Report

L.E.A.R.N. - South Chicago Campus

Overall Rating

School Quality Rating

Level 1+

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 50% of schools nationally



African-American Priority Group

Better than 48% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 1% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 94% of schools nationally



African-American Priority Group

Better than 93% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

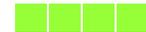
Better than 42% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

67.4% of students making target growth



Attainment on NWEA

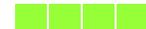
Reading attainment for 2nd grade

Better than 56% of schools nationally



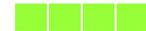
Math attainment for 2nd grade

Better than 74% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 71% of schools nationally



Math attainment for 3rd - 8th grade

Better than 93% of schools nationally



Attendance Rate

Average Daily Attendance Rate

96.2% attendance



My Voice, My School Survey Results

Overall Rating

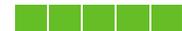
Moderately Organized



English Learner Progress

Growth on ACCESS exam

66.7% of students making target growth



Data Quality

Data Quality Index score

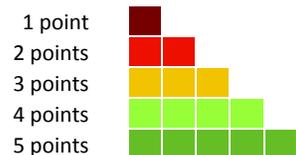
99.9% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2014-2015 school year, and it is used to determine the school's accountability status for the 2015-2016 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend





2016 School Quality Rating Report

L.E.A.R.N. Charter School - 7th Campus

Overall Rating

School Quality Rating

Level 2

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 14% of schools nationally



African-American Priority Group

Better than 14% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 25% of schools nationally



African-American Priority Group

Better than 25% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

NWEA Growth Percentage

Percent Making National Average Growth

44% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 32% of schools nationally



Math attainment for 2nd grade

Better than 29% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 28% of schools nationally



Math attainment for 3rd - 8th grade

Better than 33% of schools nationally



Attendance Rate

Average Daily Attendance Rate

95.5% attendance



My Voice, My School Survey Results

Overall Rating

Partially Organized



English Learner Progress

Growth on ACCESS exam

Data Quality

Data Quality Index score

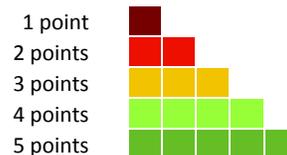
100% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2015-2016 school year, and it is used to determine the school's accountability status for the 2016-2017 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend





2016 School Quality Rating Report

L.E.A.R.N. - Middle School Campus

Overall Rating

School Quality Rating

Level 1+

Accountability Status

Not Applicable

Performance Indicators

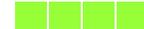
Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 86% of schools nationally



African-American Priority Group

Better than 83% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

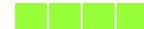
Better than 98% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 88% of schools nationally



African-American Priority Group

Better than 88% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

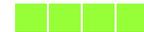
Better than 97% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

65.5% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Math attainment for 2nd grade

Reading attainment for 3rd - 8th grade

Better than 52% of schools nationally



Math attainment for 3rd - 8th grade

Better than 41% of schools nationally



Attendance Rate

Average Daily Attendance Rate

97.9% attendance



My Voice, My School Survey Results

Overall Rating

Well Organized



English Learner Progress

Growth on ACCESS exam

Data Quality

Data Quality Index score

100% success



For more information...

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Ratings Legend





2016 School Quality Rating Report

L.E.A.R.N. - Charles and Dorothy Campbell Campus

Overall Rating

School Quality Rating

Level 2+

Accountability Status

Not Applicable

Performance Indicators

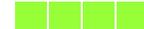
Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

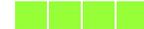
All Students

Better than 75% of schools nationally



African-American Priority Group

Better than 68% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 35% of schools nationally



African-American Priority Group

Better than 37% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

NWEA Growth Percentage

Percent Making National Average Growth

55.8% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 35% of schools nationally



Math attainment for 2nd grade

Better than 69% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 52% of schools nationally



Math attainment for 3rd - 8th grade

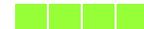
Better than 40% of schools nationally



Attendance Rate

Average Daily Attendance Rate

95.3% attendance



My Voice, My School Survey Results

Overall Rating

Moderately Organized



English Learner Progress

Growth on ACCESS exam

Data Quality

Data Quality Index score

100% success



For more information...

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Ratings Legend





2016 School Quality Rating Report

L.E.A.R.N. - Excel Campus

Overall Rating

School Quality Rating

Level 1

Accountability Status

Not Applicable

Performance Indicators

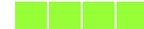
Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

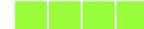
All Students

Better than 70% of schools nationally



African-American Priority Group

Better than 68% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 32% of schools nationally



African-American Priority Group

Better than 32% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

NWEA Growth Percentage

Percent Making National Average Growth

48.5% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 31% of schools nationally



Math attainment for 2nd grade

Better than 41% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 30% of schools nationally



Math attainment for 3rd - 8th grade

Better than 27% of schools nationally



Attendance Rate

Average Daily Attendance Rate

96.4% attendance



My Voice, My School Survey Results

Overall Rating

Well Organized



English Learner Progress

Growth on ACCESS exam

Data Quality

Data Quality Index score

100% success



For more information...

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Ratings Legend





2016 School Quality Rating Report

L.E.A.R.N. - Hunter Perkins Campus

Overall Rating

School Quality Rating

Level 2+

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 46% of schools nationally



African-American Priority Group

Better than 46% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 1% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 48% of schools nationally



African-American Priority Group

Better than 48% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 1% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

54.2% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 40% of schools nationally



Math attainment for 2nd grade

Better than 35% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 47% of schools nationally



Math attainment for 3rd - 8th grade

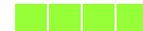
Better than 49% of schools nationally



Attendance Rate

Average Daily Attendance Rate

95.7% attendance



My Voice, My School Survey Results

Overall Rating

Well Organized



English Learner Progress

Growth on ACCESS exam

Data Quality

Data Quality Index score

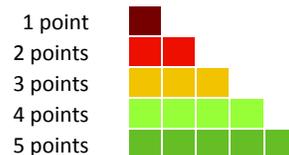
100% success



For more information...

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Ratings Legend





2016 School Quality Rating Report

L.E.A.R.N. - Romano Butler Campus

Overall Rating

School Quality Rating

Level 2

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 12% of schools nationally



African-American Priority Group

Better than 13% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 1% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 8% of schools nationally



African-American Priority Group

Better than 8% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 1% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

37.8% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 67% of schools nationally



Math attainment for 2nd grade

Better than 58% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 52% of schools nationally



Math attainment for 3rd - 8th grade

Better than 40% of schools nationally



Attendance Rate

Average Daily Attendance Rate

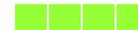
96.8% attendance



My Voice, My School Survey Results

Overall Rating

Organized



English Learner Progress

Growth on ACCESS exam

Data Quality

Data Quality Index score

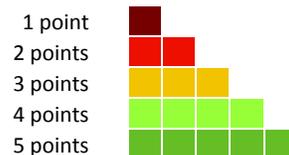
100% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2015-2016 school year, and it is used to determine the school's accountability status for the 2016-2017 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend





2016 School Quality Rating Report

L.E.A.R.N. - South Chicago Campus

Overall Rating

School Quality Rating

Level 2+

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 42% of schools nationally



African-American Priority Group

Better than 38% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 4% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 42% of schools nationally



African-American Priority Group

Better than 42% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 9% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

53.8% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 24% of schools nationally



Math attainment for 2nd grade

Better than 29% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 52% of schools nationally



Math attainment for 3rd - 8th grade

Better than 67% of schools nationally



Attendance Rate

Average Daily Attendance Rate

96.1% attendance



My Voice, My School Survey Results

Overall Rating

Moderately Organized



English Learner Progress

Growth on ACCESS exam

41.9% of students making target growth



Data Quality

Data Quality Index score

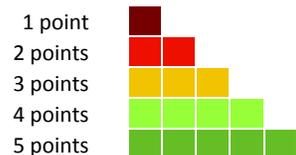
100% success



For more information...

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Ratings Legend





2017-2018 School Quality Rating Report

L.E.A.R.N. Charter School - 7th Campus

Overall Rating

School Quality Rating

Level 2+

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 18% of schools nationally



African-American Priority Group

Better than 17% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 13% of schools nationally



African-American Priority Group

Better than 13% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

NWEA Growth Percentage

Percent Making National Average Growth

40.2% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 25% of schools nationally



Math attainment for 2nd grade

Better than 22% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 28% of schools nationally



Math attainment for 3rd - 8th grade

Better than 30% of schools nationally



Attendance Rate

Average Daily Attendance Rate

96.4% attendance



My Voice, My School Survey Results

Overall Rating

Well Organized



English Learner Progress

Growth on ACCESS exam

N/A for All Schools for SY1718

Data Quality

Data Quality Index score

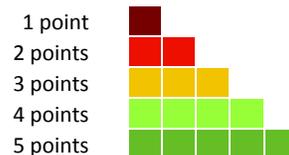
100% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2016-2017 school year, and it is used to determine the school's accountability status for the 2017-2018 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend





2017-2018 School Quality Rating Report

L.E.A.R.N. - Middle School Campus

Overall Rating

School Quality Rating

Level 2

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 11% of schools nationally



African-American Priority Group

Better than 11% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 1% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 32% of schools nationally



African-American Priority Group

Better than 31% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 7% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

44.3% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Math attainment for 2nd grade

Reading attainment for 3rd - 8th grade

Better than 27% of schools nationally



Math attainment for 3rd - 8th grade

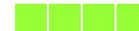
Better than 29% of schools nationally



Attendance Rate

Average Daily Attendance Rate

95.7% attendance



My Voice, My School Survey Results

Overall Rating

Moderately Organized



English Learner Progress

Growth on ACCESS exam

N/A for All Schools for SY1718

Data Quality

Data Quality Index score

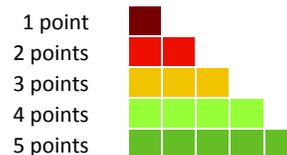
99% success



For more information...

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Ratings Legend





2017-2018 School Quality Rating Report

L.E.A.R.N. - Charles and Dorothy Campbell Campus

Overall Rating

School Quality Rating

Level 1

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

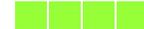
All Students

Better than 58% of schools nationally



African-American Priority Group

Better than 58% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Math Growth on NWEA MAP (grades 3-8)

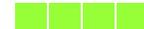
All Students

Better than 58% of schools nationally



African-American Priority Group

Better than 53% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

NWEA Growth Percentage

Percent Making National Average Growth

53.6% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 36% of schools nationally



Math attainment for 2nd grade

Better than 45% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 46% of schools nationally



Math attainment for 3rd - 8th grade

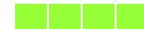
Better than 53% of schools nationally



Attendance Rate

Average Daily Attendance Rate

95.1% attendance



My Voice, My School Survey Results

Overall Rating

Well Organized



English Learner Progress

Growth on ACCESS exam

N/A for All Schools for SY1718

Data Quality

Data Quality Index score

99.8% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2016-2017 school year, and it is used to determine the school's accountability status for the 2017-2018 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend





2017-2018 School Quality Rating Report

L.E.A.R.N. - Excel Campus

Overall Rating

School Quality Rating

Level 1+

Accountability Status

Not Applicable

Performance Indicators

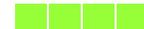
Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 85% of schools nationally



African-American Priority Group

Better than 85% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

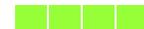
Better than 70% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 78% of schools nationally



African-American Priority Group

Better than 76% of schools nationally

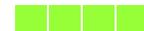


Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

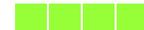
Better than 50% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

63% of students making target growth



Attainment on NWEA

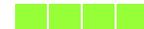
Reading attainment for 2nd grade

Better than 56% of schools nationally



Math attainment for 2nd grade

Better than 77% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 46% of schools nationally



Math attainment for 3rd - 8th grade

Better than 46% of schools nationally



Attendance Rate

Average Daily Attendance Rate

96.5% attendance



My Voice, My School Survey Results

Overall Rating

Well Organized



English Learner Progress

Growth on ACCESS exam

N/A for All Schools for SY1718

Data Quality

Data Quality Index score

99.8% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2016-2017 school year, and it is used to determine the school's accountability status for the 2017-2018 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend





2017-2018 School Quality Rating Report

L.E.A.R.N. - Hunter Perkins Campus

Overall Rating

School Quality Rating

Level 1

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

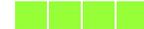
All Students

Better than 54% of schools nationally



African-American Priority Group

Better than 54% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 8% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 32% of schools nationally



African-American Priority Group

Better than 32% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 14% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

50.3% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 32% of schools nationally



Math attainment for 2nd grade

Better than 39% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 52% of schools nationally



Math attainment for 3rd - 8th grade

Better than 45% of schools nationally



Attendance Rate

Average Daily Attendance Rate

96.5% attendance



My Voice, My School Survey Results

Overall Rating

Well Organized



English Learner Progress

Growth on ACCESS exam

N/A for All Schools for SY1718

Data Quality

Data Quality Index score

100% success



For more information...

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Ratings Legend





2017-2018 School Quality Rating Report

L.E.A.R.N. - Romano Butler Campus

Overall Rating

School Quality Rating

Level 1

Accountability Status

Not Applicable

Performance Indicators

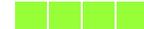
Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 82% of schools nationally



African-American Priority Group

Better than 83% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

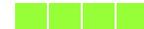
Better than 90% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 70% of schools nationally



African-American Priority Group

Better than 72% of schools nationally

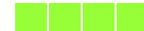


Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

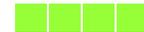
Better than 55% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

60.6% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 59% of schools nationally



Math attainment for 2nd grade

Better than 66% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 57% of schools nationally



Math attainment for 3rd - 8th grade

Better than 44% of schools nationally



Attendance Rate

Average Daily Attendance Rate

96.3% attendance



My Voice, My School Survey Results

Overall Rating

Partially Organized



English Learner Progress

Growth on ACCESS exam

N/A for All Schools for SY1718

Data Quality

Data Quality Index score

100% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2016-2017 school year, and it is used to determine the school's accountability status for the 2017-2018 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

Ratings Legend





2017-2018 School Quality Rating Report

L.E.A.R.N. - South Chicago Campus

Overall Rating

School Quality Rating

Level 2

Accountability Status

Not Applicable

Performance Indicators

Performance

Rating

Reading Growth on NWEA MAP (grades 3-8)

All Students

Better than 24% of schools nationally



African-American Priority Group

Better than 22% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 3% of schools nationally



Math Growth on NWEA MAP (grades 3-8)

All Students

Better than 18% of schools nationally



African-American Priority Group

Better than 17% of schools nationally



Hispanic Priority Group

English Learners Priority Group

Diverse Learners Priority Group

Better than 1% of schools nationally



NWEA Growth Percentage

Percent Making National Average Growth

45.9% of students making target growth



Attainment on NWEA

Reading attainment for 2nd grade

Better than 48% of schools nationally



Math attainment for 2nd grade

Better than 33% of schools nationally



Reading attainment for 3rd - 8th grade

Better than 35% of schools nationally



Math attainment for 3rd - 8th grade

Better than 46% of schools nationally



Attendance Rate

Average Daily Attendance Rate

96.3% attendance



My Voice, My School Survey Results

Overall Rating

Not Yet Organized



English Learner Progress

Growth on ACCESS exam

N/A for All Schools for SY1718

Data Quality

Data Quality Index score

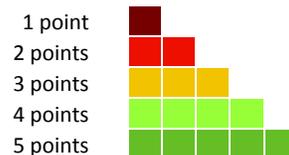
100% success



For more information...

The School Quality Rating Policy (SQR) is the district's policy for evaluating each school's academic performance each year. The rating on this report is based on how the school performed in the 2016-2017 school year, and it is used to determine the school's accountability status for the 2017-2018 school year. You can find more information about the SQR at <http://www.cps.edu/sqr>.

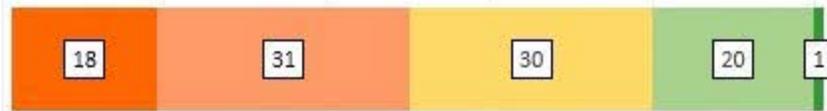
Ratings Legend



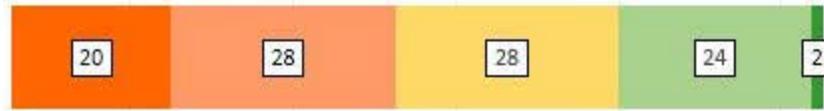
Appendix B: LEARN PARCC Data

PARCC LEARN 6 in North Chicago 2015

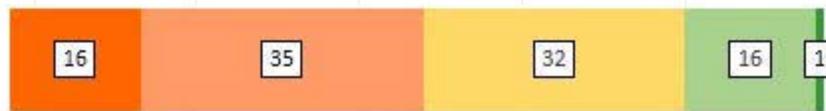
Composite



ELA

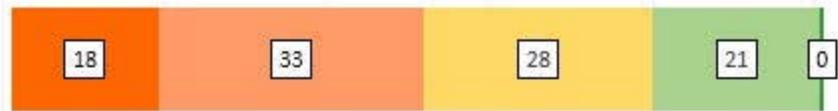


Math

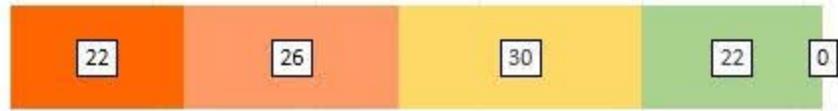


PARCC LEARN 7 2015

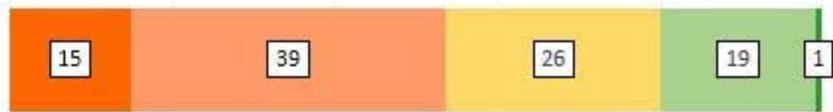
Composite



ELA



Math

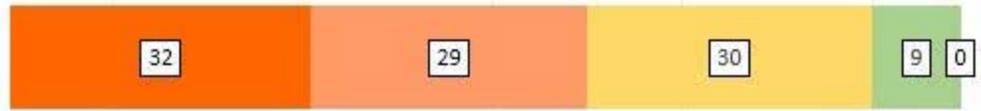


PARCC LEARN 8 Middle 2015

Composite



ELA

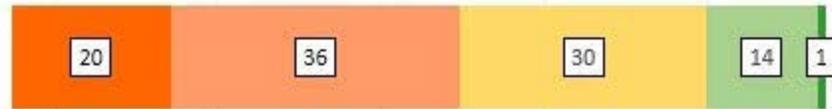


Math



PARCC LEARN Charles and Dorothy Campbell 2015

Composite



ELA



Math



PARCC LEARN Excel 2015

Composite



ELA

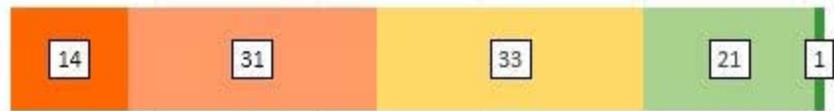


Math



PARCC LEARN Hunter Perkins 2015

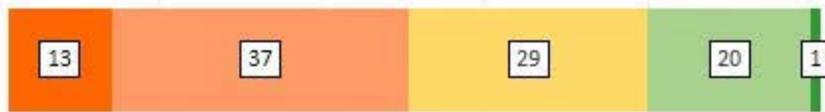
Composite



ELA



Math



PARCC LEARN Romano Butler 2015

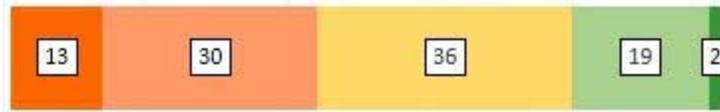
Composite



ELA



Math



PARCC LEARN South Chicago 2015

Composite



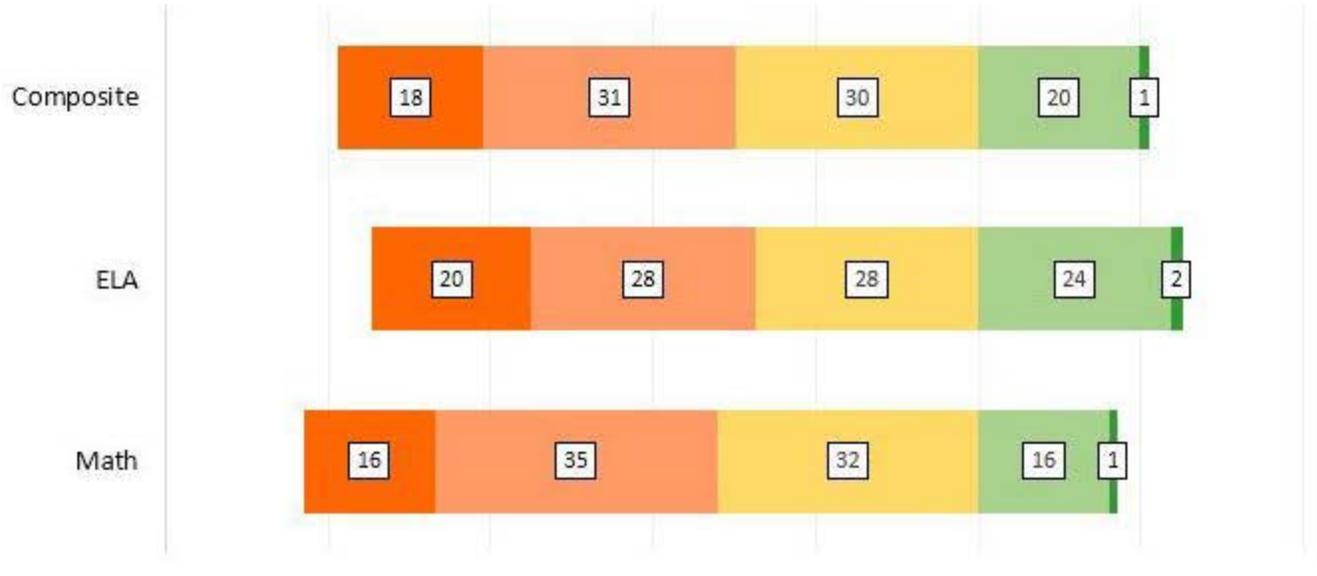
ELA



Math

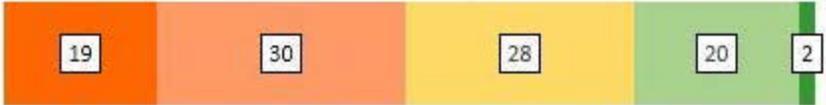


PARCC LEARN 6 in North Chicago 2015



PARCC LEARN 7 2016

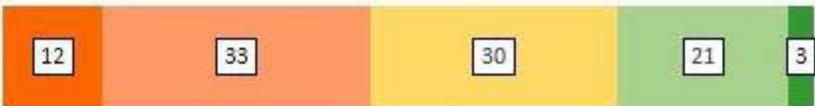
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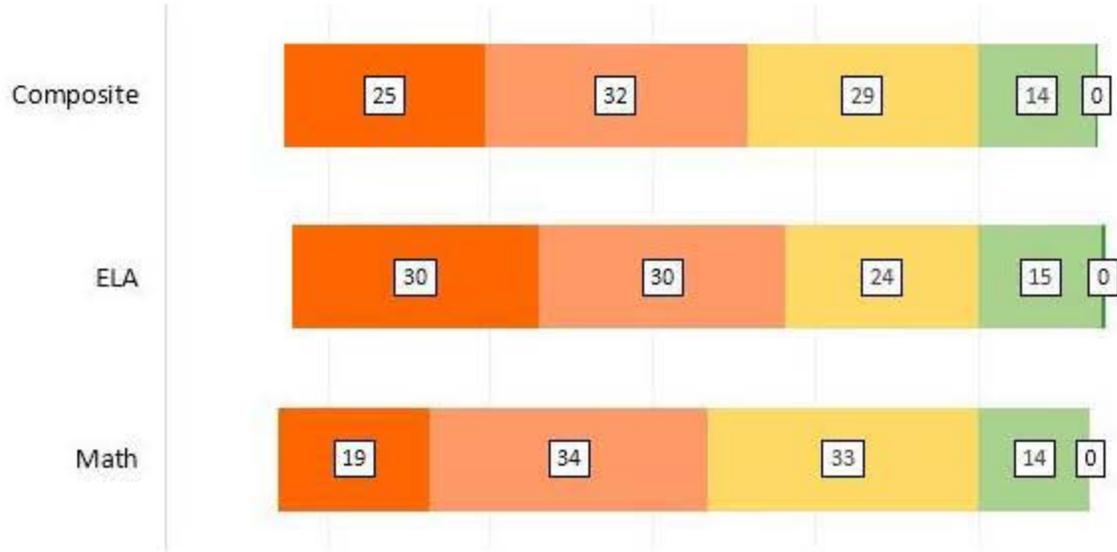
ELA



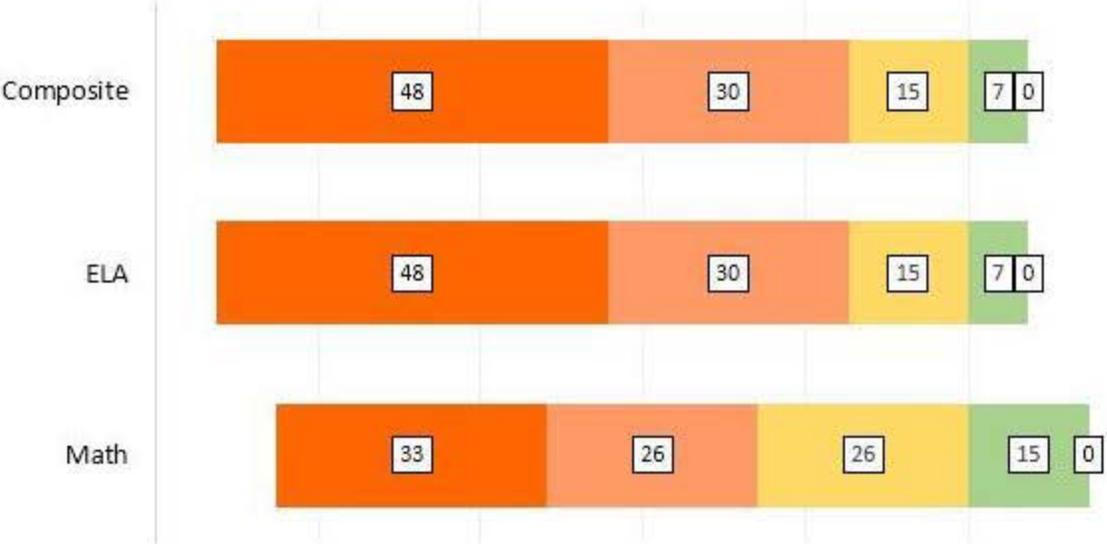
Math



PARCC LEARN 8 Middle 2016



PARCC LEARN 9 in Waukegan 2016



PARCC LEARN Excel 2016



PARCC LEARN Hunter Perkins 2016

Composite



ELA

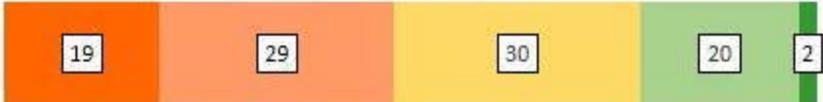


Math

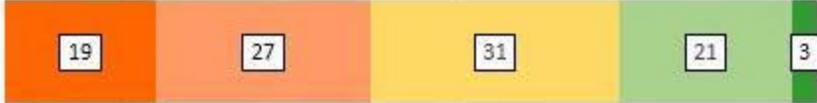


PARCC LEARN Romano Butler 2016

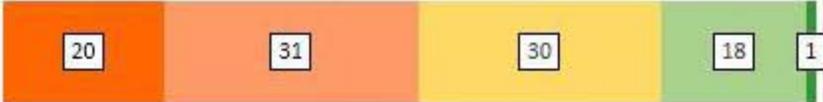
Composite



ELA



Math



PARCC LEARN South Chicago 2016



LEARN 10 Charter School
North Chicago SD 187
Great Lakes, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	20.2	31.9	37.2	0.0	3.2	1.1	6.4	56.4	24.5	8.5	1.1	32.6	95.0	94
District	5.6	35.9	54.0	0.8	0.4	0.4	2.8	90.9	26.8	14.1	2.5	33.5	91.8	3,564
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	10.7	13.9	2.1	10.8	94.0	2,028,162

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.
IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs.
Total Enrollment is based on *Serving School*.

Homeless students are who do not have permanent and adequate homes.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
School	21.2	22.0	20.4	26.1	15.6	20.5					12.5		19.7
District	16.1	15.2	17.0	35.6	18.1	11.2	33.3	21.4	6.7	35.0	10.4	15.5	11.4
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
School	100.0	School	193
District	97.8	District	179
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	14.2
State	29.5

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	17.8	19.1	11.0	127.3
State	18.7	19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	2.0
District	3.4
State	4.0

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	25.0	23.0	13.0	17.0							18.2
District	20.4	17.3	16.8	19.9							19.5
State	19.1	19.8	20.3	20.8							20.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	90			36			120			36		
District	75			27			102			27		
State	72			35			132			30		

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
	District	64.1	7.7	7.1	1.2	0.0	1.2	0.0	18.7	28.4	71.6	241
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	10.6	44.2	55.8
State	13.1	38.5	60.9

Some teacher/administrator data are not collected at the school level.

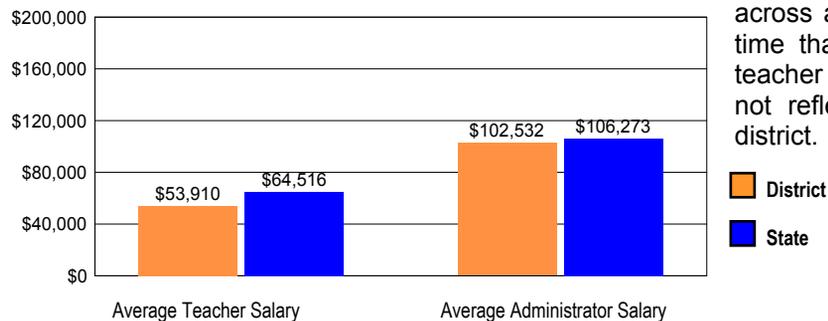
TEACHER RETENTION RATE	
School	
District	60.9
State	86.3

PRINCIPAL TURNOVER (Count)	
School	1.0
District	3.0
State	2.0

TEACHER ATTENDANCE	
School	100.0
District	69.7
State	75.3

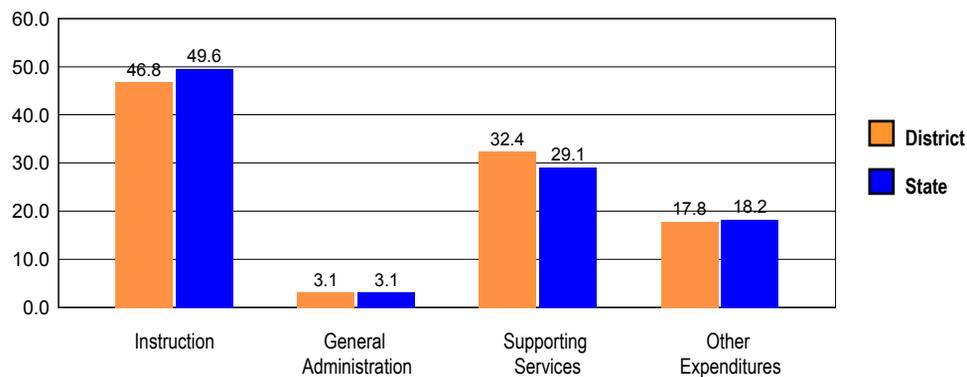
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2015-16 (Percentages)



REVENUE BY SOURCE 2015-16			
	District	District %	State %
Local Property Taxes	\$14,815,596	25.4	63.2
Other Local Funding	\$1,131,680	1.9	4.8
General State Aid	\$21,993,711	37.7	17.1
Other State Funding	\$9,438,212	16.2	7.1
Federal Funding	\$10,989,506	18.8	7.8
TOTAL	\$58,368,705		

EXPENDITURE BY FUND 2015-16			
	District	District %	State %
Education	\$44,364,190	75.1	73.4
Operations & Maintenance	\$3,674,680	6.2	6.2
Transportation	\$3,609,470	6.1	3.8
Debt Service	\$4,743,774	8.0	8.2
Tort	\$871,059	1.5	1.2
Municipal Retirement/ Social Security	\$825,065	1.4	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$952,973	1.6	4.6
TOTAL	\$59,041,211		

OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$52,111	8.47	\$8,633	\$14,795
State	**	**	\$7,853	\$12,973

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

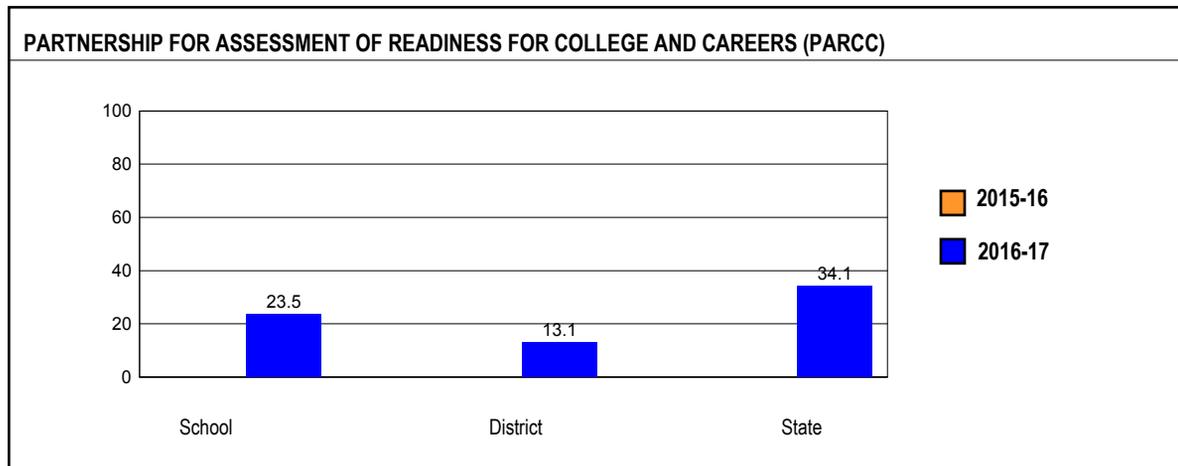
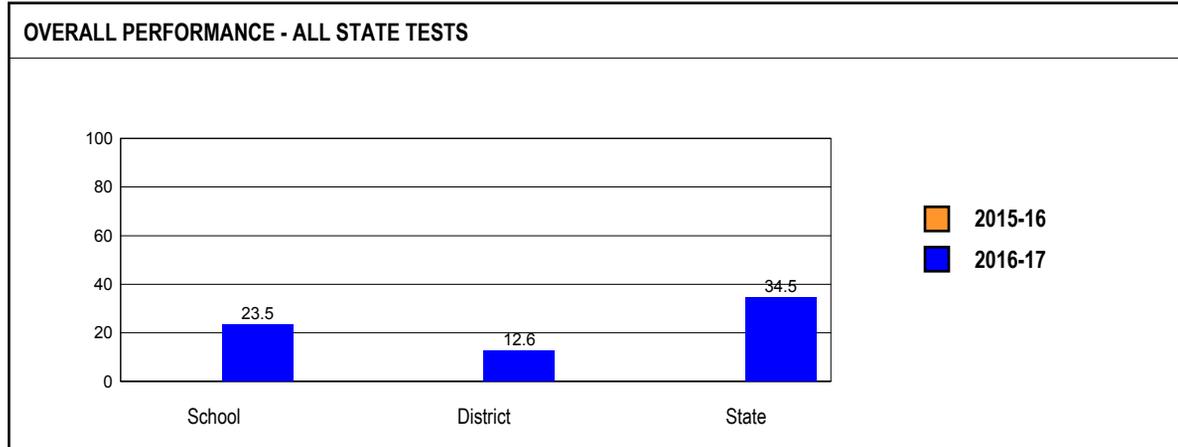
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

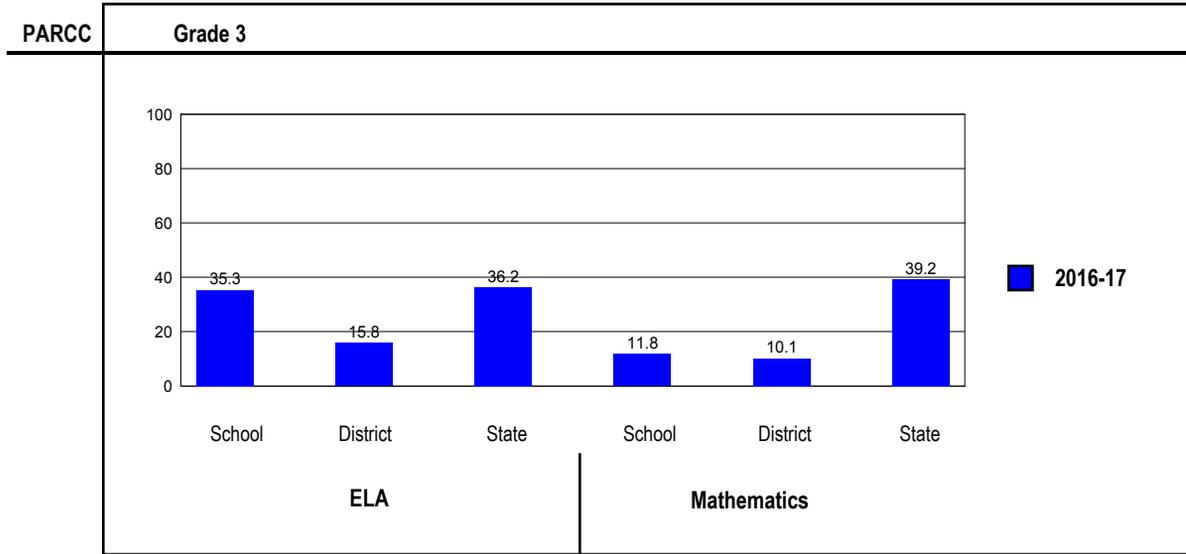
ACADEMIC PERFORMANCE**OVERALL STUDENT PERFORMANCE**

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	17	6	11	4	8	4	0	1	0	0	4	0	2	10
	Reading	0.0		0.0											0.0
District	*Enrollment	1,744	889	855	79	603	999	17	4	5	37	435	0	237	1,568
	Reading	1.1	1.6	0.6	0.0	1.7	0.9	0.0			0.0	0.9		4.6	1.1
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	17	6	11	4	8	4	0	1	0	0	4	0	2	10
	Mathematics	0.0		0.0											0.0
District	*Enrollment	1,752	893	859	81	602	1,004	19	4	5	37	443	0	238	1,571
	Mathematics	1.1	1.5	0.7	1.2	1.5	0.9	0.0			0.0	1.1		4.6	1.1
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 3

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	23.5	23.5	17.6	35.3	0.0	17.6	52.9	17.6	11.8	0.0
District	47.7	21.4	15.1	15.1	0.7	32.9	36.0	21.0	8.7	1.4
State	21.0	19.4	23.5	33.2	2.9	13.6	19.8	27.4	30.9	8.3

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School										
	District	55.1	18.4	13.6	12.2	0.7	39.9	27.0	21.6	9.5	2.0
	State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female	School	9.1	36.4	18.2	36.4	0.0	18.2	54.5	27.3	0.0	0.0
	District	39.9	24.6	16.7	18.1	0.7	25.4	45.7	20.3	8.0	0.7
	State	17.8	18.3	23.3	36.7	3.9	12.5	20.5	28.5	30.8	7.7

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	28.6	4.8	14.3	42.9	9.5	23.8	23.8	28.6	9.5	14.3
	District										
	State	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
Black	School	53.3	18.9	12.2	15.6	0.0	38.9	40.0	11.1	10.0	0.0
	District										
	State	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
Hispanic	School	48.4	25.8	15.1	10.7	0.0	32.1	36.5	23.3	8.2	0.0
	District										
	State	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
Asian	School										
	District										
	State	7.5	10.1	19.0	53.4	10.0	3.8	7.0	17.0	42.6	29.6
Native Hawaiian/Pacific Islander	School										
	District										
	State	15.8	12.7	25.9	39.2	6.3	11.2	11.8	27.3	34.8	14.9
American Indian	School										
	District										
	State	33.1	25.6	21.1	19.5	0.8	18.5	25.1	32.3	20.9	3.2
Two or More Races	School										
	District										
	State	18.7	17.7	24.4	35.3	4.0	13.1	18.8	26.0	31.8	10.3

Grade 3 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	30.0	30.0	10.0	30.0	0.0	20.0	60.0	10.0	10.0	0.0
	District	50.8	22.8	13.4	12.6	0.4	33.9	37.4	19.3	8.7	0.8
	State	30.5	23.9	22.9	21.7	1.0	20.2	25.9	29.1	21.8	2.9
Not Eligible	School	22.6	9.7	29.0	35.5	3.2	25.0	25.0	34.4	9.4	6.3
	District										
	State	9.6	14.0	24.1	47.0	5.3	5.7	12.6	25.3	41.7	14.8

LEARN Chtr Sch 6 N Chicago Campus

North Chicago SD 187

Great Lakes, ILLINOIS



ILLINOIS SCHOOL REPORT CARD

GRADES : K 1 2 3 4 5 6 7 8

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	15.3	33.7	40.2	4.3	1.0	2.0	3.5	60.4	18.0	7.6	0.0	26.8	95.4	490
District	5.6	35.9	54.0	0.8	0.4	0.4	2.8	90.9	26.8	14.1	2.5	33.5	91.8	3,564
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	10.7	13.9	2.1	10.8	94.0	2,028,162

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on *Serving School*.

Homeless students are who do not have permanent and adequate homes.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income	
School	15.2	13.7	16.7	21.3	14.0	11.5	33.3		0.0	33.3	15.4	7.9	14.1	
District	16.1	15.2	17.0	35.6	18.1	11.2	33.3	21.4	6.7	35.0	10.4	15.5	11.4	
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6	

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
School	100.0	School	193
District	97.8	District	179
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
	Percent
School	71.1
District	14.2
State	29.5

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	17.8	19.1	11.0	127.3
State	18.7	19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	2.0
District	3.4
State	4.0

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	18.0	11.8	10.6	16.0	14.2	25.0	23.5	23.5	22.5		16.5
District	20.4	17.3	16.8	19.9	18.6	22.4	20.1	22.2	24.4		19.5
State	19.1	19.8	20.3	20.8	21.4	21.3	21.3	20.6	20.6		20.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	90	90	90	36	58	58	120	106	106	36	58	58
District	75	70	70	27	54	54	102	78	78	27	54	54
State	72	60	56	35	48	50	132	89	77	30	48	49

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
	District	64.1	7.7	7.1	1.2	0.0	1.2	0.0	18.7	28.4	71.6	241
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	10.6	44.2	55.8
State	13.1	38.5	60.9

Some teacher/administrator data are not collected at the school level.

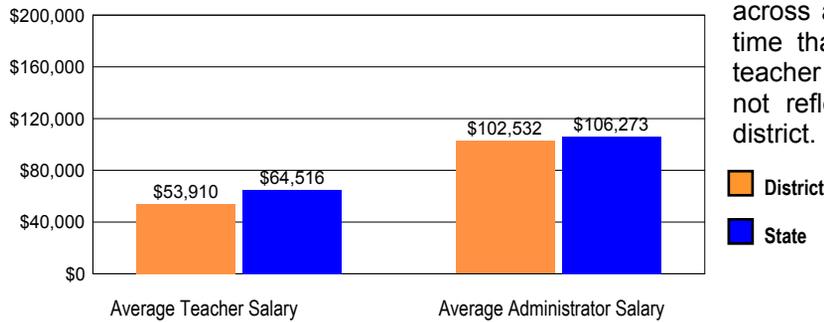
TEACHER RETENTION RATE	
School	52.6
District	60.9
State	86.3

PRINCIPAL TURNOVER (Count)	
School	3.0
District	3.0
State	2.0

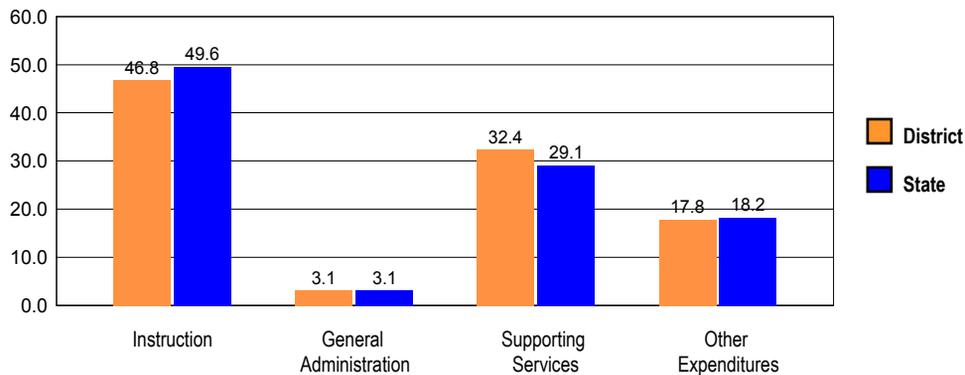
TEACHER ATTENDANCE	
School	100.0
District	69.7
State	75.3

SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



EXPENDITURE BY FUNCTION 2015-16 (Percentages)



REVENUE BY SOURCE 2015-16				EXPENDITURE BY FUND 2015-16			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$14,815,596	25.4	63.2	Education	\$44,364,190	75.1	73.4
Other Local Funding	\$1,131,680	1.9	4.8	Operations & Maintenance	\$3,674,680	6.2	6.2
General State Aid	\$21,993,711	37.7	17.1	Transportation	\$3,609,470	6.1	3.8
Other State Funding	\$9,438,212	16.2	7.1	Debt Service	\$4,743,774	8.0	8.2
Federal Funding	\$10,989,506	18.8	7.8	Tort	\$871,059	1.5	1.2
TOTAL	\$58,368,705			Municipal Retirement/ Social Security	\$825,065	1.4	2.1
				Fire Prevention & Safety	\$0	0.0	0.5
				Capital Projects	\$952,973	1.6	4.6
				TOTAL	\$59,041,211		

OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$52,111	8.47	\$8,633	\$14,795
State	**	**	\$7,853	\$12,973

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

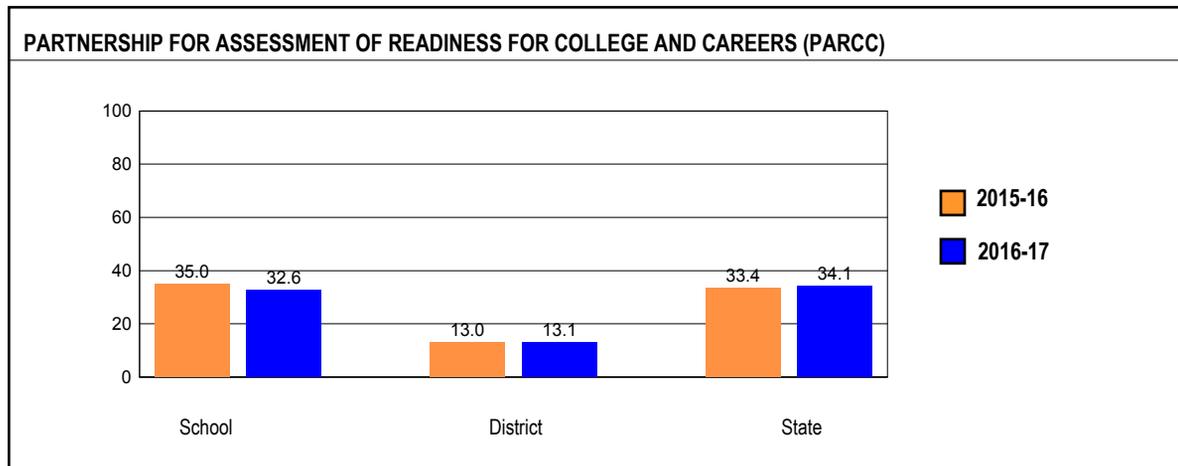
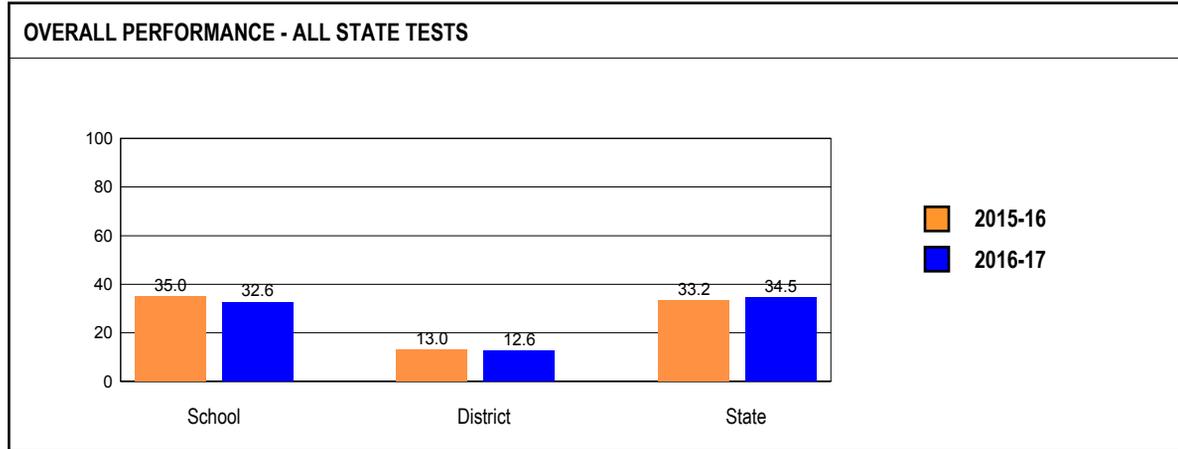
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

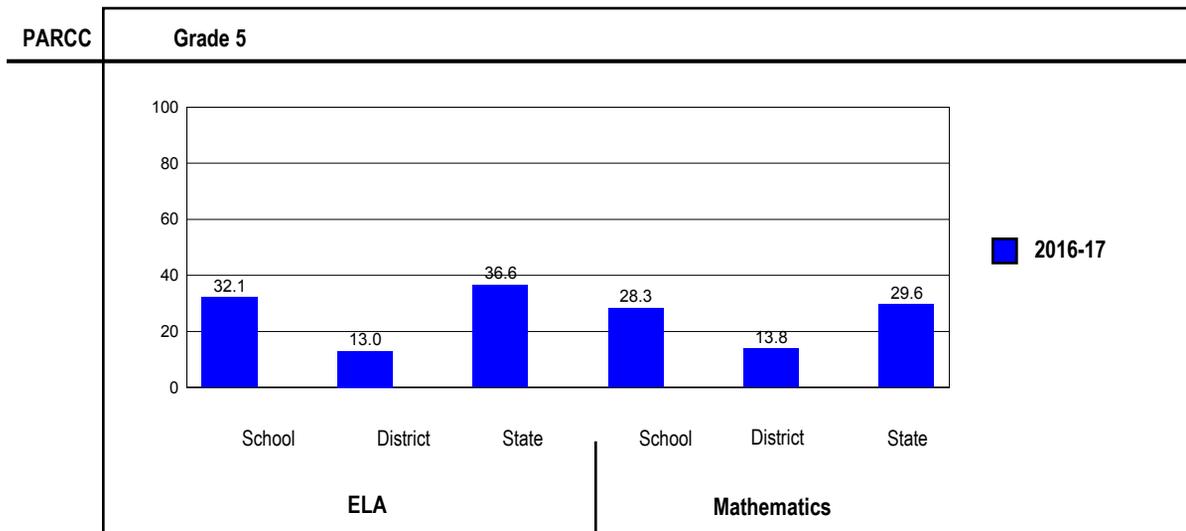
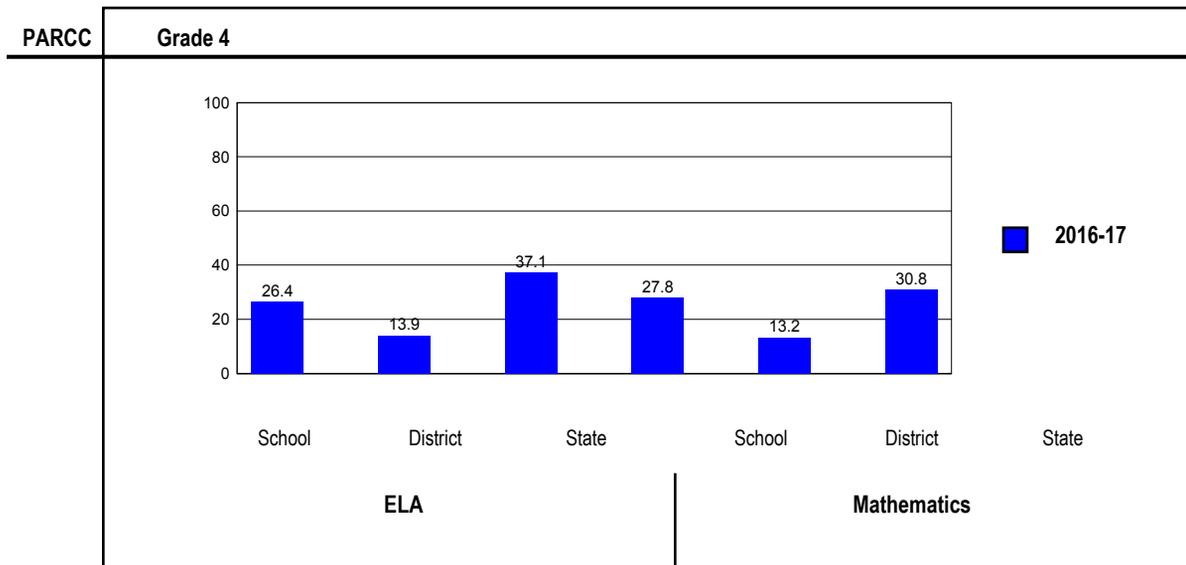
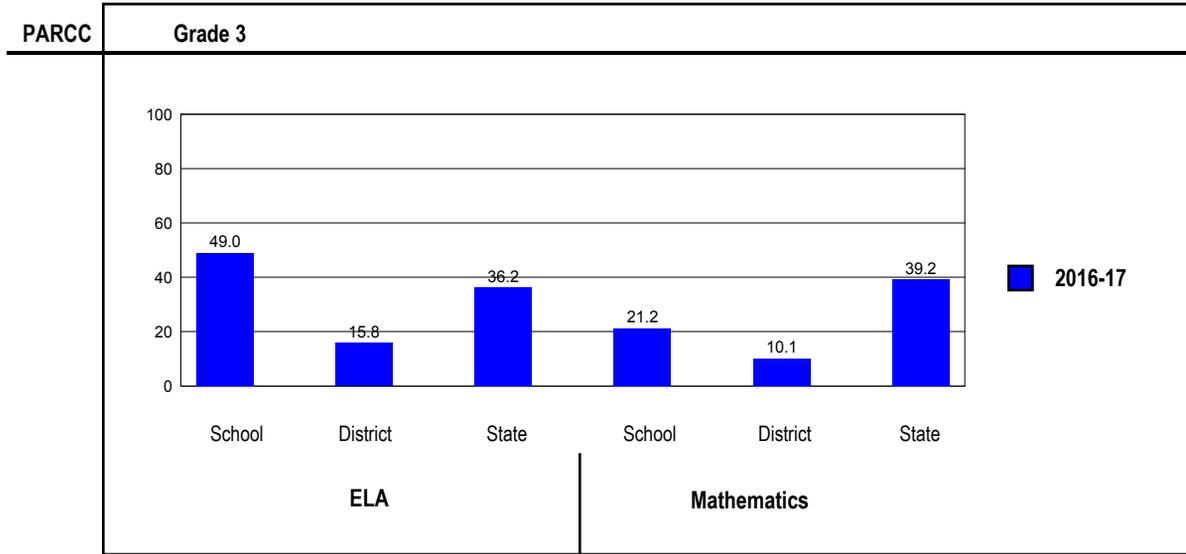
OVERALL STUDENT PERFORMANCE

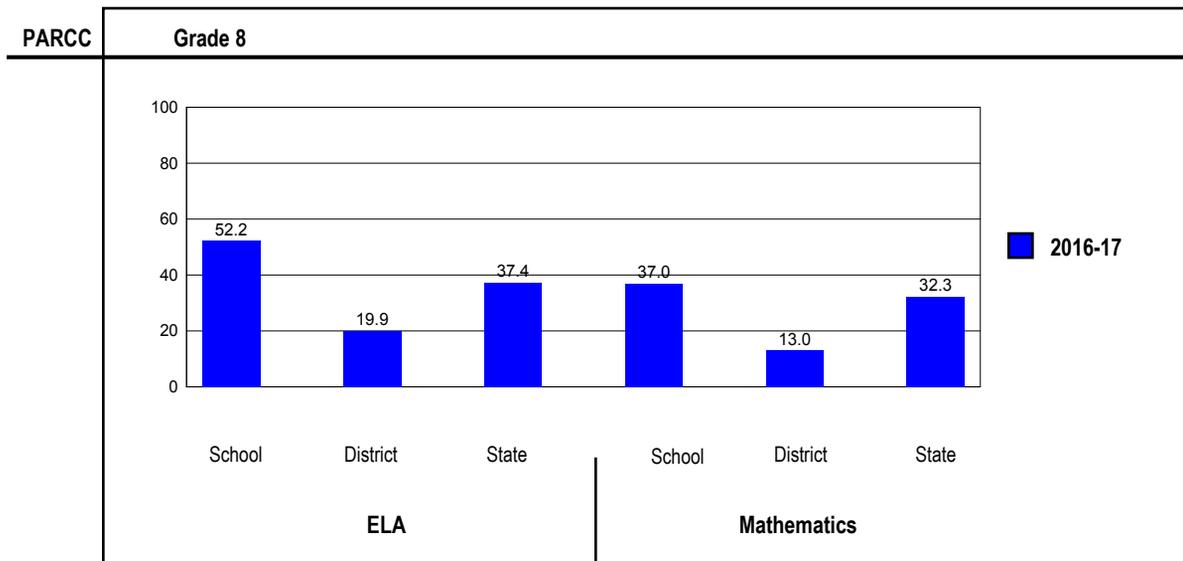
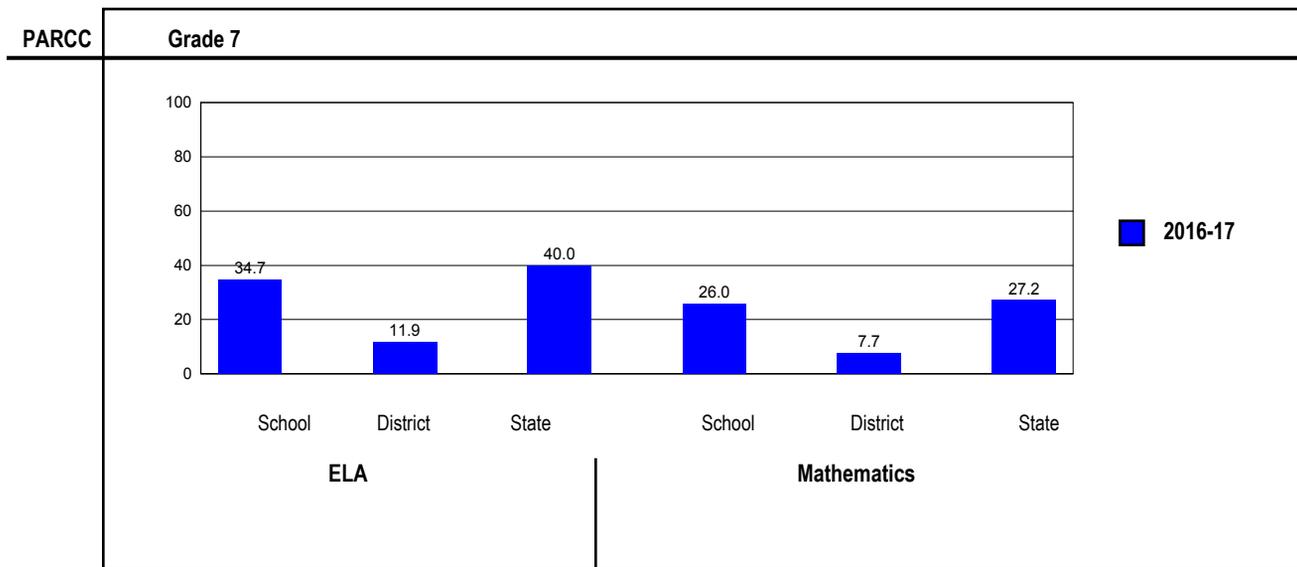
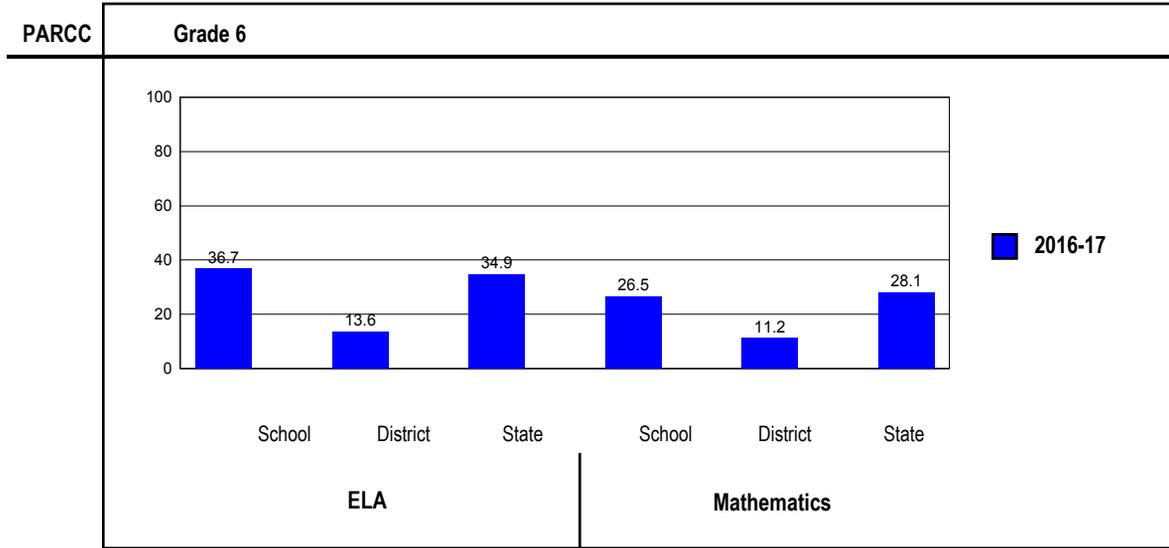
These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.





PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	321	155	166	39	116	138	14	2	4	8	46	0	27	204
	Reading	0.3	0.6	0.0	0.0	0.9	0.0	0.0				0.0		3.7	0.0
District	*Enrollment	1,744	889	855	79	603	999	17	4	5	37	435	0	237	1,568
	Reading	1.1	1.6	0.6	0.0	1.7	0.9	0.0			0.0	0.9		4.6	1.1
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	323	157	166	39	116	138	16	2	4	8	48	0	27	204
	Mathematics	0.3	0.6	0.0	0.0	0.9	0.0	0.0				0.0		3.7	0.0
District	*Enrollment	1,752	893	859	81	602	1,004	19	4	5	37	443	0	238	1,571
	Mathematics	1.1	1.5	0.7	1.2	1.5	0.9	0.0			0.0	1.1		4.6	1.1
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 3

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	21.6	9.8	19.6	45.1	3.9	7.7	28.8	42.3	13.5	7.7
District	47.7	21.4	15.1	15.1	0.7	32.9	36.0	21.0	8.7	1.4
State	21.0	19.4	23.5	33.2	2.9	13.6	19.8	27.4	30.9	8.3

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	13.6	9.1	27.3	45.5	4.5	8.7	26.1	39.1	13.0	13.0
	District	55.1	18.4	13.6	12.2	0.7	39.9	27.0	21.6	9.5	2.0
	State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female	School	27.6	10.3	13.8	44.8	3.4	6.9	31.0	44.8	13.8	3.4
	District	39.9	24.6	16.7	18.1	0.7	25.4	45.7	20.3	8.0	0.7
	State	17.8	18.3	23.3	36.7	3.9	12.5	20.5	28.5	30.8	7.7

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	28.6	4.8	14.3	42.9	9.5	23.8	23.8	28.6	9.5	14.3
	District										
	State	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
Black	School	46.7	0.0	13.3	40.0	0.0	13.3	46.7	26.7	13.3	0.0
	District	53.3	18.9	12.2	15.6	0.0	38.9	40.0	11.1	10.0	0.0
	State	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
Hispanic	School	14.3	19.0	23.8	42.9	0.0	9.5	33.3	47.6	9.5	0.0
	District	48.4	25.8	15.1	10.7	0.0	32.1	36.5	23.3	8.2	0.0
	State	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
Asian	School										
	District										
	State	7.5	10.1	19.0	53.4	10.0	3.8	7.0	17.0	42.6	29.6
Native Hawaiian/Pacific Islander	School										
	District										
	State	15.8	12.7	25.9	39.2	6.3	11.2	11.8	27.3	34.8	14.9
American Indian	School										
	District										
	State	33.1	25.6	21.1	19.5	0.8	18.5	25.1	32.3	20.9	3.2
Two or More Races	School										
	District										
	State	18.7	17.7	24.4	35.3	4.0	13.1	18.8	26.0	31.8	10.3

Grade 3 - Limited-English-Proficient

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	15.0	20.0	30.0	30.0	5.0	9.5	38.1	47.6	0.0	4.8
District	48.9	26.3	13.9	10.2	0.7	31.9	37.0	25.4	5.1	0.7
State	33.4	25.0	21.8	18.9	0.8	19.1	25.5	28.9	22.9	3.5

Grade 3 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	29.7	13.5	10.8	43.2	2.7	8.1	32.4	40.5	13.5	5.4
	District	50.8	22.8	13.4	12.6	0.4	33.9	37.4	19.3	8.7	0.8
	State	30.5	23.9	22.9	21.7	1.0	20.2	25.9	29.1	21.8	2.9
Not Eligible	School	0.0	0.0	42.9	50.0	7.1	6.7	20.0	46.7	13.3	13.3
	District	22.6	9.7	29.0	35.5	3.2	25.0	25.0	34.4	9.4	6.3
	State	9.6	14.0	24.1	47.0	5.3	5.7	12.6	25.3	41.7	14.8

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	19.4	20.8	33.3	26.4	0.0	13.9	34.7	23.6	26.4	1.4
District	30.0	30.0	26.1	13.9	0.0	34.2	33.2	19.4	12.6	0.6
State	14.2	20.4	28.3	31.1	5.9	15.7	25.3	28.2	27.6	3.2

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	30.0	16.7	20.0	33.3	0.0	16.7	23.3	23.3	33.3	3.3
	District	36.8	32.3	21.9	9.0	0.0	41.9	26.5	20.0	10.3	1.3
	State	17.1	22.0	28.2	28.4	4.2	16.5	24.6	27.3	28.2	3.3
Female	School	11.9	23.8	42.9	21.4	0.0	11.9	42.9	23.8	21.4	0.0
	District	23.2	27.7	30.3	18.7	0.0	26.5	40.0	18.7	14.8	0.0
	State	11.1	18.8	28.4	34.0	7.7	14.8	26.0	29.2	26.9	3.1

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	10.0	50.0	10.0	30.0	0.0	0.0	40.0	20.0	40.0	0.0
	District	21.4	42.9	7.1	28.6	0.0	7.1	35.7	28.6	28.6	0.0
	State	8.2	15.8	28.4	39.6	8.1	8.7	19.7	30.6	37.0	4.0
Black	School	22.2	18.5	33.3	25.9	0.0	14.8	44.4	14.8	22.2	3.7
	District	33.6	26.2	30.8	9.3	0.0	45.8	29.0	10.3	14.0	0.9
	State	25.5	28.2	27.7	17.1	1.5	30.7	33.7	23.7	11.4	0.5
Hispanic	School	21.4	17.9	42.9	17.9	0.0	21.4	28.6	28.6	21.4	0.0
	District	30.5	30.5	25.9	13.2	0.0	30.5	37.4	21.8	9.8	0.6
	State	19.2	25.7	30.1	22.5	2.5	20.5	32.6	28.2	17.7	1.1
Asian	School										
	District										
	State	4.7	8.7	20.4	46.7	19.5	4.0	10.0	20.7	49.1	16.1
Native Hawaiian/Pacific Islander	School										
	District										
	State	10.4	14.6	22.0	39.6	13.4	11.0	16.5	31.1	32.3	9.1
American Indian	School										
	District										
	State	22.4	24.8	29.0	21.7	2.1	19.8	32.0	32.1	15.2	0.8
Two or More Races	School										
	District										
	State	13.0	19.1	27.5	33.3	7.1	14.6	24.3	28.6	28.9	3.6

Grade 4 - Limited-English-Proficient

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	42.9	21.4	28.6	7.1	0.0	42.9	35.7	21.4	0.0	0.0
District	49.5	36.6	11.8	2.2	0.0	47.3	35.5	17.2	0.0	0.0
State	37.3	34.9	21.7	5.8	0.2	34.9	39.9	19.0	5.9	0.3

Grade 4 - Economically Disadvantaged

Levels	Reading					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	22.2	17.8	33.3	26.7	0.0	20.0	33.3	17.8	28.9	0.0
	District	30.1	31.2	25.7	13.0	0.0	36.4	33.5	17.8	11.9	0.4
	State	21.2	26.7	29.6	20.6	1.9	23.6	32.5	27.2	15.9	0.9
Not Eligible	School	14.8	25.9	33.3	25.9	0.0	3.7	37.0	33.3	22.2	3.7
	District	29.3	22.0	29.3	19.5	0.0	19.5	31.7	29.3	17.1	2.4
	State	6.1	13.2	26.9	43.3	10.6	6.6	17.0	29.4	41.0	5.9

Grade 5**Grade 5 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	5.7	32.1	30.2	32.1	0.0	5.7	34.0	32.1	28.3	0.0
District	26.9	34.4	25.7	13.0	0.0	25.6	36.2	24.4	13.8	0.0
State	14.1	21.4	27.9	33.7	2.9	13.3	26.6	30.5	25.6	3.9

Grade 5 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	8.8	47.1	29.4	14.7	0.0	8.8	44.1	29.4	17.6	0.0
	District	30.0	37.1	24.3	8.6	0.0	27.7	36.2	24.8	11.3	0.0
	State	17.1	23.9	28.4	28.9	1.7	14.9	26.5	28.6	25.6	4.4
Female	School	0.0	5.3	31.6	63.2	0.0	0.0	15.8	36.8	47.4	0.0
	District	23.0	31.0	27.4	18.6	0.0	23.0	36.3	23.9	16.8	0.0
	State	10.9	18.8	27.5	38.6	4.2	11.7	26.7	32.4	25.7	3.5

Grade 5 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	6.7	33.3	40.0	20.0	0.0	25.0	31.3	25.0	18.8	0.0
	District	7.8	16.4	28.7	43.1	4.0	7.9	20.7	32.4	33.9	5.1
	State										
Black	School	4.2	29.2	33.3	33.3	0.0	4.2	33.3	33.3	29.2	0.0
	District	30.5	36.8	18.9	13.7	0.0	35.8	34.7	14.7	14.7	0.0
	State	26.4	30.0	26.1	16.9	0.5	26.9	37.0	25.4	10.2	0.5
Hispanic	School	10.0	35.0	30.0	25.0	0.0	5.0	40.0	35.0	20.0	0.0
	District	26.7	34.1	28.9	10.4	0.0	20.0	37.0	31.9	11.1	0.0
	State	19.3	27.3	29.4	23.1	1.0	16.5	33.7	32.0	16.8	1.1
Asian	School										
	District										
	State	4.9	9.7	19.0	55.8	10.6	2.9	9.7	22.2	45.8	19.4
Native Hawaiian/Pacific Islander	School										
	District										
	State	10.3	16.7	29.5	40.4	3.2	7.6	21.7	28.0	31.2	11.5
American Indian	School										
	District										
	State	21.9	25.6	26.8	24.4	1.2	15.9	33.5	34.1	15.6	1.0
Two or More Races	School										
	District										
	State	12.1	19.6	27.9	36.5	4.0	13.3	25.9	28.3	27.5	5.0

Grade 5 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	8.1	32.4	32.4	27.0	0.0	8.1	35.1	32.4	24.3	0.0
	District	29.6	34.8	25.2	10.4	0.0	28.3	37.0	23.0	11.7	0.0
	State	21.4	28.2	28.5	21.1	0.7	20.2	34.6	29.7	14.6	0.9
Not Eligible	School	0.0	31.3	25.0	43.8	0.0	0.0	31.3	31.3	37.5	0.0
	District	0.0	30.4	30.4	39.1	0.0	0.0	29.2	37.5	33.3	0.0
	State	5.8	13.9	27.3	47.6	5.3	5.7	17.7	31.3	37.9	7.3

Grade 6**Grade 6 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	10.2	28.6	24.5	30.6	6.1	10.2	34.7	28.6	26.5	0.0
District	24.8	38.8	22.7	12.4	1.2	35.3	32.4	21.2	11.2	0.0
State	11.8	23.3	30.1	30.7	4.2	16.1	26.2	29.6	24.2	3.9

Grade 6 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	15.0	30.0	20.0	35.0	0.0	15.0	40.0	10.0	35.0	0.0
	District	29.6	43.5	16.5	10.4	0.0	42.6	30.4	14.8	12.2	0.0
	State	15.4	27.0	30.0	25.2	2.5	18.1	26.5	28.0	23.5	4.0
Female	School	6.9	27.6	27.6	27.6	10.3	6.9	31.0	41.4	20.7	0.0
	District	20.5	34.6	28.3	14.2	2.4	28.6	34.1	27.0	10.3	0.0
	State	7.9	19.4	30.2	36.5	6.0	14.1	25.9	31.2	24.9	3.9

Grade 6 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	0.0	40.0	30.0	30.0	0.0	20.0	40.0	30.0	10.0	0.0
	District	6.9	17.5	30.9	39.1	5.6	9.5	21.1	32.5	32.0	4.9
	State										
Black	School	25.0	31.3	25.0	18.8	0.0	12.5	43.8	25.0	18.8	0.0
	District	32.4	45.9	17.6	4.1	0.0	47.9	37.0	8.2	6.8	0.0
	State	22.8	34.1	27.9	14.4	0.8	32.1	36.1	22.7	8.6	0.5
Hispanic	School	4.2	33.3	16.7	33.3	12.5	8.3	29.2	29.2	33.3	0.0
	District	22.9	35.9	24.2	15.0	2.0	30.7	30.1	26.1	13.1	0.0
	State	15.4	29.9	31.5	21.7	1.5	20.7	32.3	30.0	15.8	1.1
Asian	School										
	District										
	State	3.7	8.7	21.6	50.7	15.2	4.2	9.5	21.9	44.8	19.5
Native Hawaiian/Pacific Islander	School										
	District										
	State	8.5	12.1	32.7	38.8	7.9	7.8	22.8	24.6	37.1	7.8
American Indian	School										
	District										
	State	20.6	25.6	31.4	20.3	2.1	21.0	31.8	28.9	16.4	1.9
Two or More Races	School										
	District										
	State	10.8	23.0	29.5	31.6	5.2	16.1	25.9	28.7	23.6	5.7

Grade 6 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	6.3	34.4	28.1	25.0	6.3	9.4	37.5	28.1	25.0	0.0
	District	25.6	40.2	23.3	10.0	0.9	36.7	33.0	20.2	10.1	0.0
	State	17.9	31.3	30.5	19.1	1.3	24.4	33.9	27.6	13.3	0.9
Not Eligible	School	17.6	17.6	17.6	41.2	5.9	11.8	29.4	29.4	29.4	0.0
	District	17.4	26.1	17.4	34.8	4.3	21.7	26.1	30.4	21.7	0.0
	State	5.3	14.8	29.6	43.0	7.3	7.4	18.0	31.6	35.8	7.2

Grade 7**Grade 7 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	16.3	24.5	24.5	18.4	16.3	12.0	28.0	34.0	24.0	2.0
District	45.1	29.5	13.5	8.2	3.7	33.1	38.3	21.0	7.3	0.4
State	15.4	18.4	26.2	29.8	10.2	11.4	27.1	34.2	24.0	3.2

Grade 7 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	11.1	33.3	33.3	11.1	11.1	7.1	32.1	32.1	25.0	3.6
	District	52.1	26.1	15.1	4.2	2.5	34.7	38.0	19.0	7.4	0.8
	State	20.5	21.4	26.5	25.2	6.3	12.8	27.8	32.7	23.3	3.4
Female	School	22.7	13.6	13.6	27.3	22.7	18.2	22.7	36.4	22.7	0.0
	District	38.4	32.8	12.0	12.0	4.8	31.5	38.6	22.8	7.1	0.0
	State	10.0	15.2	25.9	34.7	14.2	10.0	26.4	35.8	24.8	3.0

Grade 7 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District										
	State	9.4	14.5	26.3	36.5	13.3	7.0	20.8	36.9	31.4	3.9
Black	School	17.6	29.4	29.4	11.8	11.8	11.8	29.4	41.2	17.6	0.0
	District	51.6	33.0	9.9	3.3	2.2	41.8	34.1	20.9	3.3	0.0
	State	28.7	26.5	25.5	16.5	2.8	22.6	40.7	28.0	8.5	0.3
Hispanic	School	16.7	29.2	20.8	20.8	12.5	16.7	29.2	37.5	16.7	0.0
	District	43.7	30.4	13.3	10.4	2.2	31.2	42.0	21.0	5.8	0.0
	State	20.4	22.7	28.2	23.6	5.1	14.5	33.9	34.9	15.8	0.9
Asian	School										
	District										
	State	5.3	7.5	18.1	39.3	29.8	3.4	9.8	24.9	44.5	17.3
Native Hawaiian/Pacific Islander	School										
	District										
	State	8.4	12.1	26.2	35.5	17.8	9.6	14.8	40.0	33.9	1.7
American Indian	School										
	District										
	State	22.3	22.3	27.1	22.1	6.3	15.9	31.9	32.8	18.0	1.5
Two or More Races	School										
	District										
	State	14.2	18.4	26.0	30.5	10.9	11.2	28.4	32.0	24.7	3.8

Grade 7 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	13.8	27.6	27.6	17.2	13.8	17.2	20.7	37.9	20.7	3.4
	District	46.8	30.1	13.4	7.4	2.3	34.9	38.5	20.6	5.5	0.5
	State	23.4	24.2	27.5	20.8	4.1	17.4	36.2	32.7	13.0	0.7
Not Eligible	School	20.0	20.0	20.0	20.0	20.0	4.8	38.1	28.6	28.6	0.0
	District	32.1	25.0	14.3	14.3	14.3	20.0	36.7	23.3	20.0	0.0
	State	7.4	12.5	25.0	38.8	16.3	5.5	18.0	35.6	35.1	5.7

Grade 8**Grade 8 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	10.9	21.7	15.2	39.1	13.0	10.9	17.4	34.8	30.4	6.5
District	34.7	25.0	20.3	16.1	3.8	48.5	18.8	19.7	11.7	1.3
State	16.6	19.9	26.1	31.2	6.2	23.6	20.6	23.6	27.7	4.6

Grade 8 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	23.8	33.3	14.3	19.0	9.5	19.0	19.0	33.3	19.0	9.5
	District	44.2	24.2	19.2	10.0	2.5	44.6	23.1	19.8	10.7	1.7
	State	22.4	23.0	25.8	25.2	3.6	26.3	20.8	22.3	25.8	4.7
Female	School	0.0	12.0	16.0	56.0	16.0	4.0	16.0	36.0	40.0	4.0
	District	25.0	25.9	21.6	22.4	5.2	52.5	14.4	19.5	12.7	0.8
	State	10.5	16.6	26.4	37.6	8.8	20.6	20.3	24.8	29.8	4.4

Grade 8 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District										
	State	11.1	16.6	26.5	37.9	7.8	15.5	17.5	25.7	35.7	5.6
Black	School	12.5	31.3	25.0	31.3	0.0	18.8	31.3	25.0	25.0	0.0
	District	37.7	28.6	23.4	10.4	0.0	51.3	28.2	11.5	9.0	0.0
	State	29.4	27.0	25.1	17.1	1.4	43.4	25.9	18.8	11.2	0.7
Hispanic	School	14.3	9.5	9.5	47.6	19.0	9.5	9.5	38.1	33.3	9.5
	District	35.5	22.0	19.9	17.7	5.0	49.7	15.4	21.7	11.9	1.4
	State	21.1	24.1	27.5	24.5	2.8	29.5	25.5	23.9	19.7	1.4
Asian	School										
	District										
	State	5.1	7.5	18.6	46.8	22.0	6.6	8.3	16.5	45.7	22.9
Native Hawaiian/Pacific Islander	School										
	District										
	State	9.5	13.1	25.5	43.8	8.0	16.4	10.7	27.1	40.0	5.7
American Indian	School										
	District										
	State	23.1	23.3	24.2	25.3	4.2	31.0	22.1	22.8	21.0	3.1
Two or More Races	School										
	District										
	State	16.5	18.5	25.7	31.3	8.0	24.4	19.7	22.6	27.4	6.0

Grade 8 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	16.7	8.3	12.5	41.7	20.8	16.7	8.3	33.3	29.2	12.5
	District	37.2	24.6	20.3	14.0	3.9	52.6	18.2	17.7	10.0	1.4
	State	24.7	25.3	26.5	21.3	2.2	34.5	25.5	22.1	16.7	1.2
Not Eligible	School	4.5	36.4	18.2	36.4	4.5	4.5	27.3	36.4	31.8	0.0
	District	17.2	27.6	20.7	31.0	3.4	20.0	23.3	33.3	23.3	0.0
	State	8.7	14.6	25.7	41.0	10.0	12.8	15.7	25.0	38.5	7.9

**LEARN Chtr - 7th Campus
City of Chicago SD 299
Chicago, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : PK K 1 2 3 4 5

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	0.3	94.5	4.7	0.3	0.0	0.0	0.3	91.1	1.7	8.9	10.0	28.1	96.0	361
District	10.0	37.6	46.4	3.9	0.2	0.3	1.5	83.1	17.7	11.0	4.1	34.3	93.2	382,929
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	10.7	13.9	2.1	10.8	94.0	2,028,162

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. **IEP** Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on *Serving School*.

Homeless students are who do not have permanent and adequate homes.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
School	13.2	13.5	12.9		12.8	18.8						15.8	10.6
District	10.8	11.4	10.1	5.9	15.3	8.2	8.8	7.9	10.1	11.5	10.1	15.2	11.3
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
School	86.7	School	193
District	76.9	District	179
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	18.8
State	29.5

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	24.7	23.7	16.3	284.2
State	18.7	19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	
District	
State	

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	20.0	25.5	24.5	25.0	25.0	27.0					24.5
District	16.8	17.9	17.5	17.4	18.0	17.4					18.2
State	19.1	19.8	20.3	20.8	21.4	21.3					20.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	90	0		50	0		120	0		30	0	
District	89	62		49	59		119	65		31	58	
State	72	60		35	48		132	89		30	48	

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
District	51.7	21.5	16.5	3.7	0.1	0.4	1.8	4.4	23.7	76.3	19,532	
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	11.6	37.9	61.0
State	13.1	38.5	60.9

Some teacher/administrator data are not collected at the school level.

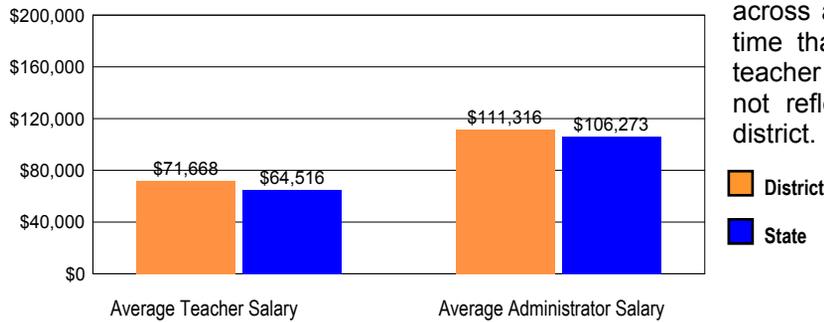
TEACHER RETENTION RATE	
School	
District	84.8
State	86.3

PRINCIPAL TURNOVER (Count)	
School	
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	0.0
District	69.0
State	75.3

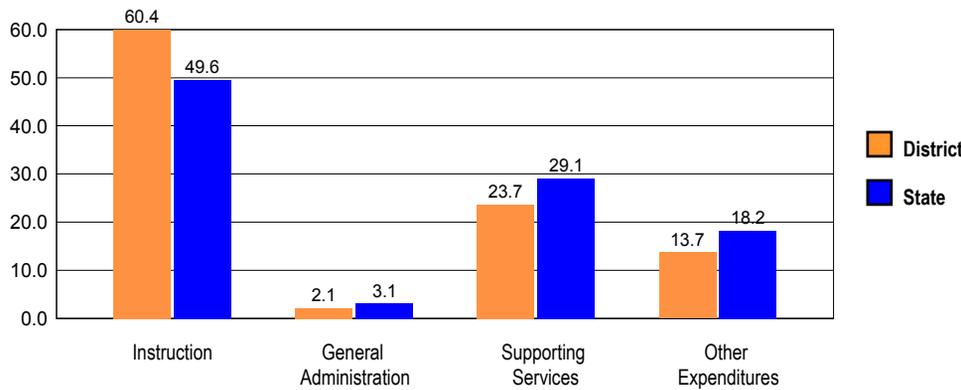
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2015-16 (Percentages)



	District	District %	State %
Local Property Taxes	\$2,569,951,078	49.6	63.2
Other Local Funding	\$279,507,016	5.4	4.8
General State Aid	\$971,642,093	18.7	17.1
Other State Funding	\$568,578,025	11.0	7.1
Federal Funding	\$792,420,652	15.3	7.8
TOTAL	\$5,182,098,864		

	District	District %	State %
Education	\$5,241,107,291	86.3	73.4
Operations & Maintenance	\$0	0.0	6.2
Transportation	\$0	0.0	3.8
Debt Service	\$455,285,011	7.5	8.2
Tort	\$85,651,188	1.4	1.2
Municipal Retirement/ Social Security	\$0	0.0	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$290,831,821	4.8	4.6
TOTAL	\$6,072,875,311		

OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$184,558	3.66	\$10,427	\$14,973
State	**	**	\$7,853	\$12,973

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

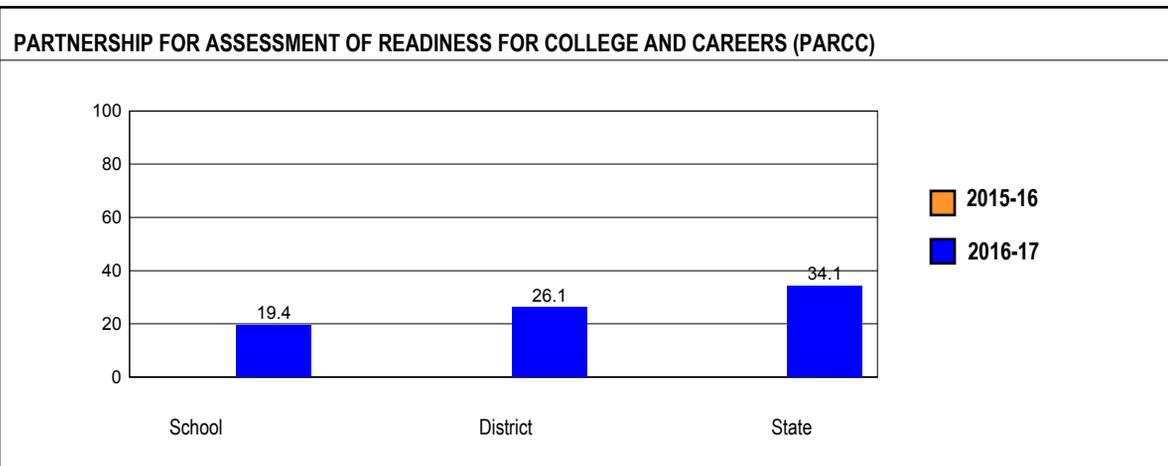
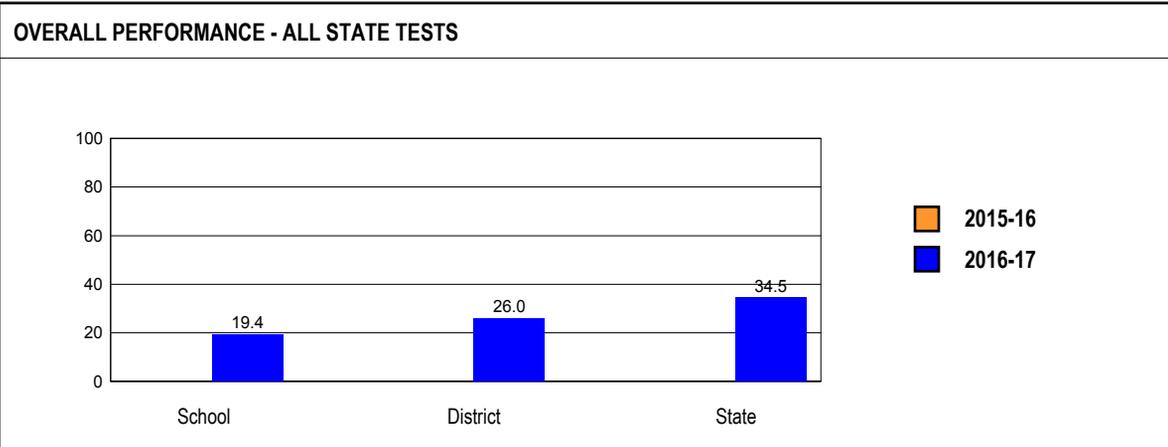
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

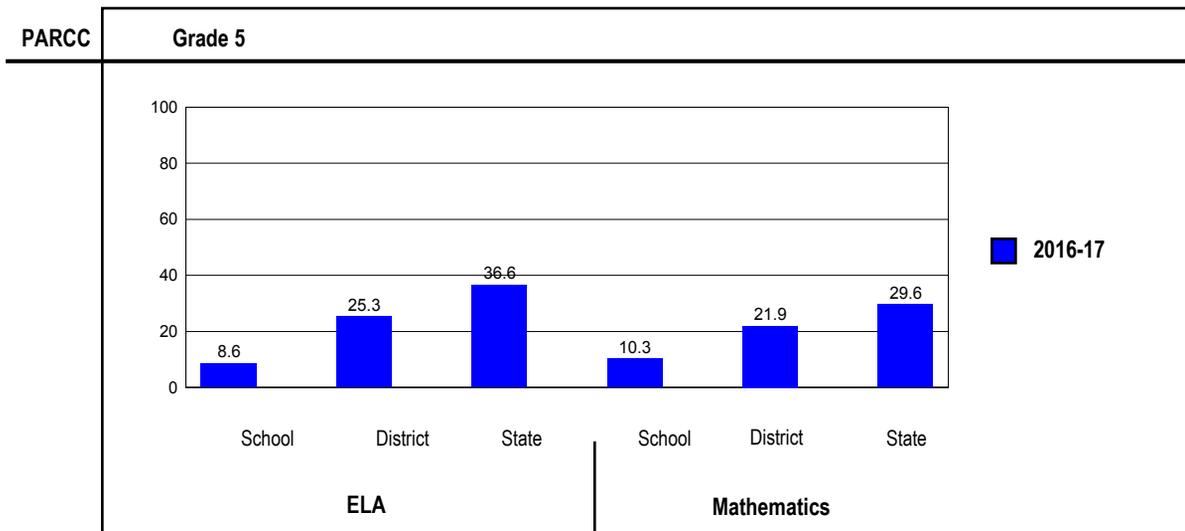
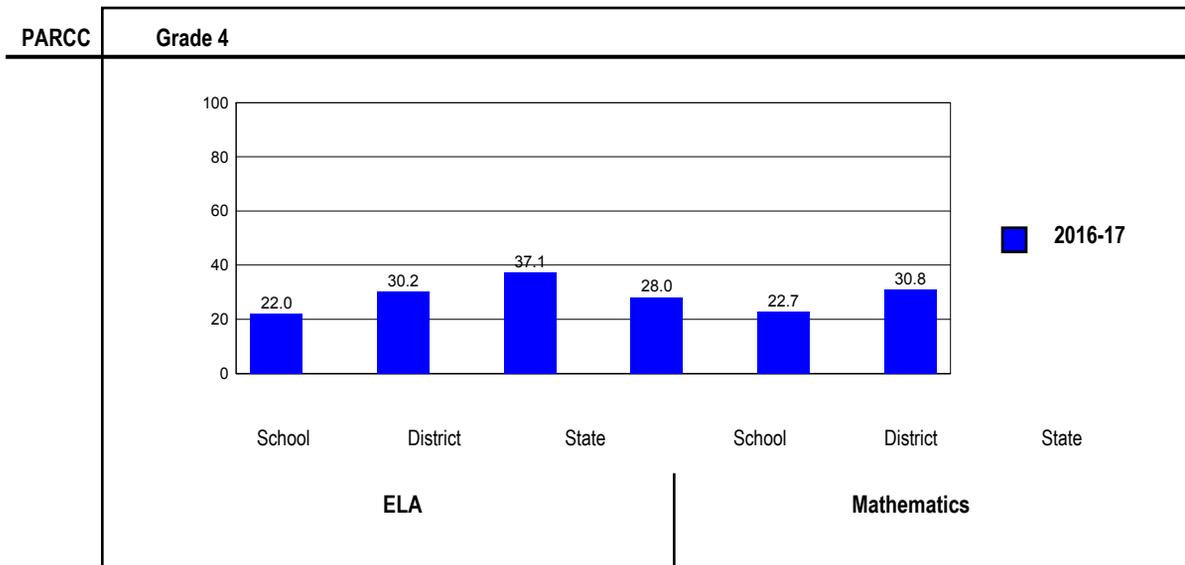
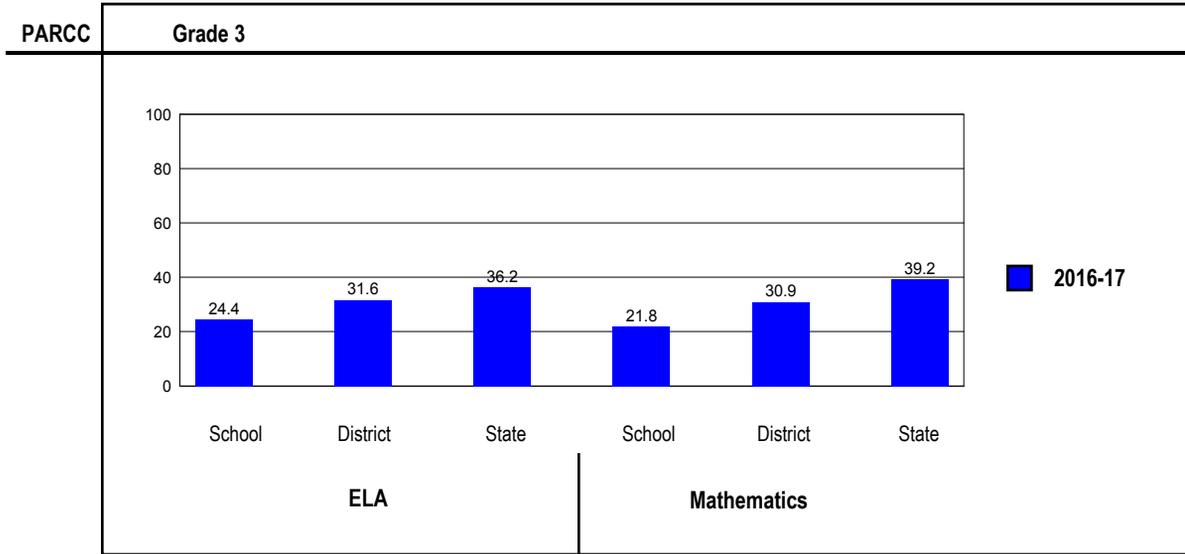
ACADEMIC PERFORMANCE**OVERALL STUDENT PERFORMANCE**

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	187	90	97	1	177	8	1	0	0	0	2	0	19	171
	Reading	0.5	1.1	0.0		0.6								0.0	0.6
District	*Enrollment	192,409	96,623	95,786	18,785	71,313	91,935	7,346	349	595	2,086	28,717	1	25,144	161,876
	Reading	4.3	4.4	4.2	9.2	3.9	3.4	5.1	7.7	4.4	10.4	4.5		5.7	3.6
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	187	90	97	1	177	8	1	0	0	0	2	0	19	171
	Mathematics	0.5	1.1	0.0		0.6								0.0	0.6
District	*Enrollment	192,830	96,848	95,982	18,906	71,268	92,118	7,496	351	596	2,095	29,253	1	25,127	162,219
	Mathematics	4.2	4.3	4.1	8.9	4.0	3.4	3.3	5.4	4.4	10.6	2.8		6.1	3.4
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 3

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	24.4	28.2	23.1	23.1	1.3	19.2	25.6	33.3	17.9	3.8
District	26.0	21.4	21.1	28.3	3.3	18.2	22.4	28.5	25.3	5.6
State	21.0	19.4	23.5	33.2	2.9	13.6	19.8	27.4	30.9	8.3

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	19.4	36.1	33.3	11.1	0.0	13.9	30.6	41.7	13.9	0.0
	District	29.8	22.2	20.9	25.1	2.2	19.3	21.9	28.0	25.0	5.8
	State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female	School	28.6	21.4	14.3	33.3	2.4	23.8	21.4	26.2	21.4	7.1
	District	22.2	20.6	21.3	31.5	4.4	17.0	22.9	29.0	25.6	5.5
	State	17.8	18.3	23.3	36.7	3.9	12.5	20.5	28.5	30.8	7.7

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	8.2	11.0	16.4	52.1	12.3	5.2	10.1	22.6	44.5	17.5
	District	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
	State										
Black	School	25.3	29.3	22.7	21.3	1.3	20.0	26.7	32.0	17.3	4.0
	District	33.2	24.0	20.2	21.4	1.3	26.3	26.1	27.8	17.8	2.0
	State	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
Hispanic	School	25.4	22.6	23.2	26.9	1.9	15.6	23.4	31.2	25.9	4.0
	District	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
	State										
Asian	School	9.9	10.1	17.1	48.5	14.4	5.3	8.2	19.6	41.3	25.7
	District	7.5	10.1	19.0	53.4	10.0	3.8	7.0	17.0	42.6	29.6
	State										
Native Hawaiian/Pacific Islander	School	15.1	11.3	18.9	41.5	13.2	9.4	9.4	32.1	24.5	24.5
	District	15.8	12.7	25.9	39.2	6.3	11.2	11.8	27.3	34.8	14.9
	State										
American Indian	School	20.2	18.0	29.2	27.0	5.6	12.4	28.1	29.2	23.6	6.7
	District	33.1	25.6	21.1	19.5	0.8	18.5	25.1	32.3	20.9	3.2
	State										
Two or More Races	School	12.0	11.0	17.5	48.9	10.7	5.8	15.5	24.5	35.2	19.0
	District	18.7	17.7	24.4	35.3	4.0	13.1	18.8	26.0	31.8	10.3
	State										

Grade 3 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	26.4	27.8	23.6	20.8	1.4	18.1	26.4	34.7	16.7	4.2
	District	29.5	23.3	21.7	24.0	1.5	20.6	24.6	29.4	22.1	3.3
	State	30.5	23.9	22.9	21.7	1.0	20.2	25.9	29.1	21.8	2.9
Not Eligible	School	6.4	10.4	17.6	52.3	13.2	4.4	10.1	23.3	43.4	18.8
	District	9.6	14.0	24.1	47.0	5.3	5.7	12.6	25.3	41.7	14.8
	State										

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	18.0	28.0	32.0	20.0	2.0	18.0	12.0	42.0	26.0	2.0
District	17.0	23.1	29.7	25.5	4.7	21.8	28.7	26.8	20.3	2.4
State	14.2	20.4	28.3	31.1	5.9	15.7	25.3	28.2	27.6	3.2

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	26.9	26.9	26.9	19.2	0.0	23.1	11.5	42.3	23.1	0.0
	District	20.8	24.8	28.3	22.7	3.4	23.0	28.5	26.0	20.1	2.3
	State	17.1	22.0	28.2	28.4	4.2	16.5	24.6	27.3	28.2	3.3
Female	School	8.3	29.2	37.5	20.8	4.2	12.5	12.5	41.7	29.2	4.2
	District	13.1	21.4	31.1	28.4	6.0	20.5	29.0	27.5	20.5	2.5
	State	11.1	18.8	28.4	34.0	7.7	14.8	26.0	29.2	26.9	3.1

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	5.2	10.2	21.9	45.4	17.3	7.1	14.6	27.3	42.4	8.6
	District	8.2	15.8	28.4	39.6	8.1	8.7	19.7	30.6	37.0	4.0
	State										
Black	School	20.5	29.5	29.5	20.5	0.0	20.5	11.4	40.9	25.0	2.3
	District	22.7	27.7	29.8	18.1	1.7	30.0	32.2	25.1	12.2	0.5
	State	25.5	28.2	27.7	17.1	1.5	30.7	33.7	23.7	11.4	0.5
Hispanic	School	16.2	23.5	32.1	25.3	2.9	20.3	30.6	28.1	19.6	1.4
	District	19.2	25.7	30.1	22.5	2.5	20.5	32.6	28.2	17.7	1.1
	State										
Asian	School	6.0	10.5	21.0	42.8	19.7	5.4	13.7	23.9	42.4	14.6
	District	4.7	8.7	20.4	46.7	19.5	4.0	10.0	20.7	49.1	16.1
	State										
Native Hawaiian/Pacific Islander	School	3.4	12.1	17.2	41.4	25.9	6.9	12.1	29.3	36.2	15.5
	District	10.4	14.6	22.0	39.6	13.4	11.0	16.5	31.1	32.3	9.1
	State										
American Indian	School	15.6	22.2	32.2	23.3	6.7	20.0	30.0	24.4	23.3	2.2
	District	22.4	24.8	29.0	21.7	2.1	19.8	32.0	32.1	15.2	0.8
	State										
Two or More Races	School	5.8	12.6	21.9	44.2	15.5	9.7	16.9	27.3	38.8	7.2
	District	13.0	19.1	27.5	33.3	7.1	14.6	24.3	28.6	28.9	3.6
	State										

Grade 4 - Economically Disadvantaged

Levels	Reading					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	19.1	29.8	29.8	19.1	2.1	19.1	12.8	40.4	25.5	2.1
	District	19.3	25.5	31.2	21.7	2.2	24.6	31.1	26.7	16.5	1.2
	State	21.2	26.7	29.6	20.6	1.9	23.6	32.5	27.2	15.9	0.9
Not Eligible	School	3.9	9.4	21.7	46.6	18.3	6.2	15.5	27.4	41.6	9.2
	District	6.1	13.2	26.9	43.3	10.6	6.6	17.0	29.4	41.0	5.9
	State										

Grade 5**Grade 5 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	20.7	36.2	34.5	8.6	0.0	17.2	43.1	29.3	10.3	0.0
District	21.1	26.7	26.9	23.5	1.8	17.8	30.6	29.6	19.7	2.2
State	14.1	21.4	27.9	33.7	2.9	13.3	26.6	30.5	25.6	3.9

Grade 5 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	25.9	44.4	25.9	3.7	0.0	14.8	51.9	29.6	3.7	0.0
	District	25.5	28.7	25.7	19.1	1.1	20.2	31.1	27.8	18.6	2.3
	State	17.1	23.9	28.4	28.9	1.7	14.9	26.5	28.6	25.6	4.4
Female	School	16.1	29.0	41.9	12.9	0.0	19.4	35.5	29.0	16.1	0.0
	District	16.7	24.7	28.1	28.0	2.5	15.5	30.2	31.4	20.8	2.1
	State	10.9	18.8	27.5	38.6	4.2	11.7	26.7	32.4	25.7	3.5

Grade 5 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	7.6	12.4	24.5	47.8	7.7	6.3	15.0	28.0	41.9	8.9
	State	7.8	16.4	28.7	43.1	4.0	7.9	20.7	32.4	33.9	5.1
Black	School	21.1	35.1	35.1	8.8	0.0	17.5	43.9	28.1	10.5	0.0
	District	27.1	30.9	25.7	15.8	0.5	24.9	35.5	27.1	12.0	0.5
	State	26.4	30.0	26.1	16.9	0.5	26.9	37.0	25.4	10.2	0.5
Hispanic	School										
	District	20.4	27.7	28.8	22.2	0.9	16.1	32.1	32.4	18.5	0.9
	State	19.3	27.3	29.4	23.1	1.0	16.5	33.7	32.0	16.8	1.1
Asian	School										
	District	8.3	13.1	19.1	49.4	10.1	4.6	9.4	23.5	46.8	15.7
	State	4.9	9.7	19.0	55.8	10.6	2.9	9.7	22.2	45.8	19.4
Native Hawaiian/Pacific Islander	School										
	District	10.3	12.1	27.6	44.8	5.2	3.4	20.3	13.6	49.2	13.6
	State	10.3	16.7	29.5	40.4	3.2	7.6	21.7	28.0	31.2	11.5
American Indian	School										
	District	20.0	18.7	30.7	26.7	4.0	13.0	31.2	33.8	19.5	2.6
	State	21.9	25.6	26.8	24.4	1.2	15.9	33.5	34.1	15.6	1.0
Two or More Races	School										
	District	9.5	10.2	28.5	43.4	8.4	8.4	14.5	28.4	39.6	9.1
	State	12.1	19.6	27.9	36.5	4.0	13.3	25.9	28.3	27.5	5.0

Grade 5 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	23.5	35.3	31.4	9.8	0.0	19.6	43.1	25.5	11.8	0.0
	District	23.9	29.1	27.1	19.3	0.7	20.0	33.5	29.5	16.0	0.9
	State	21.4	28.2	28.5	21.1	0.7	20.2	34.6	29.7	14.6	0.9
Not Eligible	School										
	District	5.4	13.0	25.9	47.7	8.0	5.4	14.4	29.8	40.9	9.4
	State	5.8	13.9	27.3	47.6	5.3	5.7	17.7	31.3	37.9	7.3

LEARN Chtr 9 Campus in Waukegan
LEARN 9 Chtr Campus in Waukegan
Waukegan, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	4.3	20.1	72.3	0.3	0.0	0.6	2.4	35.7	58.8	8.2	0.0	25.1	94.9	328
District	4.3	20.1	72.3	0.3	0.0	0.6	2.4	35.7	58.8	8.2	0.0	25.1	94.9	328
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	10.7	13.9	2.1	10.8	94.0	2,028,162

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. **IEP** Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on *Serving School*.

Homeless students are who do not have permanent and adequate homes.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
School	2.7	3.1	2.3	0.0	7.5	1.3					1.5	11.1	3.3
District	2.7	3.1	2.3	0.0	7.5	1.3					1.5	11.1	3.3
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
School	95.0	School	193
District	95.0	District	193
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	
State	29.5

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	20.5		10.4	109.3
State	18.7		11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	2.0
District	2.0
State	4.0

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	22.6	24.0	28.5	27.5	28.0						25.0
District	22.6	24.0	28.5	27.5	28.0						25.0
State	19.1	19.8	20.3	20.8	21.4						20.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	90			12			190			12		
District	90			12			190			12		
State	72			35			132			30		

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
District	70.6	5.9	17.6	0.0	0.0	0.0	5.9	0.0	11.8	88.2	17	
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	4.1	64.7	35.3
State	13.1	38.5	60.9

Some teacher/administrator data are not collected at the school level.

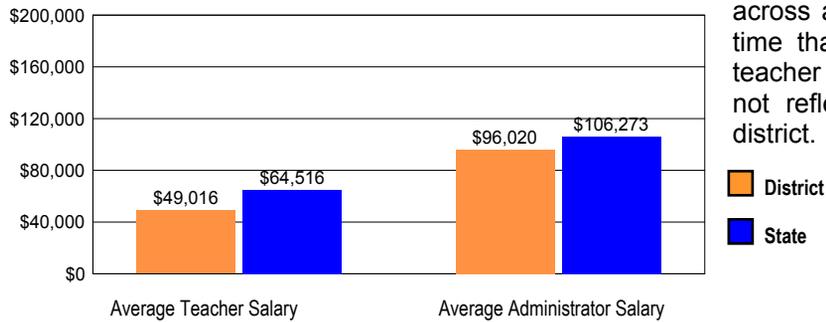
TEACHER RETENTION RATE	
School	64.3
District	64.3
State	86.3

PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	70.6
District	70.6
State	75.3

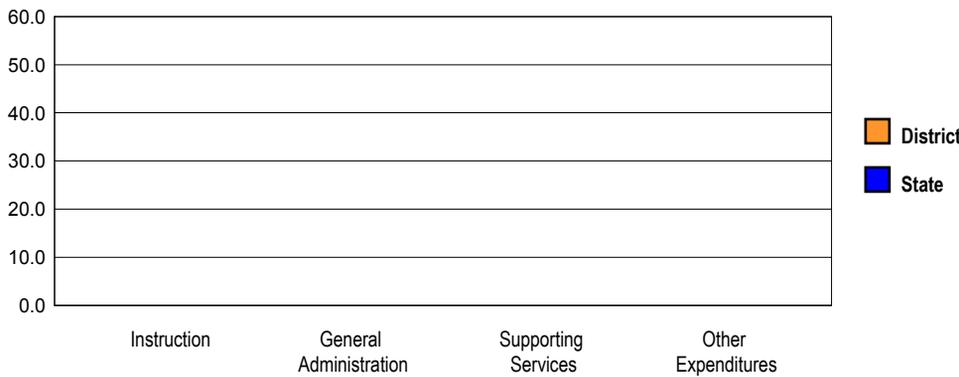
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2015-16 (Percentages)



REVENUE BY SOURCE 2015-16			
	District	District %	State %
Local Property Taxes			
Other Local Funding			
General State Aid			
Other State Funding			
Federal Funding			
TOTAL			

EXPENDITURE BY FUND 2015-16			
	District	District %	State %
Education			
Operations & Maintenance			
Transportation			
Debt Service			
Tort			
Municipal Retirement/ Social Security			
Fire Prevention & Safety			
Capital Projects			
TOTAL			

OTHER FINANCIAL INDICATORS				
	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	**	**		
State				

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

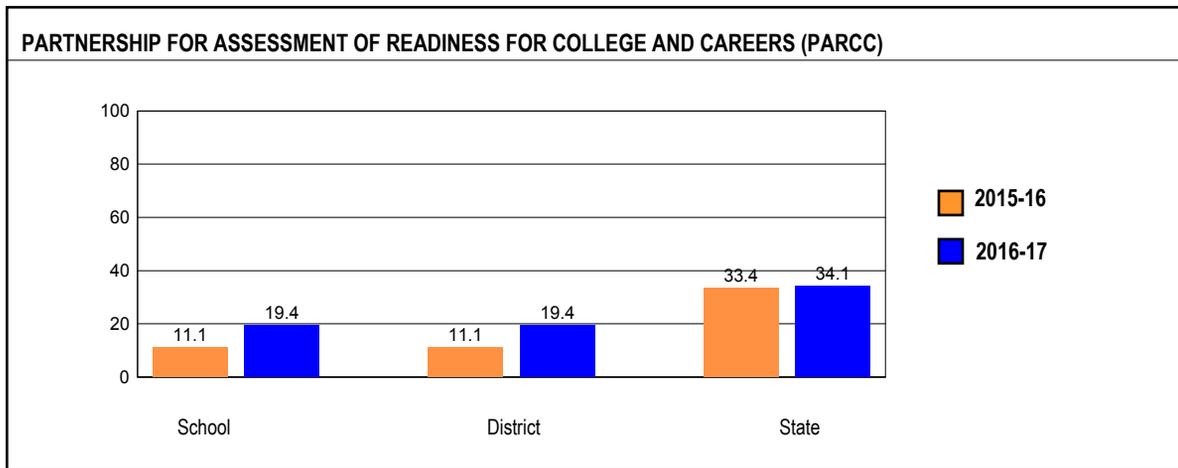
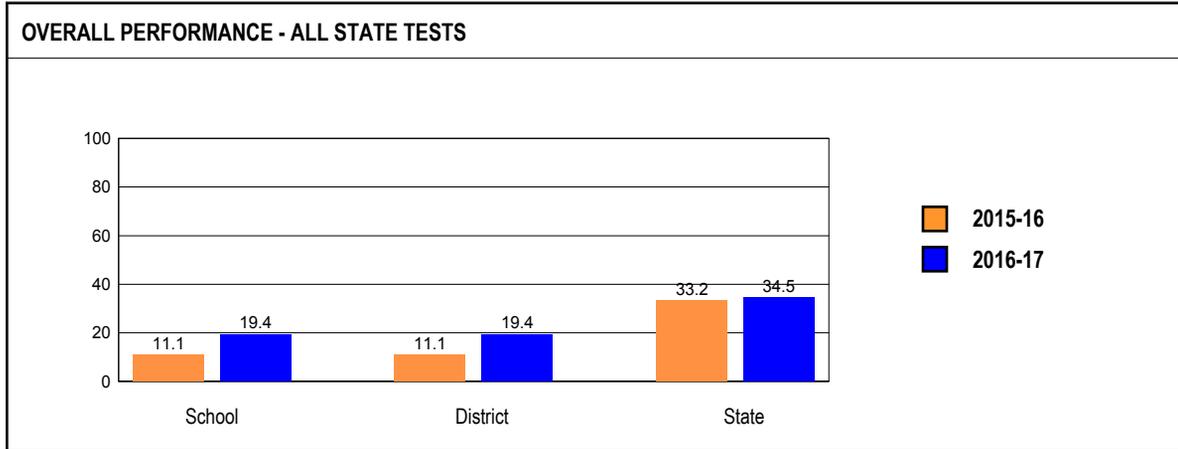
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

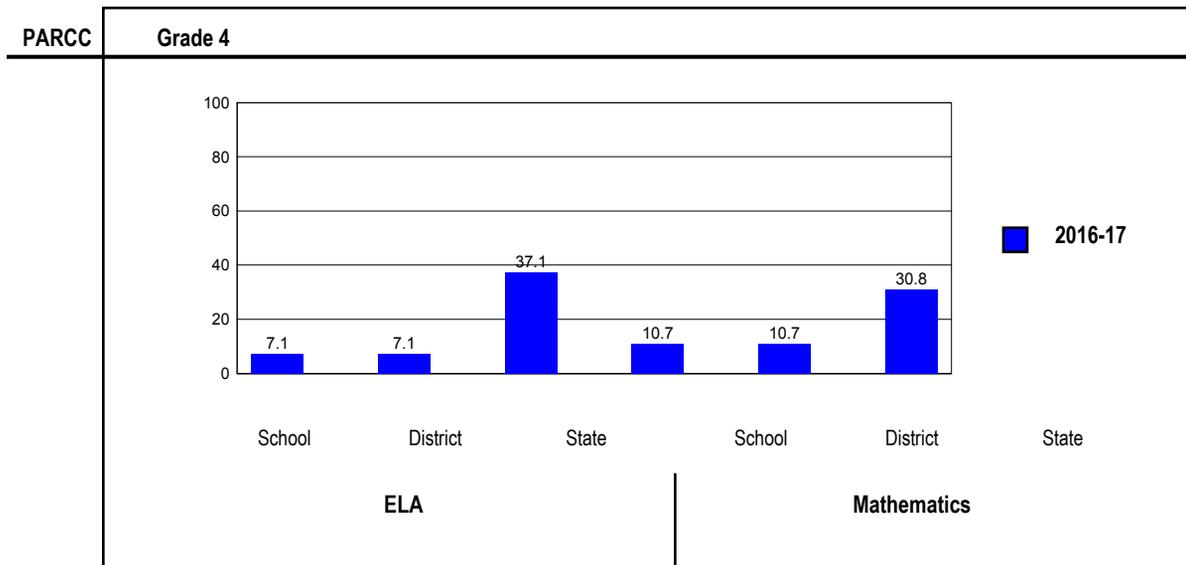
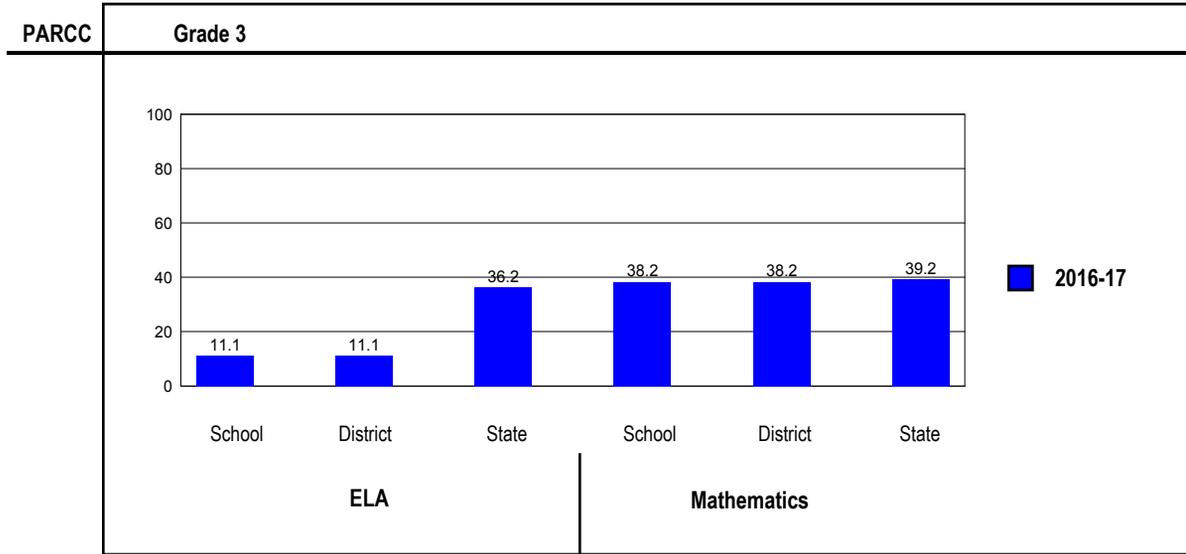
OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	82	43	39	3	13	65	1	0	0	0	46	0	9	47
	Reading	0.0	0.0	0.0		0.0	0.0					0.0			0.0
District	*Enrollment	82	43	39	3	13	65	1	0	0	0	46	0	9	47
	Reading	0.0	0.0	0.0		0.0	0.0					0.0			0.0
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	83	44	39	3	14	65	1	0	0	0	46	0	9	47
	Mathematics	0.0	0.0	0.0		0.0	0.0					0.0			0.0
District	*Enrollment	83	44	39	3	14	65	1	0	0	0	46	0	9	47
	Mathematics	0.0	0.0	0.0		0.0	0.0					0.0			0.0
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 3

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	33.3	35.2	20.4	11.1	0.0	10.9	21.8	29.1	32.7	5.5
District	33.3	35.2	20.4	11.1	0.0	10.9	21.8	29.1	32.7	5.5
State	21.0	19.4	23.5	33.2	2.9	13.6	19.8	27.4	30.9	8.3

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	34.3	31.4	20.0	14.3	0.0	11.1	16.7	27.8	36.1	8.3
	District	34.3	31.4	20.0	14.3	0.0	11.1	16.7	27.8	36.1	8.3
	State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female	School	31.6	42.1	21.1	5.3	0.0	10.5	31.6	31.6	26.3	0.0
	District	31.6	42.1	21.1	5.3	0.0	10.5	31.6	31.6	26.3	0.0
	State	17.8	18.3	23.3	36.7	3.9	12.5	20.5	28.5	30.8	7.7

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White										
School	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
District										
State										
Black										
School	36.4	36.4	9.1	18.2	0.0	16.7	16.7	41.7	25.0	0.0
District	36.4	36.4	9.1	18.2	0.0	16.7	16.7	41.7	25.0	0.0
State	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
Hispanic										
School	35.0	37.5	20.0	7.5	0.0	10.0	25.0	25.0	32.5	7.5
District	35.0	37.5	20.0	7.5	0.0	10.0	25.0	25.0	32.5	7.5
State	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
Asian										
School	7.5	10.1	19.0	53.4	10.0	3.8	7.0	17.0	42.6	29.6
District										
State										
Native Hawaiian/Pacific Islander										
School	15.8	12.7	25.9	39.2	6.3	11.2	11.8	27.3	34.8	14.9
District										
State										
American Indian										
School	33.1	25.6	21.1	19.5	0.8	18.5	25.1	32.3	20.9	3.2
District										
State										
Two or More Races										
School	18.7	17.7	24.4	35.3	4.0	13.1	18.8	26.0	31.8	10.3
District										
State										

Grade 3 - Limited-English-Proficient

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	41.2	41.2	14.7	2.9	0.0	11.8	23.5	29.4	32.4	2.9
District	41.2	41.2	14.7	2.9	0.0	11.8	23.5	29.4	32.4	2.9
State	33.4	25.0	21.8	18.9	0.8	19.1	25.5	28.9	22.9	3.5

Grade 3 - Economically Disadvantaged

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch										
School	35.5	35.5	19.4	9.7	0.0	12.9	22.6	25.8	35.5	3.2
District	35.5	35.5	19.4	9.7	0.0	12.9	22.6	25.8	35.5	3.2
State	30.5	23.9	22.9	21.7	1.0	20.2	25.9	29.1	21.8	2.9
Not Eligible										
School	30.4	34.8	21.7	13.0	0.0	8.3	20.8	33.3	29.2	8.3
District	30.4	34.8	21.7	13.0	0.0	8.3	20.8	33.3	29.2	8.3
State	9.6	14.0	24.1	47.0	5.3	5.7	12.6	25.3	41.7	14.8

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	21.4	46.4	25.0	7.1	0.0	14.3	50.0	25.0	10.7	0.0
District	21.4	46.4	25.0	7.1	0.0	14.3	50.0	25.0	10.7	0.0
State	14.2	20.4	28.3	31.1	5.9	15.7	25.3	28.2	27.6	3.2

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School										
	District										
	State	17.1	22.0	28.2	28.4	4.2	16.5	24.6	27.3	28.2	3.3
Female	School	25.0	40.0	25.0	10.0	0.0	10.0	60.0	20.0	10.0	0.0
	District	25.0	40.0	25.0	10.0	0.0	10.0	60.0	20.0	10.0	0.0
	State	11.1	18.8	28.4	34.0	7.7	14.8	26.0	29.2	26.9	3.1

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District										
	State	8.2	15.8	28.4	39.6	8.1	8.7	19.7	30.6	37.0	4.0
Black	School										
	District										
	State	25.5	28.2	27.7	17.1	1.5	30.7	33.7	23.7	11.4	0.5
Hispanic	School	24.0	48.0	24.0	4.0	0.0	12.0	52.0	28.0	8.0	0.0
	District	24.0	48.0	24.0	4.0	0.0	12.0	52.0	28.0	8.0	0.0
	State	19.2	25.7	30.1	22.5	2.5	20.5	32.6	28.2	17.7	1.1
Asian	School										
	District										
	State	4.7	8.7	20.4	46.7	19.5	4.0	10.0	20.7	49.1	16.1
Native Hawaiian/Pacific Islander	School										
	District										
	State	10.4	14.6	22.0	39.6	13.4	11.0	16.5	31.1	32.3	9.1
American Indian	School										
	District										
	State	22.4	24.8	29.0	21.7	2.1	19.8	32.0	32.1	15.2	0.8
Two or More Races	School										
	District										
	State	13.0	19.1	27.5	33.3	7.1	14.6	24.3	28.6	28.9	3.6

Grade 4 - Limited-English-Proficient

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	50.0	41.7	8.3	0.0	0.0	25.0	50.0	25.0	0.0	0.0
District	50.0	41.7	8.3	0.0	0.0	25.0	50.0	25.0	0.0	0.0
State	37.3	34.9	21.7	5.8	0.2	34.9	39.9	19.0	5.9	0.3

Grade 4 - Economically Disadvantaged

Levels	Reading					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	31.3	37.5	31.3	0.0	0.0	25.0	56.3	18.8	0.0	0.0
	District	31.3	37.5	31.3	0.0	0.0	25.0	56.3	18.8	0.0	0.0
	State	21.2	26.7	29.6	20.6	1.9	23.6	32.5	27.2	15.9	0.9
Not Eligible	School	8.3	58.3	16.7	16.7	0.0	0.0	41.7	33.3	25.0	0.0
	District	8.3	58.3	16.7	16.7	0.0	0.0	41.7	33.3	25.0	0.0
	State	6.1	13.2	26.9	43.3	10.6	6.6	17.0	29.4	41.0	5.9

LEARN Chtr - Butler
City of Chicago SD 299
Chicago, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 4 5 6 7 8

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	0.2	98.6	1.2	0.0	0.0	0.0	0.0	90.7	0.6	8.4	8.6	27.1	96.1	643
District	10.0	37.6	46.4	3.9	0.2	0.3	1.5	83.1	17.7	11.0	4.1	34.3	93.2	382,929
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	10.7	13.9	2.1	10.8	94.0	2,028,162

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on *Serving School*.

Homeless students are who do not have permanent and adequate homes.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income	
School	6.4	5.2	7.5		6.5							8.6	5.7	
District	10.8	11.4	10.1	5.9	15.3	8.2	8.8	7.9	10.1	11.5	10.1	15.2	11.3	
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6	

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
School	73.9	School	193
District	76.9	District	179
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
	Percent
School	0.0
District	18.8
State	29.5

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	24.7	23.7	16.3	284.2
State	18.7	19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	
District	
State	

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	24.7	25.7	27.0	21.3	25.3	27.0	21.5	19.5	19.0		23.4
District	16.8	17.9	17.5	17.4	18.0	17.4	16.9	15.6	15.5		18.2
State	19.1	19.8	20.3	20.8	21.4	21.3	21.3	20.6	20.6		20.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	90	60	60	50	60	60	120	60	60	30	60	60
District	89	62	60	49	59	57	119	65	62	31	58	55
State	72	60	56	35	48	50	132	89	77	30	48	49

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
District	51.7	21.5	16.5	3.7	0.1	0.4	1.8	4.4	23.7	76.3	19,532	
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	11.6	37.9	61.0
State	13.1	38.5	60.9

Some teacher/administrator data are not collected at the school level.

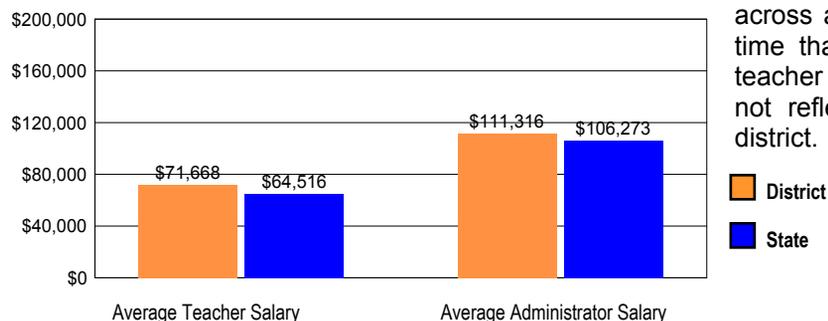
TEACHER RETENTION RATE	
School	
District	84.8
State	86.3

PRINCIPAL TURNOVER (Count)	
School	
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	0.0
District	69.0
State	75.3

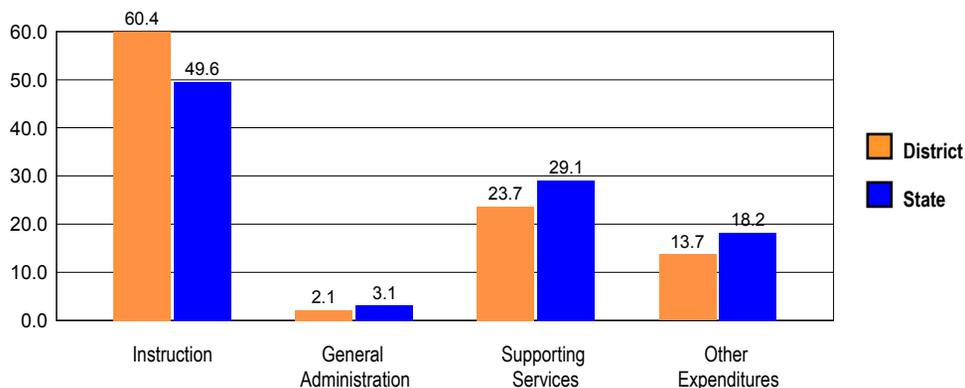
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2015-16 (Percentages)



	District	District %	State %
Local Property Taxes	\$2,569,951,078	49.6	63.2
Other Local Funding	\$279,507,016	5.4	4.8
General State Aid	\$971,642,093	18.7	17.1
Other State Funding	\$568,578,025	11.0	7.1
Federal Funding	\$792,420,652	15.3	7.8
TOTAL	\$5,182,098,864		

	District	District %	State %
Education	\$5,241,107,291	86.3	73.4
Operations & Maintenance	\$0	0.0	6.2
Transportation	\$0	0.0	3.8
Debt Service	\$455,285,011	7.5	8.2
Tort	\$85,651,188	1.4	1.2
Municipal Retirement/ Social Security	\$0	0.0	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$290,831,821	4.8	4.6
TOTAL	\$6,072,875,311		

OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$184,558	3.66	\$10,427	\$14,973
State	**	**	\$7,853	\$12,973

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

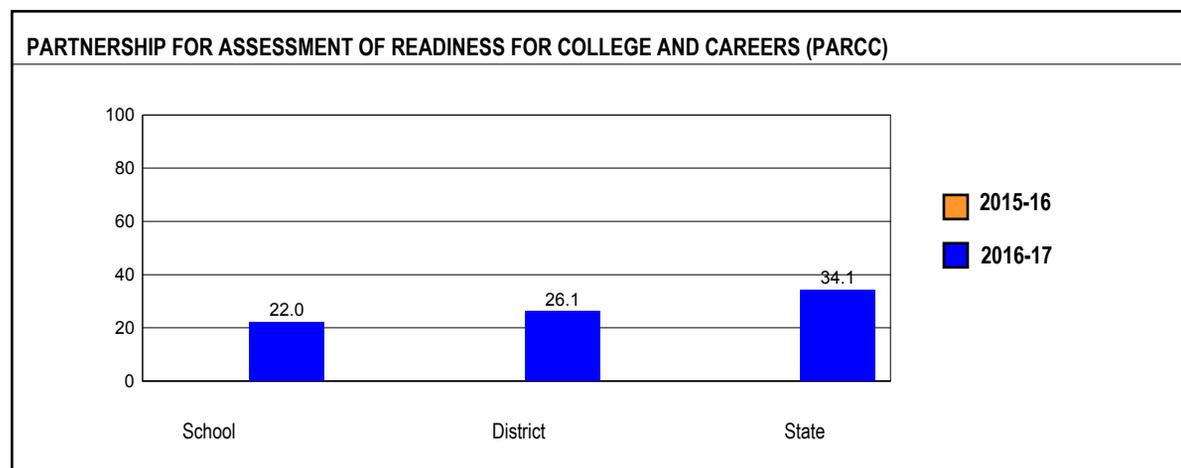
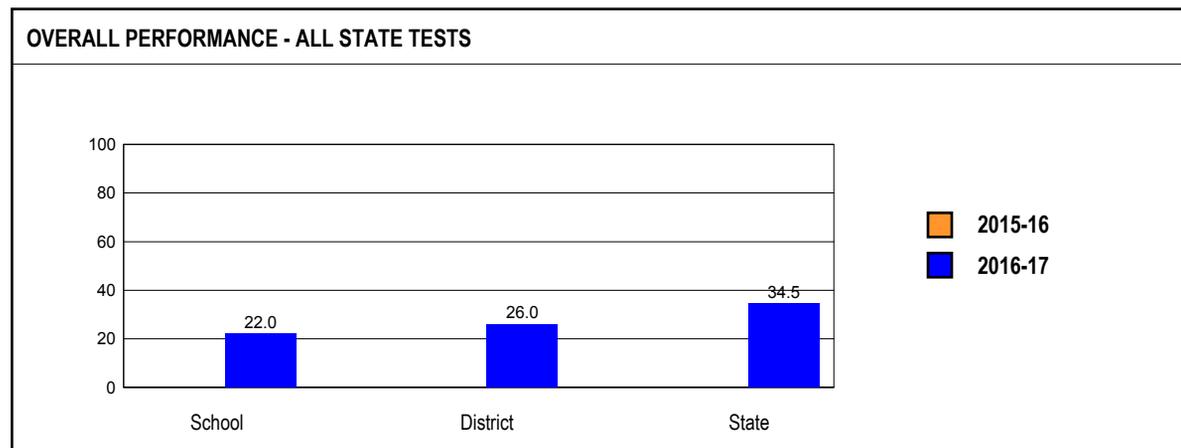
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

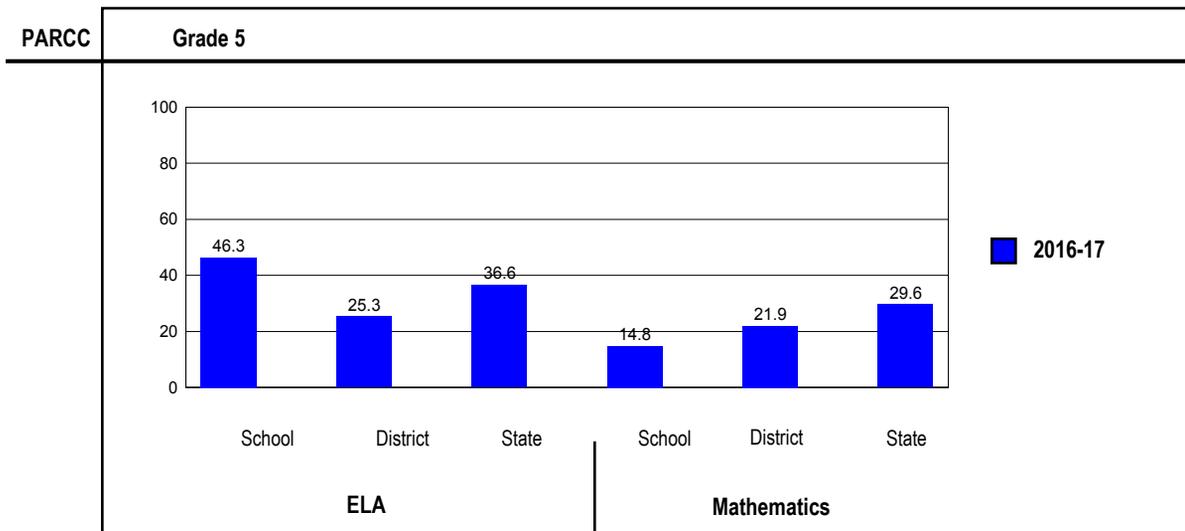
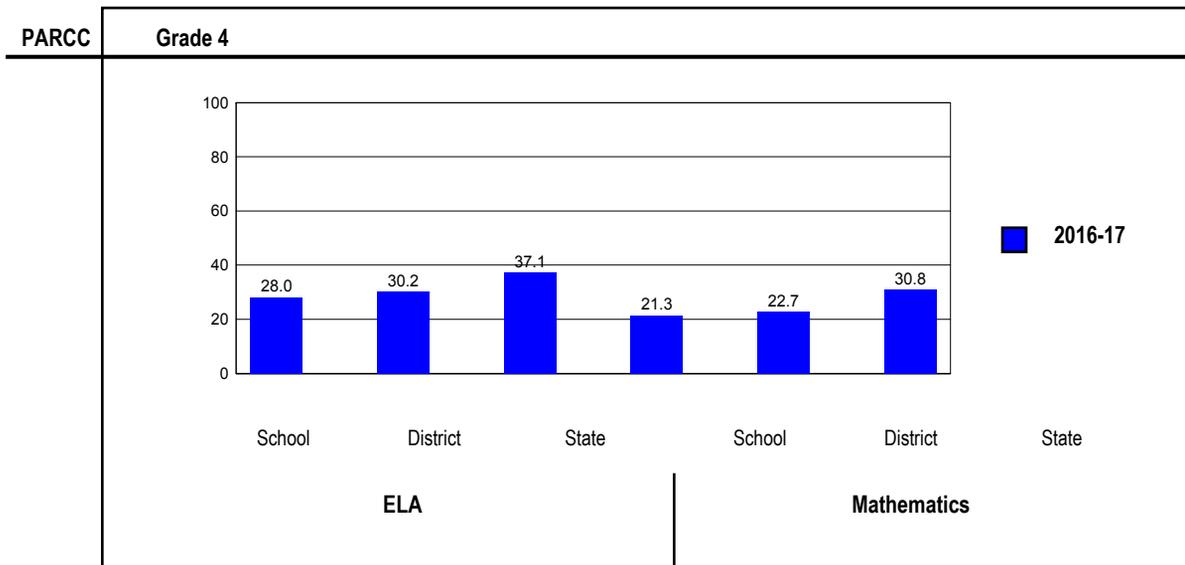
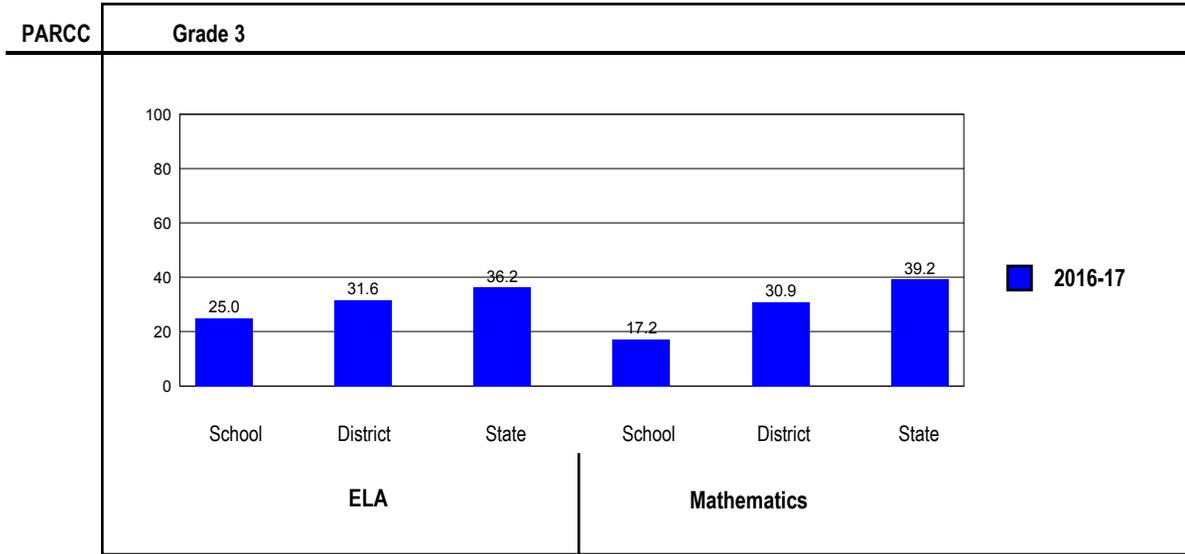
ACADEMIC PERFORMANCE**OVERALL STUDENT PERFORMANCE**

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



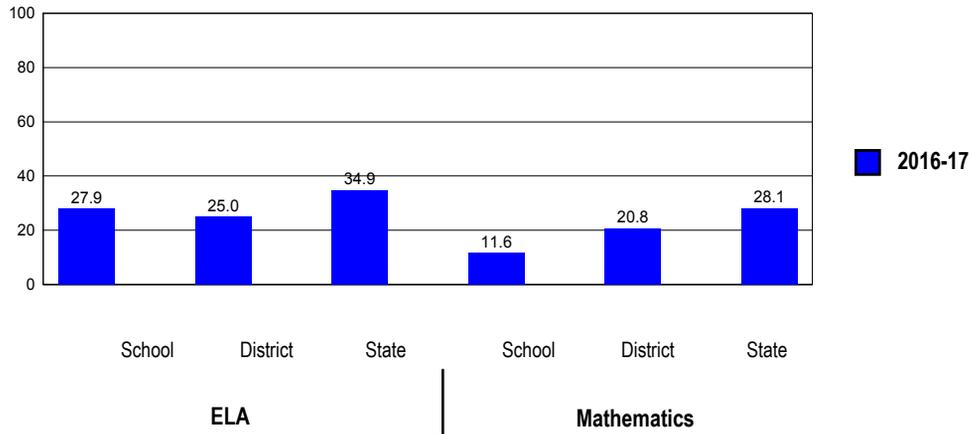
PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



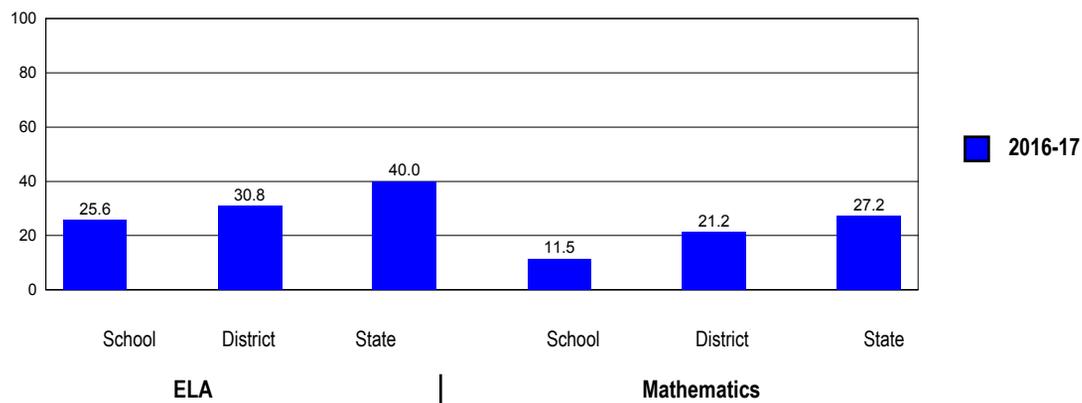
PARCC

Grade 6



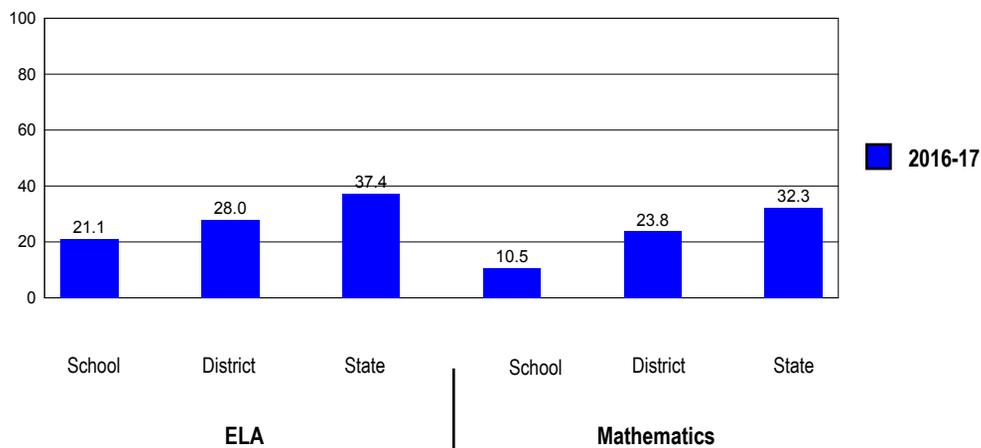
PARCC

Grade 7



PARCC

Grade 8



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	352	164	188	1	347	4	0	0	0	0	3	0	30	322
	Reading	0.0	0.0	0.0		0.0								0.0	0.0
District	*Enrollment	192,409	96,623	95,786	18,785	71,313	91,935	7,346	349	595	2,086	28,717	1	25,144	161,876
	Reading	4.3	4.4	4.2	9.2	3.9	3.4	5.1	7.7	4.4	10.4	4.5		5.7	3.6
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	352	164	188	1	347	4	0	0	0	0	3	0	30	322
	Mathematics	0.0	0.0	0.0		0.0								0.0	0.0
District	*Enrollment	192,830	96,848	95,982	18,906	71,268	92,118	7,496	351	596	2,095	29,253	1	25,127	162,219
	Mathematics	4.2	4.3	4.1	8.9	4.0	3.4	3.3	5.4	4.4	10.6	2.8		6.1	3.4
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 3

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	21.9	20.3	32.8	23.4	1.6	9.4	35.9	37.5	15.6	1.6
District	26.0	21.4	21.1	28.3	3.3	18.2	22.4	28.5	25.3	5.6
State	21.0	19.4	23.5	33.2	2.9	13.6	19.8	27.4	30.9	8.3

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	28.1	25.0	40.6	6.3	0.0	18.8	43.8	37.5	0.0	0.0
	District	29.8	22.2	20.9	25.1	2.2	19.3	21.9	28.0	25.0	5.8
	State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female	School	15.6	15.6	25.0	40.6	3.1	0.0	28.1	37.5	31.3	3.1
	District	22.2	20.6	21.3	31.5	4.4	17.0	22.9	29.0	25.6	5.5
	State	17.8	18.3	23.3	36.7	3.9	12.5	20.5	28.5	30.8	7.7

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	8.2	11.0	16.4	52.1	12.3	5.2	10.1	22.6	44.5	17.5
	District	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
	State										
Black	School	22.2	20.6	31.7	23.8	1.6	9.5	36.5	36.5	15.9	1.6
	District	33.2	24.0	20.2	21.4	1.3	26.3	26.1	27.8	17.8	2.0
	State	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
Hispanic	School	25.4	22.6	23.2	26.9	1.9	15.6	23.4	31.2	25.9	4.0
	District	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
	State										
Asian	School	9.9	10.1	17.1	48.5	14.4	5.3	8.2	19.6	41.3	25.7
	District	7.5	10.1	19.0	53.4	10.0	3.8	7.0	17.0	42.6	29.6
	State										
Native Hawaiian/Pacific Islander	School	15.1	11.3	18.9	41.5	13.2	9.4	9.4	32.1	24.5	24.5
	District	15.8	12.7	25.9	39.2	6.3	11.2	11.8	27.3	34.8	14.9
	State										
American Indian	School	20.2	18.0	29.2	27.0	5.6	12.4	28.1	29.2	23.6	6.7
	District	33.1	25.6	21.1	19.5	0.8	18.5	25.1	32.3	20.9	3.2
	State										
Two or More Races	School	12.0	11.0	17.5	48.9	10.7	5.8	15.5	24.5	35.2	19.0
	District	18.7	17.7	24.4	35.3	4.0	13.1	18.8	26.0	31.8	10.3
	State										

Grade 3 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	18.3	21.7	35.0	23.3	1.7	8.3	35.0	38.3	16.7	1.7
	District	29.5	23.3	21.7	24.0	1.5	20.6	24.6	29.4	22.1	3.3
	State	30.5	23.9	22.9	21.7	1.0	20.2	25.9	29.1	21.8	2.9
Not Eligible	School	6.4	10.4	17.6	52.3	13.2	4.4	10.1	23.3	43.4	18.8
	District	9.6	14.0	24.1	47.0	5.3	5.7	12.6	25.3	41.7	14.8
	State										

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	13.3	26.7	32.0	24.0	4.0	17.3	29.3	32.0	20.0	1.3
District	17.0	23.1	29.7	25.5	4.7	21.8	28.7	26.8	20.3	2.4
State	14.2	20.4	28.3	31.1	5.9	15.7	25.3	28.2	27.6	3.2

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	16.1	29.0	29.0	22.6	3.2	19.4	41.9	19.4	19.4	0.0
	District	20.8	24.8	28.3	22.7	3.4	23.0	28.5	26.0	20.1	2.3
	State	17.1	22.0	28.2	28.4	4.2	16.5	24.6	27.3	28.2	3.3
Female	School	11.4	25.0	34.1	25.0	4.5	15.9	20.5	40.9	20.5	2.3
	District	13.1	21.4	31.1	28.4	6.0	20.5	29.0	27.5	20.5	2.5
	State	11.1	18.8	28.4	34.0	7.7	14.8	26.0	29.2	26.9	3.1

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	5.2	10.2	21.9	45.4	17.3	7.1	14.6	27.3	42.4	8.6
	State	8.2	15.8	28.4	39.6	8.1	8.7	19.7	30.6	37.0	4.0
Black	School	13.7	27.4	32.9	23.3	2.7	17.8	30.1	32.9	17.8	1.4
	District	22.7	27.7	29.8	18.1	1.7	30.0	32.2	25.1	12.2	0.5
	State	25.5	28.2	27.7	17.1	1.5	30.7	33.7	23.7	11.4	0.5
Hispanic	School										
	District	16.2	23.5	32.1	25.3	2.9	20.3	30.6	28.1	19.6	1.4
	State	19.2	25.7	30.1	22.5	2.5	20.5	32.6	28.2	17.7	1.1
Asian	School										
	District	6.0	10.5	21.0	42.8	19.7	5.4	13.7	23.9	42.4	14.6
	State	4.7	8.7	20.4	46.7	19.5	4.0	10.0	20.7	49.1	16.1
Native Hawaiian/Pacific Islander	School										
	District	3.4	12.1	17.2	41.4	25.9	6.9	12.1	29.3	36.2	15.5
	State	10.4	14.6	22.0	39.6	13.4	11.0	16.5	31.1	32.3	9.1
American Indian	School										
	District	15.6	22.2	32.2	23.3	6.7	20.0	30.0	24.4	23.3	2.2
	State	22.4	24.8	29.0	21.7	2.1	19.8	32.0	32.1	15.2	0.8
Two or More Races	School										
	District	5.8	12.6	21.9	44.2	15.5	9.7	16.9	27.3	38.8	7.2
	State	13.0	19.1	27.5	33.3	7.1	14.6	24.3	28.6	28.9	3.6

Grade 4 - Economically Disadvantaged

Levels	Reading					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School										
	District	13.9	27.8	31.9	23.6	2.8	18.1	27.8	31.9	20.8	1.4
	State	19.3	25.5	31.2	21.7	2.2	24.6	31.1	26.7	16.5	1.2
Not Eligible	School										
	District	3.9	9.4	21.7	46.6	18.3	6.2	15.5	27.4	41.6	9.2
	State	6.1	13.2	26.9	43.3	10.6	6.6	17.0	29.4	41.0	5.9

Grade 5**Grade 5 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	14.8	22.2	16.7	42.6	3.7	14.8	29.6	40.7	14.8	0.0
District	21.1	26.7	26.9	23.5	1.8	17.8	30.6	29.6	19.7	2.2
State	14.1	21.4	27.9	33.7	2.9	13.3	26.6	30.5	25.6	3.9

Grade 5 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	24.0	24.0	16.0	28.0	8.0	20.0	28.0	32.0	20.0	0.0
	District	25.5	28.7	25.7	19.1	1.1	20.2	31.1	27.8	18.6	2.3
	State	17.1	23.9	28.4	28.9	1.7	14.9	26.5	28.6	25.6	4.4
Female	School	6.9	20.7	17.2	55.2	0.0	10.3	31.0	48.3	10.3	0.0
	District	16.7	24.7	28.1	28.0	2.5	15.5	30.2	31.4	20.8	2.1
	State	10.9	18.8	27.5	38.6	4.2	11.7	26.7	32.4	25.7	3.5

Grade 5 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	7.6	12.4	24.5	47.8	7.7	6.3	15.0	28.0	41.9	8.9
	State	7.8	16.4	28.7	43.1	4.0	7.9	20.7	32.4	33.9	5.1
Black	School	14.8	22.2	16.7	42.6	3.7	14.8	29.6	40.7	14.8	0.0
	District	27.1	30.9	25.7	15.8	0.5	24.9	35.5	27.1	12.0	0.5
	State	26.4	30.0	26.1	16.9	0.5	26.9	37.0	25.4	10.2	0.5
Hispanic	School										
	District	20.4	27.7	28.8	22.2	0.9	16.1	32.1	32.4	18.5	0.9
	State	19.3	27.3	29.4	23.1	1.0	16.5	33.7	32.0	16.8	1.1
Asian	School										
	District	8.3	13.1	19.1	49.4	10.1	4.6	9.4	23.5	46.8	15.7
	State	4.9	9.7	19.0	55.8	10.6	2.9	9.7	22.2	45.8	19.4
Native Hawaiian/Pacific Islander	School										
	District	10.3	12.1	27.6	44.8	5.2	3.4	20.3	13.6	49.2	13.6
	State	10.3	16.7	29.5	40.4	3.2	7.6	21.7	28.0	31.2	11.5
American Indian	School										
	District	20.0	18.7	30.7	26.7	4.0	13.0	31.2	33.8	19.5	2.6
	State	21.9	25.6	26.8	24.4	1.2	15.9	33.5	34.1	15.6	1.0
Two or More Races	School										
	District	9.5	10.2	28.5	43.4	8.4	8.4	14.5	28.4	39.6	9.1
	State	12.1	19.6	27.9	36.5	4.0	13.3	25.9	28.3	27.5	5.0

Grade 5 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	16.3	24.5	18.4	40.8	0.0	16.3	32.7	42.9	8.2	0.0
	District	23.9	29.1	27.1	19.3	0.7	20.0	33.5	29.5	16.0	0.9
	State	21.4	28.2	28.5	21.1	0.7	20.2	34.6	29.7	14.6	0.9
Not Eligible	School										
	District	5.4	13.0	25.9	47.7	8.0	5.4	14.4	29.8	40.9	9.4
	State	5.8	13.9	27.3	47.6	5.3	5.7	17.7	31.3	37.9	7.3

Grade 6**Grade 6 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	11.6	41.9	18.6	27.9	0.0	25.6	44.2	18.6	9.3	2.3
District	16.7	28.9	29.5	22.4	2.6	21.7	30.9	26.6	18.3	2.5
State	11.8	23.3	30.1	30.7	4.2	16.1	26.2	29.6	24.2	3.9

Grade 6 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	19.0	57.1	9.5	14.3	0.0	28.6	52.4	9.5	9.5	0.0
	District	21.6	32.1	27.7	17.0	1.6	24.1	31.4	25.2	16.8	2.4
	State	15.4	27.0	30.0	25.2	2.5	18.1	26.5	28.0	23.5	4.0
Female	School	4.5	27.3	27.3	40.9	0.0	22.7	36.4	27.3	9.1	4.5
	District	11.5	25.6	31.3	27.9	3.6	19.2	30.3	28.1	19.8	2.6
	State	7.9	19.4	30.2	36.5	6.0	14.1	25.9	31.2	24.9	3.9

Grade 6 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	5.3	12.6	24.3	46.8	10.9	7.0	15.0	24.6	42.8	10.6
	State	6.9	17.5	30.9	39.1	5.6	9.5	21.1	32.5	32.0	4.9
Black	School	12.2	41.5	19.5	26.8	0.0	24.4	43.9	19.5	9.8	2.4
	District	21.9	34.4	28.7	14.2	0.8	29.0	36.2	24.3	9.8	0.6
	State	22.8	34.1	27.9	14.4	0.8	32.1	36.1	22.7	8.6	0.5
Hispanic	School										
	District	15.9	29.7	31.3	21.8	1.4	20.5	31.8	29.3	17.2	1.2
	State	15.4	29.9	31.5	21.7	1.5	20.7	32.3	30.0	15.8	1.1
Asian	School										
	District	7.5	12.4	25.7	42.3	12.2	7.2	13.3	21.4	43.5	14.6
	State	3.7	8.7	21.6	50.7	15.2	4.2	9.5	21.9	44.8	19.5
Native Hawaiian/Pacific Islander	School										
	District	4.7	7.8	31.3	45.3	10.9	4.6	15.4	15.4	50.8	13.8
	State	8.5	12.1	32.7	38.8	7.9	7.8	22.8	24.6	37.1	7.8
American Indian	School										
	District	15.4	18.5	44.6	20.0	1.5	18.2	27.3	30.3	21.2	3.0
	State	20.6	25.6	31.4	20.3	2.1	21.0	31.8	28.9	16.4	1.9
Two or More Races	School										
	District	10.3	16.8	27.6	37.1	8.2	12.9	24.1	22.4	31.5	9.1
	State	10.8	23.0	29.5	31.6	5.2	16.1	25.9	28.7	23.6	5.7

Grade 6 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	10.3	46.2	20.5	23.1	0.0	25.6	48.7	17.9	7.7	0.0
	District	18.8	31.8	30.1	18.2	1.2	24.3	33.6	26.5	14.6	1.0
	State	17.9	31.3	30.5	19.1	1.3	24.4	33.9	27.6	13.3	0.9
Not Eligible	School										
	District	5.1	13.0	26.1	45.5	10.4	7.2	16.0	27.4	38.7	10.8
	State	5.3	14.8	29.6	43.0	7.3	7.4	18.0	31.6	35.8	7.2

Grade 7**Grade 7 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	26.9	26.9	20.5	21.8	3.8	15.4	44.9	28.2	11.5	0.0
District	20.7	21.7	26.7	23.6	7.2	13.3	33.5	32.0	19.1	2.1
State	15.4	18.4	26.2	29.8	10.2	11.4	27.1	34.2	24.0	3.2

Grade 7 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	33.3	33.3	20.5	12.8	0.0	20.5	46.2	25.6	7.7	0.0
	District	27.2	24.1	25.2	19.1	4.4	15.0	34.7	30.5	17.7	2.1
	State	20.5	21.4	26.5	25.2	6.3	12.8	27.8	32.7	23.3	3.4
Female	School	20.5	20.5	20.5	30.8	7.7	10.3	43.6	30.8	15.4	0.0
	District	14.2	19.4	28.2	28.1	10.1	11.6	32.3	33.5	20.6	2.0
	State	10.0	15.2	25.9	34.7	14.2	10.0	26.4	35.8	24.8	3.0

Grade 7 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	6.8	8.6	19.9	39.8	24.8	4.5	15.1	28.0	43.2	9.2
	State	9.4	14.5	26.3	36.5	13.3	7.0	20.8	36.9	31.4	3.9
Black	School	26.9	26.9	20.5	21.8	3.8	15.4	44.9	28.2	11.5	0.0
	District	26.8	26.8	27.3	16.5	2.6	17.7	41.5	30.2	10.3	0.3
	State	28.7	26.5	25.5	16.5	2.8	22.6	40.7	28.0	8.5	0.3
Hispanic	School										
	District	20.0	21.7	28.4	24.4	5.6	12.5	33.1	35.0	18.6	0.9
	State	20.4	22.7	28.2	23.6	5.1	14.5	33.9	34.9	15.8	0.9
Asian	School										
	District	8.6	8.1	17.2	38.7	27.3	4.8	12.0	22.4	45.6	15.2
	State	5.3	7.5	18.1	39.3	29.8	3.4	9.8	24.9	44.5	17.3
Native Hawaiian/Pacific Islander	School										
	District	10.0	16.7	30.0	23.3	20.0	11.1	25.0	30.6	27.8	5.6
	State	8.4	12.1	26.2	35.5	17.8	9.6	14.8	40.0	33.9	1.7
American Indian	School										
	District	22.5	13.8	30.0	22.5	11.3	13.8	28.8	28.8	26.3	2.5
	State	22.3	22.3	27.1	22.1	6.3	15.9	31.9	32.8	18.0	1.5
Two or More Races	School										
	District	9.8	11.7	20.5	39.4	18.6	8.5	20.7	24.1	40.0	6.7
	State	14.2	18.4	26.0	30.5	10.9	11.2	28.4	32.0	24.7	3.8

Grade 7 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	28.2	28.2	19.7	19.7	4.2	16.9	47.9	26.8	8.5	0.0
	District	23.2	23.7	27.6	20.7	4.7	14.8	36.5	32.3	15.3	1.1
	State	23.4	24.2	27.5	20.8	4.1	17.4	36.2	32.7	13.0	0.7
Not Eligible	School										
	District	6.6	10.5	21.8	39.7	21.3	4.9	16.7	30.2	40.5	7.7
	State	7.4	12.5	25.0	38.8	16.3	5.5	18.0	35.6	35.1	5.7

Grade 8**Grade 8 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	34.2	23.7	21.1	15.8	5.3	42.1	26.3	21.1	7.9	2.6
District	22.5	23.6	25.9	24.4	3.5	31.3	24.9	20.0	21.2	2.7
State	16.6	19.9	26.1	31.2	6.2	23.6	20.6	23.6	27.7	4.6

LEARN Chtr-Campbell Campus
City of Chicago SD 299
Chicago, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	0.2	94.3	5.3	0.0	0.0	0.0	0.2	97.0	1.1	7.4	11.7	40.4	94.7	435
District	10.0	37.6	46.4	3.9	0.2	0.3	1.5	83.1	17.7	11.0	4.1	34.3	93.2	382,929
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	10.7	13.9	2.1	10.8	94.0	2,028,162

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on *Serving School*.

Homeless students are who do not have permanent and adequate homes.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
School	7.6	8.8	6.5		7.6	8.3						9.1	7.4
District	10.8	11.4	10.1	5.9	15.3	8.2	8.8	7.9	10.1	11.5	10.1	15.2	11.3
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
School	71.8	School	193
District	76.9	District	179
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	18.8
State	29.5

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	24.7	23.7	16.3	284.2
State	18.7	19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	
District	
State	

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	20.0	24.7	30.3	28.3	23.0	25.0					25.4
District	16.8	17.9	17.5	17.4	18.0	17.4					18.2
State	19.1	19.8	20.3	20.8	21.4	21.3					20.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	90			50			120			30		
District	89			49			119			31		
State	72			35			132			30		

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
District	51.7	21.5	16.5	3.7	0.1	0.4	1.8	4.4	23.7	76.3	19,532	
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	11.6	37.9	61.0
State	13.1	38.5	60.9

Some teacher/administrator data are not collected at the school level.

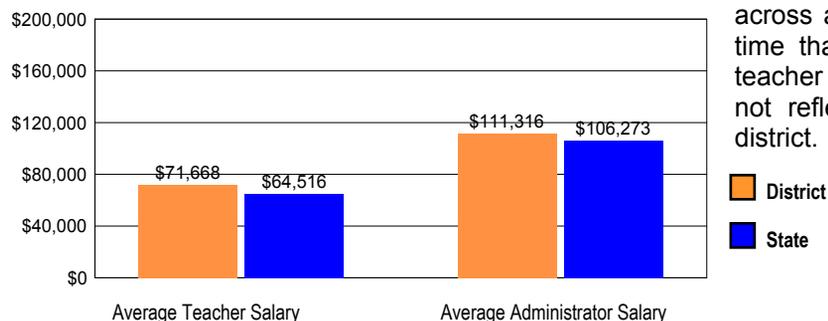
TEACHER RETENTION RATE	
School	
District	84.8
State	86.3

PRINCIPAL TURNOVER (Count)	
School	
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	0.0
District	69.0
State	75.3

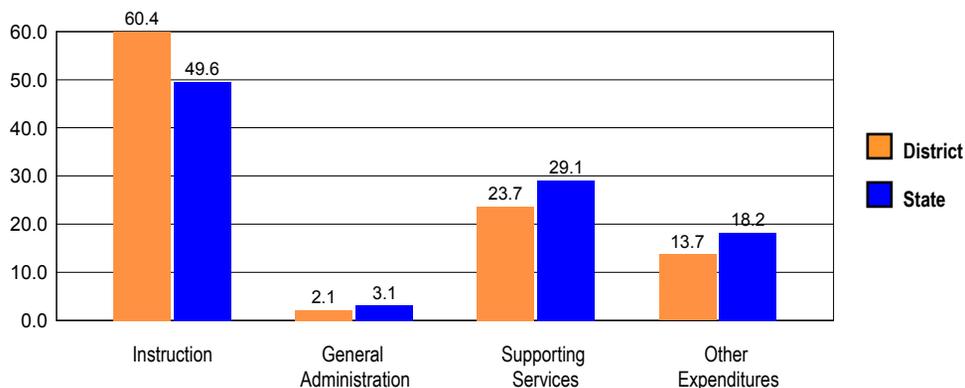
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2015-16 (Percentages)



	District	District %	State %
Local Property Taxes	\$2,569,951,078	49.6	63.2
Other Local Funding	\$279,507,016	5.4	4.8
General State Aid	\$971,642,093	18.7	17.1
Other State Funding	\$568,578,025	11.0	7.1
Federal Funding	\$792,420,652	15.3	7.8
TOTAL	\$5,182,098,864		

	District	District %	State %
Education	\$5,241,107,291	86.3	73.4
Operations & Maintenance	\$0	0.0	6.2
Transportation	\$0	0.0	3.8
Debt Service	\$455,285,011	7.5	8.2
Tort	\$85,651,188	1.4	1.2
Municipal Retirement/ Social Security	\$0	0.0	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$290,831,821	4.8	4.6
TOTAL	\$6,072,875,311		

OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$184,558	3.66	\$10,427	\$14,973
State	**	**	\$7,853	\$12,973

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

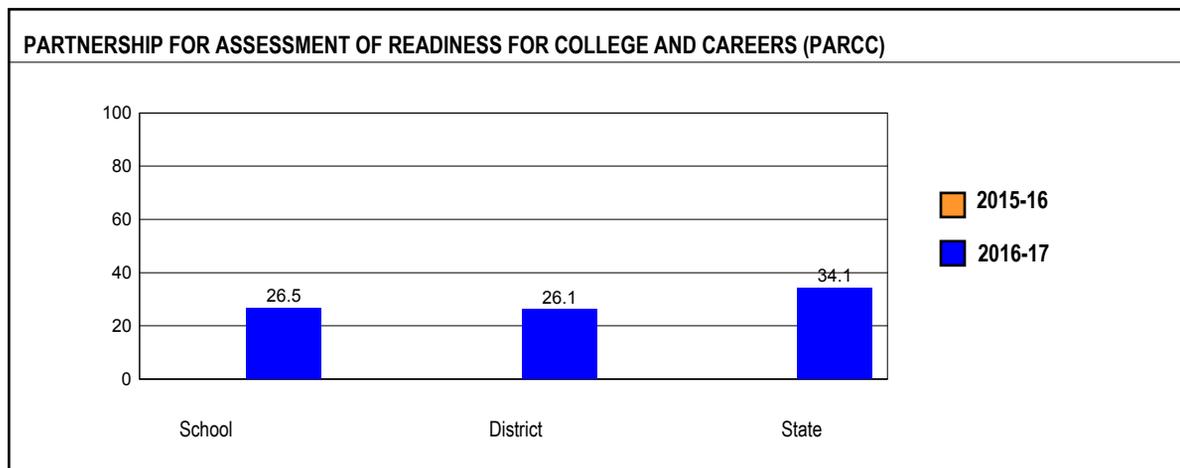
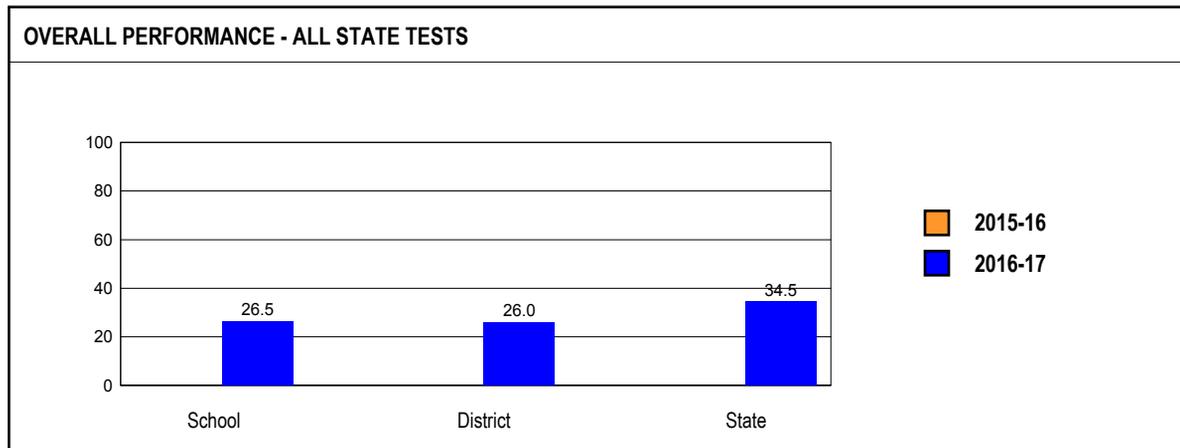
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

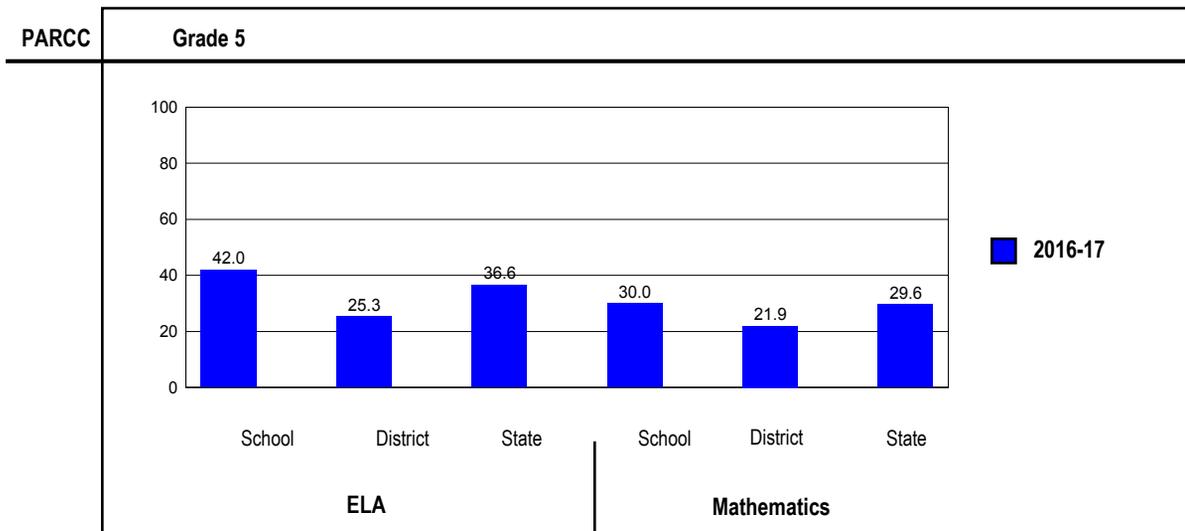
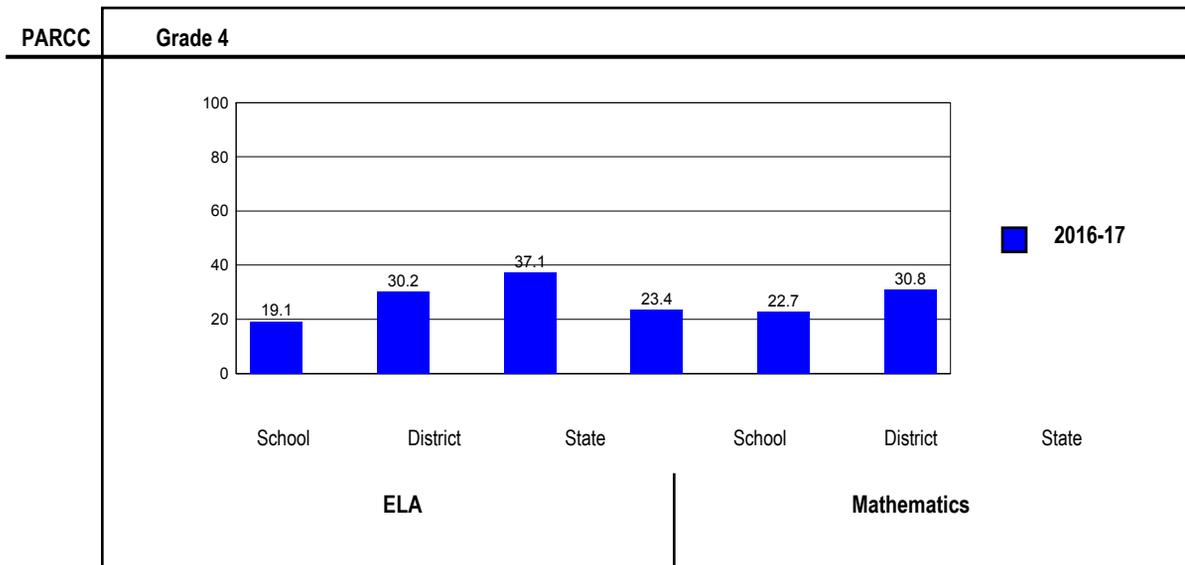
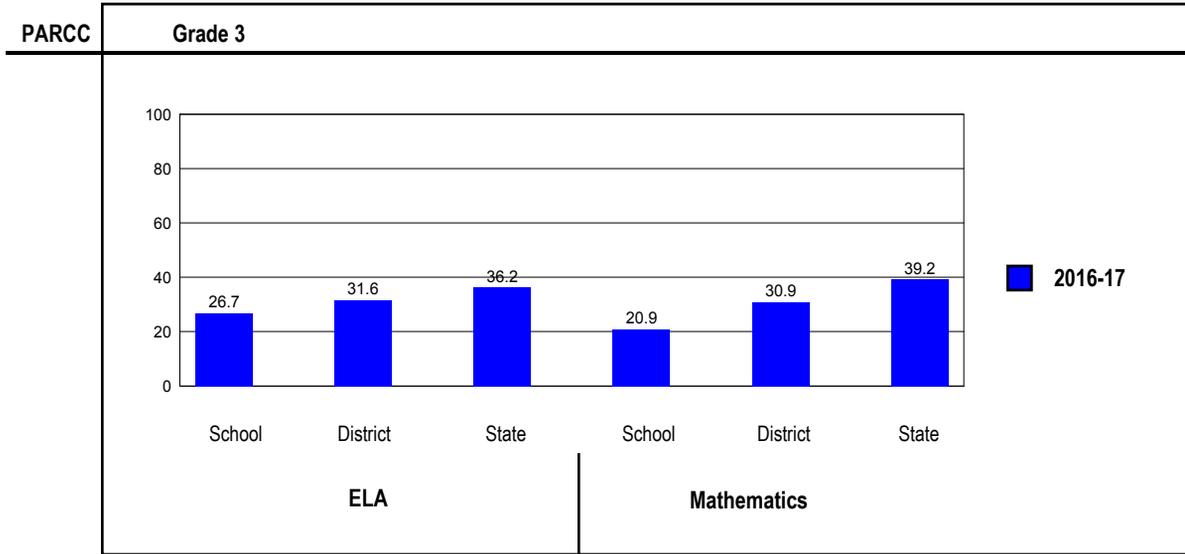
OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	185	100	85	1	171	12	0	0	0	1	3	0	15	180
	Reading	1.1	1.0	1.2		0.6	8.3							0.0	1.1
District	*Enrollment	192,409	96,623	95,786	18,785	71,313	91,935	7,346	349	595	2,086	28,717	1	25,144	161,876
	Reading	4.3	4.4	4.2	9.2	3.9	3.4	5.1	7.7	4.4	10.4	4.5		5.7	3.6
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	185	100	85	1	171	12	0	0	0	1	3	0	15	180
	Mathematics	1.1	1.0	1.2		0.6	8.3							0.0	1.1
District	*Enrollment	192,830	96,848	95,982	18,906	71,268	92,118	7,496	351	596	2,095	29,253	1	25,127	162,219
	Mathematics	4.2	4.3	4.1	8.9	4.0	3.4	3.3	5.4	4.4	10.6	2.8		6.1	3.4
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 3

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	32.6	24.4	16.3	26.7	0.0	14.0	27.9	37.2	20.9	0.0
District	26.0	21.4	21.1	28.3	3.3	18.2	22.4	28.5	25.3	5.6
State	21.0	19.4	23.5	33.2	2.9	13.6	19.8	27.4	30.9	8.3

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	34.7	26.5	14.3	24.5	0.0	16.3	24.5	38.8	20.4	0.0
	District	29.8	22.2	20.9	25.1	2.2	19.3	21.9	28.0	25.0	5.8
	State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female	School	29.7	21.6	18.9	29.7	0.0	10.8	32.4	35.1	21.6	0.0
	District	22.2	20.6	21.3	31.5	4.4	17.0	22.9	29.0	25.6	5.5
	State	17.8	18.3	23.3	36.7	3.9	12.5	20.5	28.5	30.8	7.7

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	8.2	11.0	16.4	52.1	12.3	5.2	10.1	22.6	44.5	17.5
	District	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
	State										
Black	School	34.6	23.5	16.0	25.9	0.0	14.8	27.2	38.3	19.8	0.0
	District	33.2	24.0	20.2	21.4	1.3	26.3	26.1	27.8	17.8	2.0
	State	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
Hispanic	School										
	District	25.4	22.6	23.2	26.9	1.9	15.6	23.4	31.2	25.9	4.0
	State	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
Asian	School										
	District	9.9	10.1	17.1	48.5	14.4	5.3	8.2	19.6	41.3	25.7
	State	7.5	10.1	19.0	53.4	10.0	3.8	7.0	17.0	42.6	29.6
Native Hawaiian/Pacific Islander	School										
	District	15.1	11.3	18.9	41.5	13.2	9.4	9.4	32.1	24.5	24.5
	State	15.8	12.7	25.9	39.2	6.3	11.2	11.8	27.3	34.8	14.9
American Indian	School										
	District	20.2	18.0	29.2	27.0	5.6	12.4	28.1	29.2	23.6	6.7
	State	33.1	25.6	21.1	19.5	0.8	18.5	25.1	32.3	20.9	3.2
Two or More Races	School										
	District	12.0	11.0	17.5	48.9	10.7	5.8	15.5	24.5	35.2	19.0
	State	18.7	17.7	24.4	35.3	4.0	13.1	18.8	26.0	31.8	10.3

Grade 3 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	32.9	24.7	16.5	25.9	0.0	14.1	28.2	36.5	21.2	0.0
	District	29.5	23.3	21.7	24.0	1.5	20.6	24.6	29.4	22.1	3.3
	State	30.5	23.9	22.9	21.7	1.0	20.2	25.9	29.1	21.8	2.9
Not Eligible	School										
	District	6.4	10.4	17.6	52.3	13.2	4.4	10.1	23.3	43.4	18.8
	State	9.6	14.0	24.1	47.0	5.3	5.7	12.6	25.3	41.7	14.8

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	23.4	17.0	40.4	19.1	0.0	17.0	34.0	25.5	23.4	0.0
District	17.0	23.1	29.7	25.5	4.7	21.8	28.7	26.8	20.3	2.4
State	14.2	20.4	28.3	31.1	5.9	15.7	25.3	28.2	27.6	3.2

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	34.6	11.5	42.3	11.5	0.0	23.1	30.8	30.8	15.4	0.0
	District	20.8	24.8	28.3	22.7	3.4	23.0	28.5	26.0	20.1	2.3
	State	17.1	22.0	28.2	28.4	4.2	16.5	24.6	27.3	28.2	3.3
Female	School	9.5	23.8	38.1	28.6	0.0	9.5	38.1	19.0	33.3	0.0
	District	13.1	21.4	31.1	28.4	6.0	20.5	29.0	27.5	20.5	2.5
	State	11.1	18.8	28.4	34.0	7.7	14.8	26.0	29.2	26.9	3.1

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	5.2	10.2	21.9	45.4	17.3	7.1	14.6	27.3	42.4	8.6
	District	8.2	15.8	28.4	39.6	8.1	8.7	19.7	30.6	37.0	4.0
	State										
Black	School	23.9	17.4	39.1	19.6	0.0	17.4	32.6	26.1	23.9	0.0
	District	22.7	27.7	29.8	18.1	1.7	30.0	32.2	25.1	12.2	0.5
	State	25.5	28.2	27.7	17.1	1.5	30.7	33.7	23.7	11.4	0.5
Hispanic	School	16.2	23.5	32.1	25.3	2.9	20.3	30.6	28.1	19.6	1.4
	District	19.2	25.7	30.1	22.5	2.5	20.5	32.6	28.2	17.7	1.1
	State										
Asian	School	6.0	10.5	21.0	42.8	19.7	5.4	13.7	23.9	42.4	14.6
	District	4.7	8.7	20.4	46.7	19.5	4.0	10.0	20.7	49.1	16.1
	State										
Native Hawaiian/Pacific Islander	School	3.4	12.1	17.2	41.4	25.9	6.9	12.1	29.3	36.2	15.5
	District	10.4	14.6	22.0	39.6	13.4	11.0	16.5	31.1	32.3	9.1
	State										
American Indian	School	15.6	22.2	32.2	23.3	6.7	20.0	30.0	24.4	23.3	2.2
	District	22.4	24.8	29.0	21.7	2.1	19.8	32.0	32.1	15.2	0.8
	State										
Two or More Races	School	5.8	12.6	21.9	44.2	15.5	9.7	16.9	27.3	38.8	7.2
	District	13.0	19.1	27.5	33.3	7.1	14.6	24.3	28.6	28.9	3.6
	State										

Grade 4 - Economically Disadvantaged

Levels	Reading					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	23.9	17.4	41.3	17.4	0.0	17.4	34.8	26.1	21.7	0.0
	District	19.3	25.5	31.2	21.7	2.2	24.6	31.1	26.7	16.5	1.2
	State	21.2	26.7	29.6	20.6	1.9	23.6	32.5	27.2	15.9	0.9
Not Eligible	School	3.9	9.4	21.7	46.6	18.3	6.2	15.5	27.4	41.6	9.2
	District	6.1	13.2	26.9	43.3	10.6	6.6	17.0	29.4	41.0	5.9
	State										

Grade 5**Grade 5 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	18.0	16.0	24.0	38.0	4.0	16.0	28.0	26.0	28.0	2.0
District	21.1	26.7	26.9	23.5	1.8	17.8	30.6	29.6	19.7	2.2
State	14.1	21.4	27.9	33.7	2.9	13.3	26.6	30.5	25.6	3.9

Grade 5 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	25.0	29.2	20.8	16.7	8.3	20.8	29.2	25.0	20.8	4.2
	District	25.5	28.7	25.7	19.1	1.1	20.2	31.1	27.8	18.6	2.3
	State	17.1	23.9	28.4	28.9	1.7	14.9	26.5	28.6	25.6	4.4
Female	School	11.5	3.8	26.9	57.7	0.0	11.5	26.9	26.9	34.6	0.0
	District	16.7	24.7	28.1	28.0	2.5	15.5	30.2	31.4	20.8	2.1
	State	10.9	18.8	27.5	38.6	4.2	11.7	26.7	32.4	25.7	3.5

Grade 5 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	7.6	12.4	24.5	47.8	7.7	6.3	15.0	28.0	41.9	8.9
	State	7.8	16.4	28.7	43.1	4.0	7.9	20.7	32.4	33.9	5.1
Black	School	20.9	16.3	25.6	32.6	4.7	18.6	27.9	20.9	30.2	2.3
	District	27.1	30.9	25.7	15.8	0.5	24.9	35.5	27.1	12.0	0.5
	State	26.4	30.0	26.1	16.9	0.5	26.9	37.0	25.4	10.2	0.5
Hispanic	School										
	District	20.4	27.7	28.8	22.2	0.9	16.1	32.1	32.4	18.5	0.9
	State	19.3	27.3	29.4	23.1	1.0	16.5	33.7	32.0	16.8	1.1
Asian	School										
	District	8.3	13.1	19.1	49.4	10.1	4.6	9.4	23.5	46.8	15.7
	State	4.9	9.7	19.0	55.8	10.6	2.9	9.7	22.2	45.8	19.4
Native Hawaiian/Pacific Islander	School										
	District	10.3	12.1	27.6	44.8	5.2	3.4	20.3	13.6	49.2	13.6
	State	10.3	16.7	29.5	40.4	3.2	7.6	21.7	28.0	31.2	11.5
American Indian	School										
	District	20.0	18.7	30.7	26.7	4.0	13.0	31.2	33.8	19.5	2.6
	State	21.9	25.6	26.8	24.4	1.2	15.9	33.5	34.1	15.6	1.0
Two or More Races	School										
	District	9.5	10.2	28.5	43.4	8.4	8.4	14.5	28.4	39.6	9.1
	State	12.1	19.6	27.9	36.5	4.0	13.3	25.9	28.3	27.5	5.0

Grade 5 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	19.1	14.9	25.5	36.2	4.3	17.0	27.7	27.7	25.5	2.1
	District	23.9	29.1	27.1	19.3	0.7	20.0	33.5	29.5	16.0	0.9
	State	21.4	28.2	28.5	21.1	0.7	20.2	34.6	29.7	14.6	0.9
Not Eligible	School										
	District	5.4	13.0	25.9	47.7	8.0	5.4	14.4	29.8	40.9	9.4
	State	5.8	13.9	27.3	47.6	5.3	5.7	17.7	31.3	37.9	7.3

LEARN Charter Excel Campus
City of Chicago SD 299
Chicago, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	0.0	97.8	2.0	0.0	0.0	0.2	0.0	95.1	1.3	13.2	9.2	28.2	96.2	447
District	10.0	37.6	46.4	3.9	0.2	0.3	1.5	83.1	17.7	11.0	4.1	34.3	93.2	382,929
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	10.7	13.9	2.1	10.8	94.0	2,028,162

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.
IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs.
Total Enrollment is based on *Serving School*.

Homeless students are who do not have permanent and adequate homes.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
School	7.1	8.7	5.3		7.3							16.1	6.8
District	10.8	11.4	10.1	5.9	15.3	8.2	8.8	7.9	10.1	11.5	10.1	15.2	11.3
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
School	88.7	School	193
District	76.9	District	179
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	18.8
State	29.5

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	24.7	23.7	16.3	284.2
State	18.7	19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	
District	
State	

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	27.0	26.7	25.0	26.0	23.7	22.0					24.9
District	16.8	17.9	17.5	17.4	18.0	17.4					18.2
State	19.1	19.8	20.3	20.8	21.4	21.3					20.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	90	0		50	0		120	0		30	0	
District	89	62		49	59		119	65		31	58	
State	72	60		35	48		132	89		30	48	

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
District	51.7	21.5	16.5	3.7	0.1	0.4	1.8	4.4	23.7	76.3	19,532	
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	11.6	37.9	61.0
State	13.1	38.5	60.9

Some teacher/administrator data are not collected at the school level.

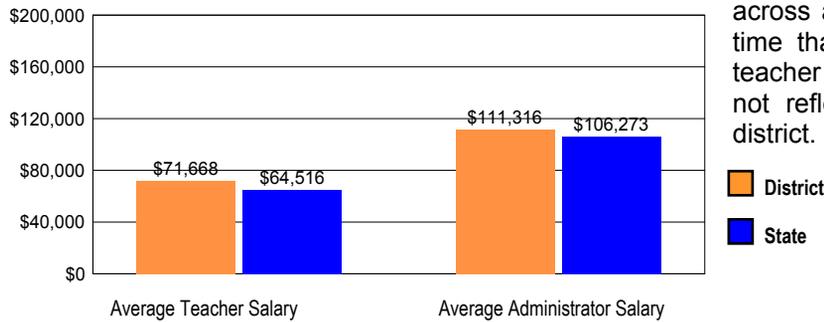
TEACHER RETENTION RATE	
School	
District	84.8
State	86.3

PRINCIPAL TURNOVER (Count)	
School	
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	0.0
District	69.0
State	75.3

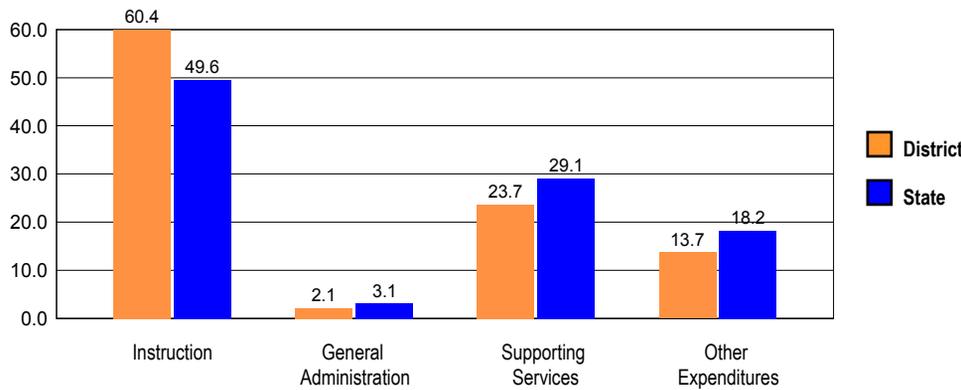
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2015-16 (Percentages)



	District	District %	State %
Local Property Taxes	\$2,569,951,078	49.6	63.2
Other Local Funding	\$279,507,016	5.4	4.8
General State Aid	\$971,642,093	18.7	17.1
Other State Funding	\$568,578,025	11.0	7.1
Federal Funding	\$792,420,652	15.3	7.8
TOTAL	\$5,182,098,864		

	District	District %	State %
Education	\$5,241,107,291	86.3	73.4
Operations & Maintenance	\$0	0.0	6.2
Transportation	\$0	0.0	3.8
Debt Service	\$455,285,011	7.5	8.2
Tort	\$85,651,188	1.4	1.2
Municipal Retirement/ Social Security	\$0	0.0	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$290,831,821	4.8	4.6
TOTAL	\$6,072,875,311		

OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$184,558	3.66	\$10,427	\$14,973
State	**	**	\$7,853	\$12,973

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

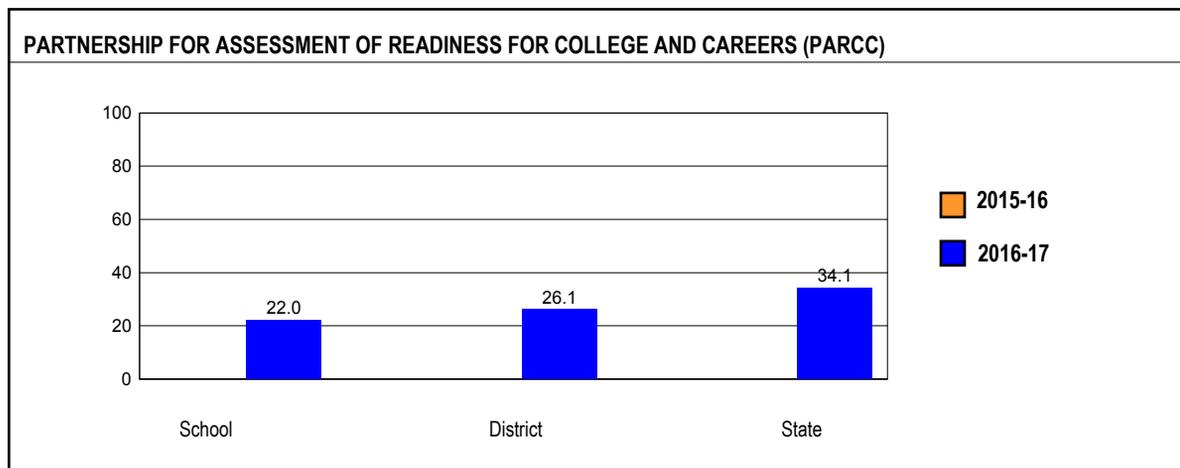
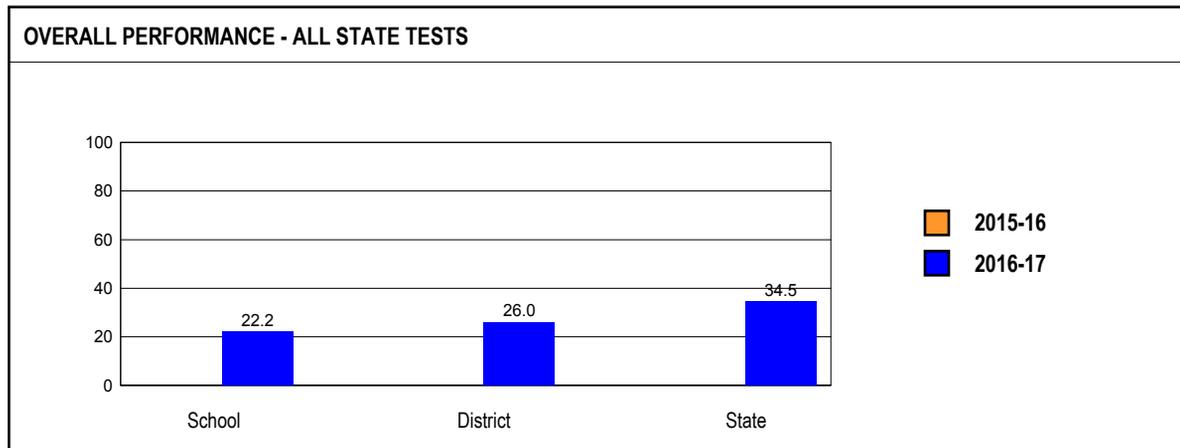
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

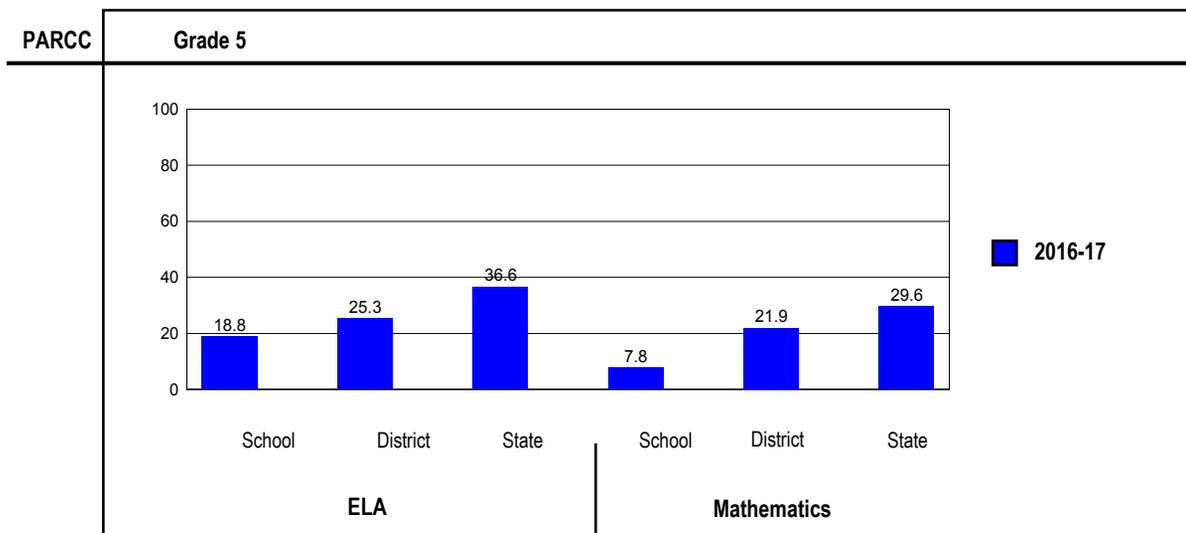
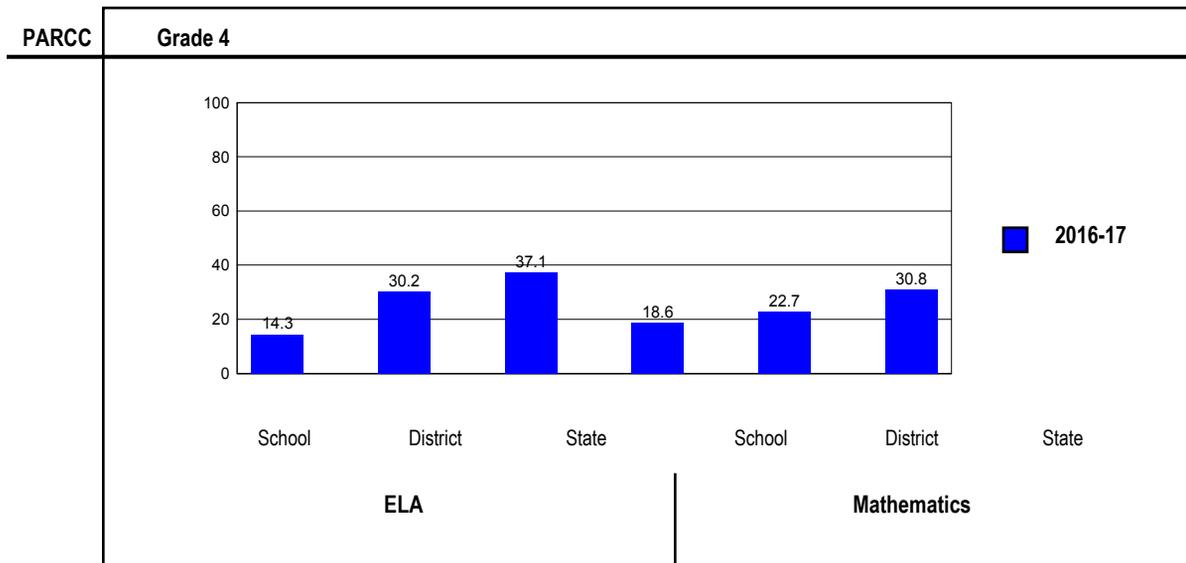
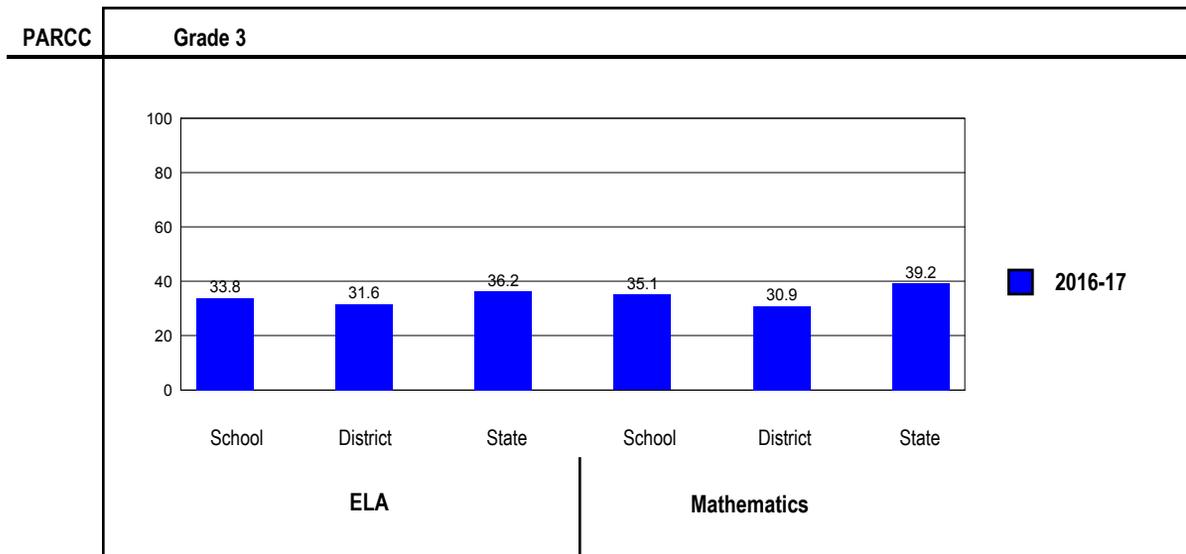
OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	215	112	103	0	209	4	0	0	1	1	1	0	25	205
	Reading	1.4	0.9	1.9		1.4								0.0	1.5
District	*Enrollment	192,409	96,623	95,786	18,785	71,313	91,935	7,346	349	595	2,086	28,717	1	25,144	161,876
	Reading	4.3	4.4	4.2	9.2	3.9	3.4	5.1	7.7	4.4	10.4	4.5		5.7	3.6
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	215	112	103	0	209	4	0	0	1	1	1	0	25	205
	Mathematics	1.4	0.9	1.9		1.4								0.0	1.5
District	*Enrollment	192,830	96,848	95,982	18,906	71,268	92,118	7,496	351	596	2,095	29,253	1	25,127	162,219
	Mathematics	4.2	4.3	4.1	8.9	4.0	3.4	3.3	5.4	4.4	10.6	2.8		6.1	3.4
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 3

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	16.9	19.5	29.9	29.9	3.9	3.9	24.7	36.4	35.1	0.0
District	26.0	21.4	21.1	28.3	3.3	18.2	22.4	28.5	25.3	5.6
State	21.0	19.4	23.5	33.2	2.9	13.6	19.8	27.4	30.9	8.3

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	14.9	21.3	38.3	21.3	4.3	4.3	21.3	46.8	27.7	0.0
	District	29.8	22.2	20.9	25.1	2.2	19.3	21.9	28.0	25.0	5.8
	State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female	School	20.0	16.7	16.7	43.3	3.3	3.3	30.0	20.0	46.7	0.0
	District	22.2	20.6	21.3	31.5	4.4	17.0	22.9	29.0	25.6	5.5
	State	17.8	18.3	23.3	36.7	3.9	12.5	20.5	28.5	30.8	7.7

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	8.2	11.0	16.4	52.1	12.3	5.2	10.1	22.6	44.5	17.5
	District	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
	State										
Black	School	17.6	17.6	31.1	31.1	2.7	4.1	25.7	36.5	33.8	0.0
	District	33.2	24.0	20.2	21.4	1.3	26.3	26.1	27.8	17.8	2.0
	State	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
Hispanic	School										
	District	25.4	22.6	23.2	26.9	1.9	15.6	23.4	31.2	25.9	4.0
	State	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
Asian	School										
	District	9.9	10.1	17.1	48.5	14.4	5.3	8.2	19.6	41.3	25.7
	State	7.5	10.1	19.0	53.4	10.0	3.8	7.0	17.0	42.6	29.6
Native Hawaiian/Pacific Islander	School										
	District	15.1	11.3	18.9	41.5	13.2	9.4	9.4	32.1	24.5	24.5
	State	15.8	12.7	25.9	39.2	6.3	11.2	11.8	27.3	34.8	14.9
American Indian	School										
	District	20.2	18.0	29.2	27.0	5.6	12.4	28.1	29.2	23.6	6.7
	State	33.1	25.6	21.1	19.5	0.8	18.5	25.1	32.3	20.9	3.2
Two or More Races	School										
	District	12.0	11.0	17.5	48.9	10.7	5.8	15.5	24.5	35.2	19.0
	State	18.7	17.7	24.4	35.3	4.0	13.1	18.8	26.0	31.8	10.3

Grade 3 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	66.7	20.0	13.3	0.0	0.0	13.3	60.0	26.7	0.0	0.0
	District	60.9	22.9	10.3	5.6	0.4	37.4	30.4	20.0	11.1	1.1
	State	51.9	21.6	14.5	11.3	0.6	35.3	26.9	20.7	14.3	2.7
Non-IEP	School	4.8	19.4	33.9	37.1	4.8	1.6	16.1	38.7	43.5	0.0
	District	22.3	21.2	22.2	30.7	3.6	16.2	21.6	29.4	26.8	6.1
	State	16.5	19.1	24.8	36.4	3.3	10.4	18.8	28.3	33.3	9.2

Grade 3 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	17.8	20.5	28.8	28.8	4.1	4.1	24.7	38.4	32.9	0.0
	District	29.5	23.3	21.7	24.0	1.5	20.6	24.6	29.4	22.1	3.3
	State	30.5	23.9	22.9	21.7	1.0	20.2	25.9	29.1	21.8	2.9
Not Eligible	School										
	District	6.4	10.4	17.6	52.3	13.2	4.4	10.1	23.3	43.4	18.8
	State	9.6	14.0	24.1	47.0	5.3	5.7	12.6	25.3	41.7	14.8

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	20.0	27.1	38.6	14.3	0.0	17.1	24.3	40.0	17.1	1.4
District	17.0	23.1	29.7	25.5	4.7	21.8	28.7	26.8	20.3	2.4
State	14.2	20.4	28.3	31.1	5.9	15.7	25.3	28.2	27.6	3.2

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	24.3	24.3	35.1	16.2	0.0	21.6	27.0	32.4	18.9	0.0
	District	20.8	24.8	28.3	22.7	3.4	23.0	28.5	26.0	20.1	2.3
	State	17.1	22.0	28.2	28.4	4.2	16.5	24.6	27.3	28.2	3.3
Female	School	15.2	30.3	42.4	12.1	0.0	12.1	21.2	48.5	15.2	3.0
	District	13.1	21.4	31.1	28.4	6.0	20.5	29.0	27.5	20.5	2.5
	State	11.1	18.8	28.4	34.0	7.7	14.8	26.0	29.2	26.9	3.1

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	5.2	10.2	21.9	45.4	17.3	7.1	14.6	27.3	42.4	8.6
	State	8.2	15.8	28.4	39.6	8.1	8.7	19.7	30.6	37.0	4.0
Black	School	20.3	26.1	39.1	14.5	0.0	17.4	24.6	39.1	17.4	1.4
	District	22.7	27.7	29.8	18.1	1.7	30.0	32.2	25.1	12.2	0.5
	State	25.5	28.2	27.7	17.1	1.5	30.7	33.7	23.7	11.4	0.5
Hispanic	School										
	District	16.2	23.5	32.1	25.3	2.9	20.3	30.6	28.1	19.6	1.4
	State	19.2	25.7	30.1	22.5	2.5	20.5	32.6	28.2	17.7	1.1
Asian	School										
	District	6.0	10.5	21.0	42.8	19.7	5.4	13.7	23.9	42.4	14.6
	State	4.7	8.7	20.4	46.7	19.5	4.0	10.0	20.7	49.1	16.1
Native Hawaiian/Pacific Islander	School										
	District	3.4	12.1	17.2	41.4	25.9	6.9	12.1	29.3	36.2	15.5
	State	10.4	14.6	22.0	39.6	13.4	11.0	16.5	31.1	32.3	9.1
American Indian	School										
	District	15.6	22.2	32.2	23.3	6.7	20.0	30.0	24.4	23.3	2.2
	State	22.4	24.8	29.0	21.7	2.1	19.8	32.0	32.1	15.2	0.8
Two or More Races	School										
	District	5.8	12.6	21.9	44.2	15.5	9.7	16.9	27.3	38.8	7.2
	State	13.0	19.1	27.5	33.3	7.1	14.6	24.3	28.6	28.9	3.6

Grade 4 - Economically Disadvantaged

Levels	Reading					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	20.0	27.1	38.6	14.3	0.0	17.1	24.3	40.0	17.1	1.4
	District	19.3	25.5	31.2	21.7	2.2	24.6	31.1	26.7	16.5	1.2
	State	21.2	26.7	29.6	20.6	1.9	23.6	32.5	27.2	15.9	0.9
Not Eligible	School										
	District	3.9	9.4	21.7	46.6	18.3	6.2	15.5	27.4	41.6	9.2
	State	6.1	13.2	26.9	43.3	10.6	6.6	17.0	29.4	41.0	5.9

Grade 5**Grade 5 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	20.3	31.3	29.7	17.2	1.6	9.4	39.1	43.8	7.8	0.0
District	21.1	26.7	26.9	23.5	1.8	17.8	30.6	29.6	19.7	2.2
State	14.1	21.4	27.9	33.7	2.9	13.3	26.6	30.5	25.6	3.9

Grade 5 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	22.2	25.9	29.6	18.5	3.7	18.5	22.2	51.9	7.4	0.0
	District	25.5	28.7	25.7	19.1	1.1	20.2	31.1	27.8	18.6	2.3
	State	17.1	23.9	28.4	28.9	1.7	14.9	26.5	28.6	25.6	4.4
Female	School	18.9	35.1	29.7	16.2	0.0	2.7	51.4	37.8	8.1	0.0
	District	16.7	24.7	28.1	28.0	2.5	15.5	30.2	31.4	20.8	2.1
	State	10.9	18.8	27.5	38.6	4.2	11.7	26.7	32.4	25.7	3.5

Grade 5 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	7.6	12.4	24.5	47.8	7.7	6.3	15.0	28.0	41.9	8.9
	State	7.8	16.4	28.7	43.1	4.0	7.9	20.7	32.4	33.9	5.1
Black	School	19.4	32.3	29.0	17.7	1.6	9.7	37.1	45.2	8.1	0.0
	District	27.1	30.9	25.7	15.8	0.5	24.9	35.5	27.1	12.0	0.5
	State	26.4	30.0	26.1	16.9	0.5	26.9	37.0	25.4	10.2	0.5
Hispanic	School										
	District	20.4	27.7	28.8	22.2	0.9	16.1	32.1	32.4	18.5	0.9
	State	19.3	27.3	29.4	23.1	1.0	16.5	33.7	32.0	16.8	1.1
Asian	School										
	District	8.3	13.1	19.1	49.4	10.1	4.6	9.4	23.5	46.8	15.7
	State	4.9	9.7	19.0	55.8	10.6	2.9	9.7	22.2	45.8	19.4
Native Hawaiian/Pacific Islander	School										
	District	10.3	12.1	27.6	44.8	5.2	3.4	20.3	13.6	49.2	13.6
	State	10.3	16.7	29.5	40.4	3.2	7.6	21.7	28.0	31.2	11.5
American Indian	School										
	District	20.0	18.7	30.7	26.7	4.0	13.0	31.2	33.8	19.5	2.6
	State	21.9	25.6	26.8	24.4	1.2	15.9	33.5	34.1	15.6	1.0
Two or More Races	School										
	District	9.5	10.2	28.5	43.4	8.4	8.4	14.5	28.4	39.6	9.1
	State	12.1	19.6	27.9	36.5	4.0	13.3	25.9	28.3	27.5	5.0

Grade 5 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	22.4	32.8	29.3	13.8	1.7	10.3	41.4	43.1	5.2	0.0
	District	23.9	29.1	27.1	19.3	0.7	20.0	33.5	29.5	16.0	0.9
	State	21.4	28.2	28.5	21.1	0.7	20.2	34.6	29.7	14.6	0.9
Not Eligible	School										
	District	5.4	13.0	25.9	47.7	8.0	5.4	14.4	29.8	40.9	9.4
	State	5.8	13.9	27.3	47.6	5.3	5.7	17.7	31.3	37.9	7.3

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City of Chicago SD 299
Chicago, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5 6 7 8

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	0.0	99.8	0.2	0.0	0.0	0.0	0.0	86.5	0.0	9.9	5.3	24.2	96.3	495
District	10.0	37.6	46.4	3.9	0.2	0.3	1.5	83.1	17.7	11.0	4.1	34.3	93.2	382,929
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	10.7	13.9	2.1	10.8	94.0	2,028,162

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. **IEP** Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on *Serving School*.

Homeless students are who do not have permanent and adequate homes.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
School	4.0	3.3	4.6		4.0							8.0	4.2
District	10.8	11.4	10.1	5.9	15.3	8.2	8.8	7.9	10.1	11.5	10.1	15.2	11.3
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
School	97.6	School	193
District	76.9	District	179
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
School	0.0
District	18.8
State	29.5

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	24.7	23.7	16.3	284.2
State	18.7	19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	
District	
State	

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	30.0	27.5	30.0	29.0	29.0	26.7	23.0	19.5	18.5		25.5
District	16.8	17.9	17.5	17.4	18.0	17.4	16.9	15.6	15.5		18.2
State	19.1	19.8	20.3	20.8	21.4	21.3	21.3	20.6	20.6		20.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	90	60	60	50	60	60	120	60	60	30	60	60
District	89	62	60	49	59	57	119	65	62	31	58	55
State	72	60	56	35	48	50	132	89	77	30	48	49

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
District	51.7	21.5	16.5	3.7	0.1	0.4	1.8	4.4	23.7	76.3	19,532	
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	11.6	37.9	61.0
State	13.1	38.5	60.9

Some teacher/administrator data are not collected at the school level.

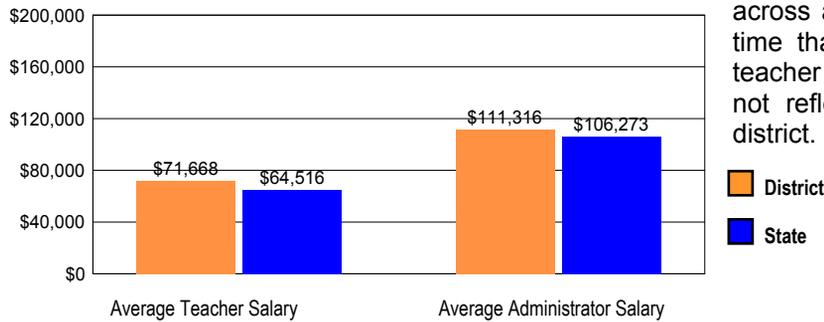
TEACHER RETENTION RATE	
School	
District	84.8
State	86.3

PRINCIPAL TURNOVER (Count)	
School	
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	0.0
District	69.0
State	75.3

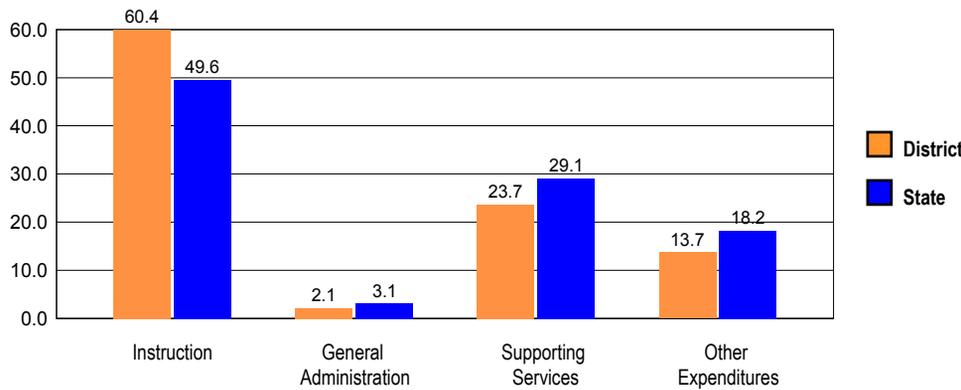
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2015-16 (Percentages)



	District	District %	State %
Local Property Taxes	\$2,569,951,078	49.6	63.2
Other Local Funding	\$279,507,016	5.4	4.8
General State Aid	\$971,642,093	18.7	17.1
Other State Funding	\$568,578,025	11.0	7.1
Federal Funding	\$792,420,652	15.3	7.8
TOTAL	\$5,182,098,864		

	District	District %	State %
Education	\$5,241,107,291	86.3	73.4
Operations & Maintenance	\$0	0.0	6.2
Transportation	\$0	0.0	3.8
Debt Service	\$455,285,011	7.5	8.2
Tort	\$85,651,188	1.4	1.2
Municipal Retirement/ Social Security	\$0	0.0	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$290,831,821	4.8	4.6
TOTAL	\$6,072,875,311		

OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$184,558	3.66	\$10,427	\$14,973
State	**	**	\$7,853	\$12,973

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

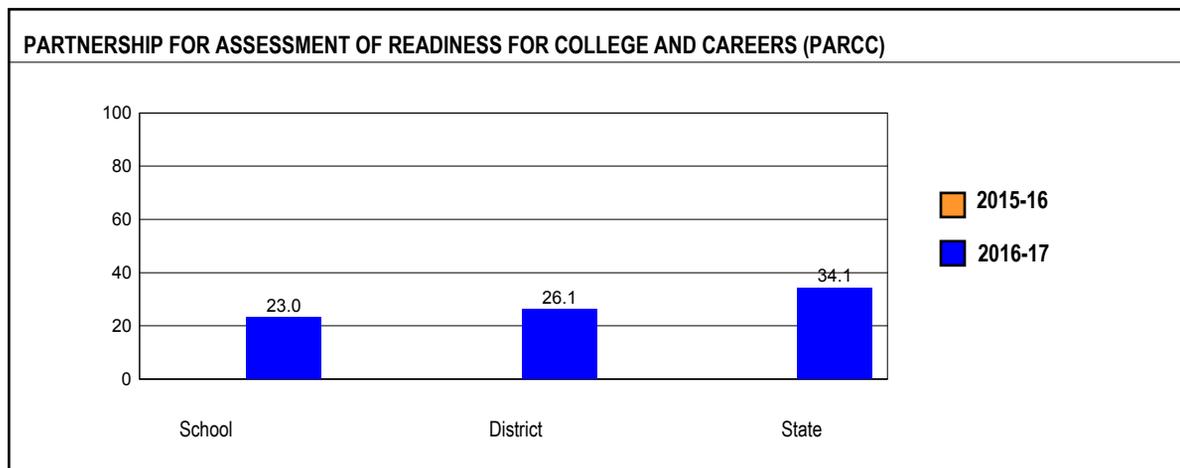
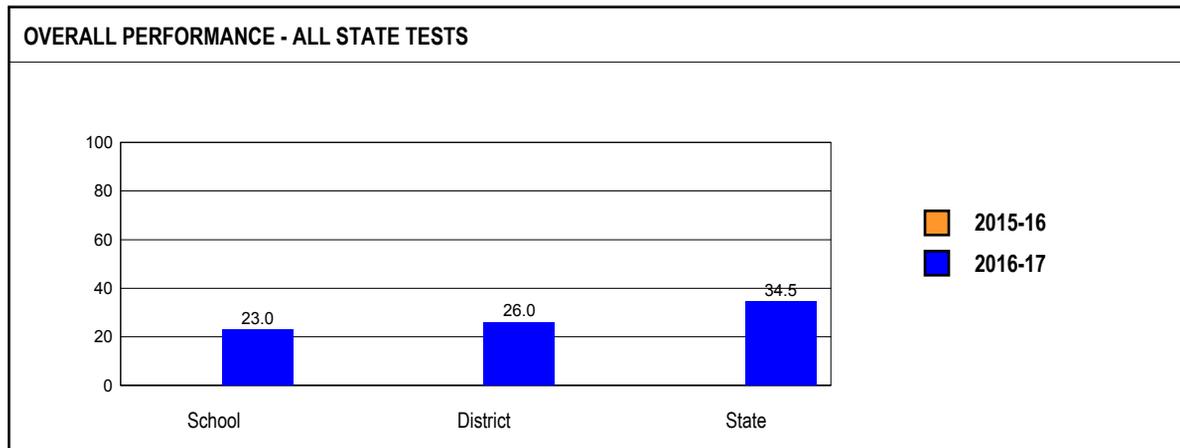
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

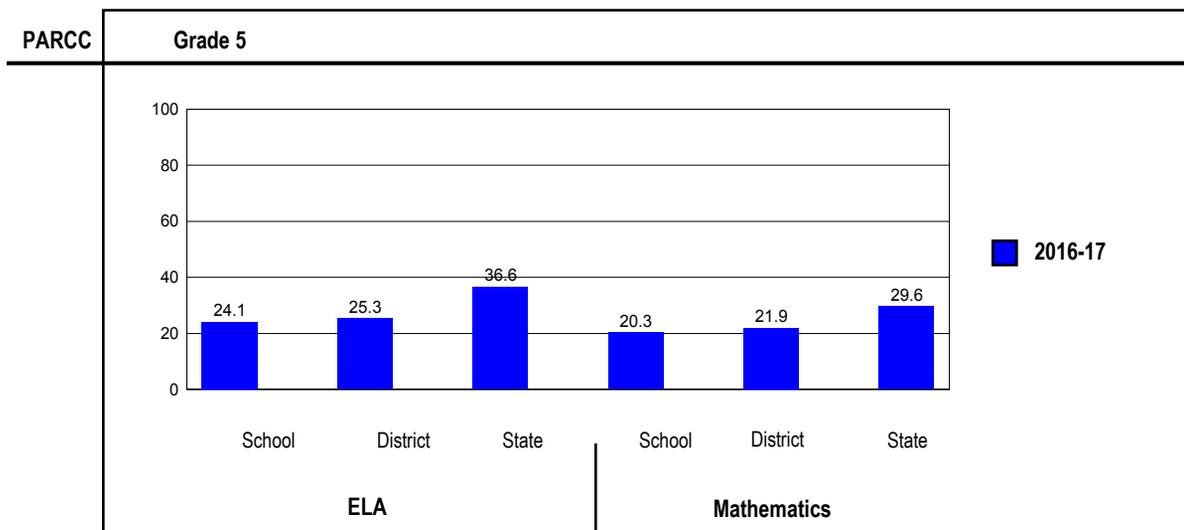
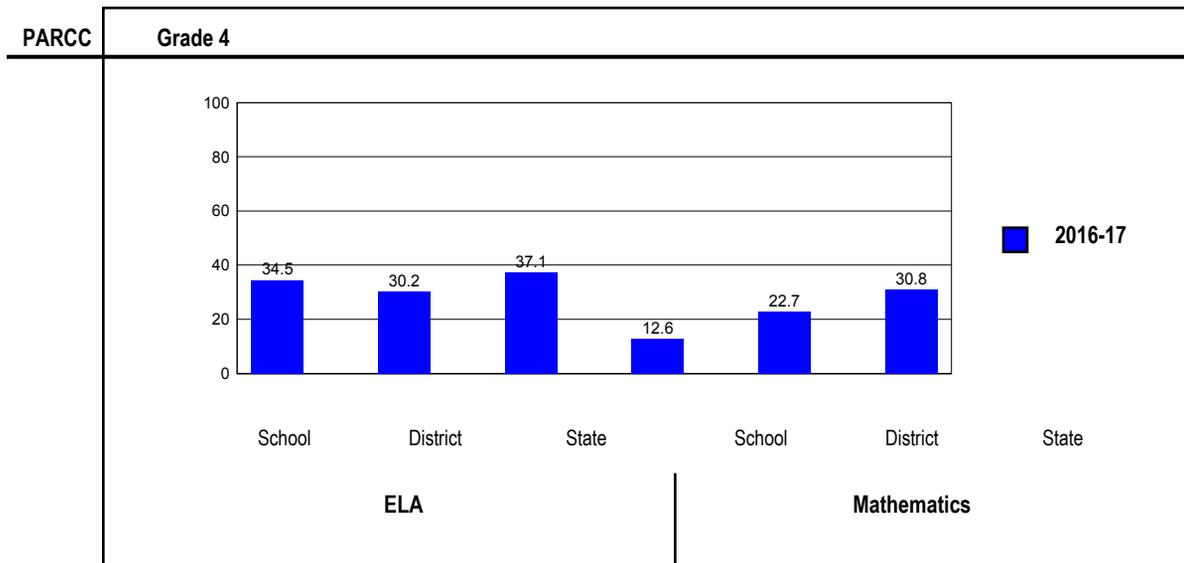
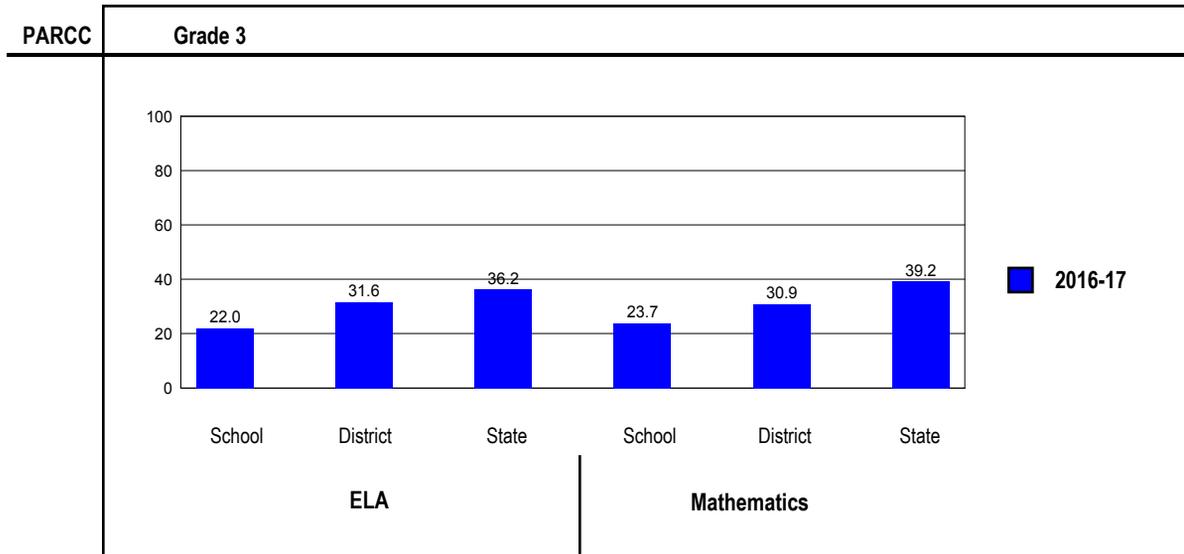
OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



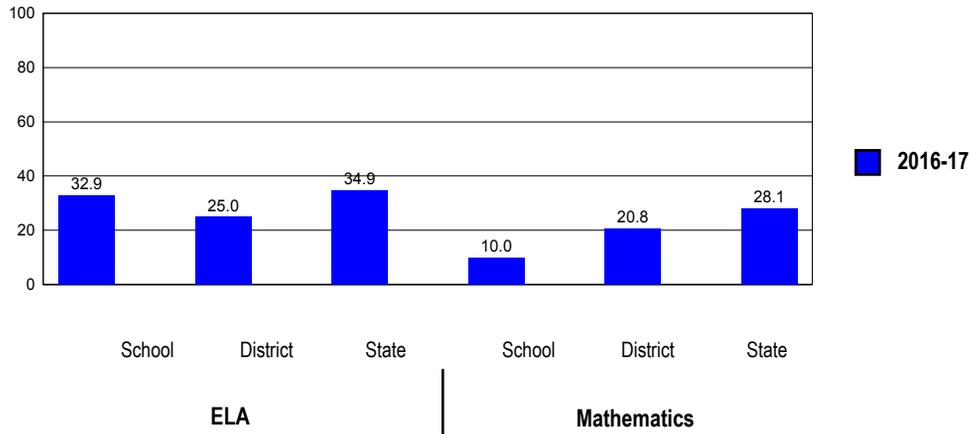
PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



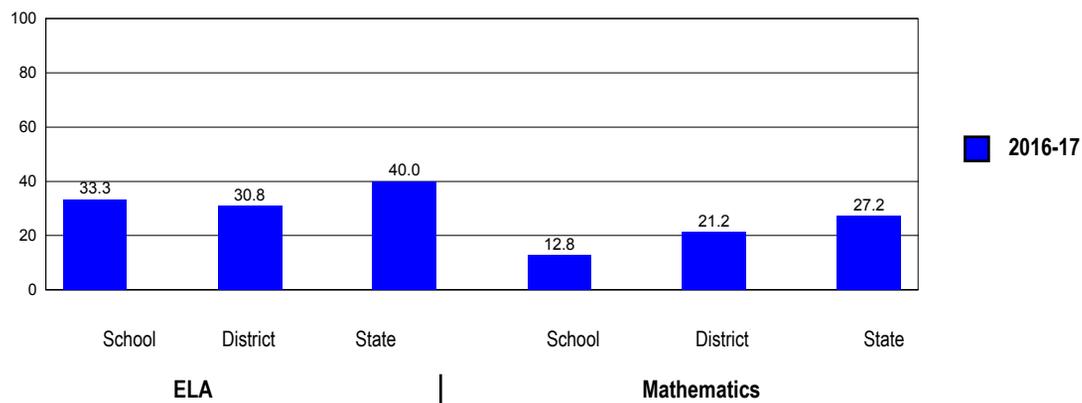
PARCC

Grade 6



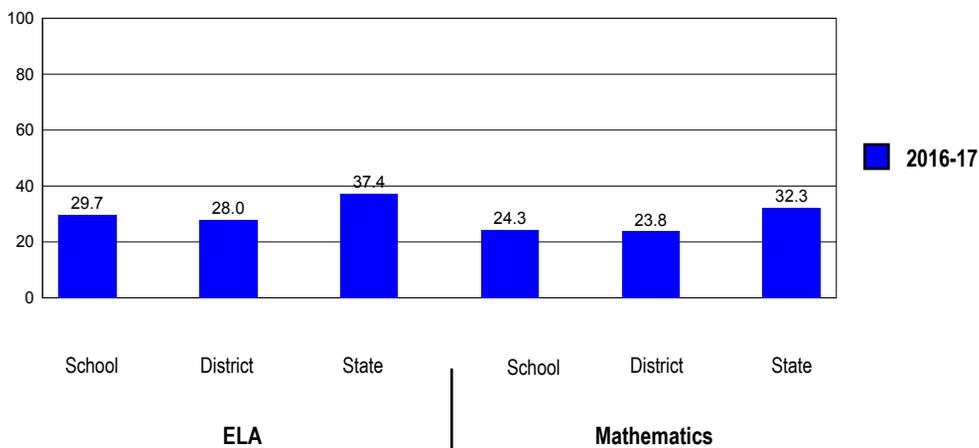
PARCC

Grade 7



PARCC

Grade 8



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	372	182	190	0	372	0	0	0	0	0	0	0	36	315
	Reading	0.3	0.5	0.0		0.3								0.0	0.3
District	*Enrollment	192,409	96,623	95,786	18,785	71,313	91,935	7,346	349	595	2,086	28,717	1	25,144	161,876
	Reading	4.3	4.4	4.2	9.2	3.9	3.4	5.1	7.7	4.4	10.4	4.5		5.7	3.6
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	372	182	190	0	372	0	0	0	0	0	0	0	36	315
	Mathematics	0.3	0.5	0.0		0.3								0.0	0.3
District	*Enrollment	192,830	96,848	95,982	18,906	71,268	92,118	7,496	351	596	2,095	29,253	1	25,127	162,219
	Mathematics	4.2	4.3	4.1	8.9	4.0	3.4	3.3	5.4	4.4	10.6	2.8		6.1	3.4
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 3

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	10.2	37.3	30.5	22.0	0.0	13.6	30.5	32.2	22.0	1.7
District	26.0	21.4	21.1	28.3	3.3	18.2	22.4	28.5	25.3	5.6
State	21.0	19.4	23.5	33.2	2.9	13.6	19.8	27.4	30.9	8.3

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	12.0	36.0	36.0	16.0	0.0	12.0	32.0	28.0	24.0	4.0
	District	29.8	22.2	20.9	25.1	2.2	19.3	21.9	28.0	25.0	5.8
	State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female	School	8.8	38.2	26.5	26.5	0.0	14.7	29.4	35.3	20.6	0.0
	District	22.2	20.6	21.3	31.5	4.4	17.0	22.9	29.0	25.6	5.5
	State	17.8	18.3	23.3	36.7	3.9	12.5	20.5	28.5	30.8	7.7

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	8.2	11.0	16.4	52.1	12.3	5.2	10.1	22.6	44.5	17.5
	District	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
	State										
Black	School	10.2	37.3	30.5	22.0	0.0	13.6	30.5	32.2	22.0	1.7
	District	33.2	24.0	20.2	21.4	1.3	26.3	26.1	27.8	17.8	2.0
	State	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
Hispanic	School										
	District	25.4	22.6	23.2	26.9	1.9	15.6	23.4	31.2	25.9	4.0
	State	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
Asian	School										
	District	9.9	10.1	17.1	48.5	14.4	5.3	8.2	19.6	41.3	25.7
	State	7.5	10.1	19.0	53.4	10.0	3.8	7.0	17.0	42.6	29.6
Native Hawaiian/Pacific Islander	School										
	District	15.1	11.3	18.9	41.5	13.2	9.4	9.4	32.1	24.5	24.5
	State	15.8	12.7	25.9	39.2	6.3	11.2	11.8	27.3	34.8	14.9
American Indian	School										
	District	20.2	18.0	29.2	27.0	5.6	12.4	28.1	29.2	23.6	6.7
	State	33.1	25.6	21.1	19.5	0.8	18.5	25.1	32.3	20.9	3.2
Two or More Races	School										
	District	12.0	11.0	17.5	48.9	10.7	5.8	15.5	24.5	35.2	19.0
	State	18.7	17.7	24.4	35.3	4.0	13.1	18.8	26.0	31.8	10.3

Grade 3 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	11.3	41.5	26.4	20.8	0.0	15.1	32.1	32.1	18.9	1.9
	District	29.5	23.3	21.7	24.0	1.5	20.6	24.6	29.4	22.1	3.3
	State	30.5	23.9	22.9	21.7	1.0	20.2	25.9	29.1	21.8	2.9
Not Eligible	School										
	District	6.4	10.4	17.6	52.3	13.2	4.4	10.1	23.3	43.4	18.8
	State	9.6	14.0	24.1	47.0	5.3	5.7	12.6	25.3	41.7	14.8

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	11.5	21.8	32.2	32.2	2.3	26.4	26.4	34.5	12.6	0.0
District	17.0	23.1	29.7	25.5	4.7	21.8	28.7	26.8	20.3	2.4
State	14.2	20.4	28.3	31.1	5.9	15.7	25.3	28.2	27.6	3.2

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	15.6	17.8	35.6	28.9	2.2	31.1	20.0	31.1	17.8	0.0
	District	20.8	24.8	28.3	22.7	3.4	23.0	28.5	26.0	20.1	2.3
	State	17.1	22.0	28.2	28.4	4.2	16.5	24.6	27.3	28.2	3.3
Female	School	7.1	26.2	28.6	35.7	2.4	21.4	33.3	38.1	7.1	0.0
	District	13.1	21.4	31.1	28.4	6.0	20.5	29.0	27.5	20.5	2.5
	State	11.1	18.8	28.4	34.0	7.7	14.8	26.0	29.2	26.9	3.1

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	5.2	10.2	21.9	45.4	17.3	7.1	14.6	27.3	42.4	8.6
	State	8.2	15.8	28.4	39.6	8.1	8.7	19.7	30.6	37.0	4.0
Black	School	11.5	21.8	32.2	32.2	2.3	26.4	26.4	34.5	12.6	0.0
	District	22.7	27.7	29.8	18.1	1.7	30.0	32.2	25.1	12.2	0.5
	State	25.5	28.2	27.7	17.1	1.5	30.7	33.7	23.7	11.4	0.5
Hispanic	School										
	District	16.2	23.5	32.1	25.3	2.9	20.3	30.6	28.1	19.6	1.4
	State	19.2	25.7	30.1	22.5	2.5	20.5	32.6	28.2	17.7	1.1
Asian	School										
	District	6.0	10.5	21.0	42.8	19.7	5.4	13.7	23.9	42.4	14.6
	State	4.7	8.7	20.4	46.7	19.5	4.0	10.0	20.7	49.1	16.1
Native Hawaiian/Pacific Islander	School										
	District	3.4	12.1	17.2	41.4	25.9	6.9	12.1	29.3	36.2	15.5
	State	10.4	14.6	22.0	39.6	13.4	11.0	16.5	31.1	32.3	9.1
American Indian	School										
	District	15.6	22.2	32.2	23.3	6.7	20.0	30.0	24.4	23.3	2.2
	State	22.4	24.8	29.0	21.7	2.1	19.8	32.0	32.1	15.2	0.8
Two or More Races	School										
	District	5.8	12.6	21.9	44.2	15.5	9.7	16.9	27.3	38.8	7.2
	State	13.0	19.1	27.5	33.3	7.1	14.6	24.3	28.6	28.9	3.6

Grade 4 - Economically Disadvantaged

Levels	Reading					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School										
	District	12.0	22.7	30.7	32.0	2.7	24.0	28.0	34.7	13.3	0.0
	State	19.3	25.5	31.2	21.7	2.2	24.6	31.1	26.7	16.5	1.2
Not Eligible	School										
	District	21.2	26.7	29.6	20.6	1.9	23.6	32.5	27.2	15.9	0.9
	State	8.3	16.7	41.7	33.3	0.0	41.7	16.7	33.3	8.3	0.0
Not Eligible	School	3.9	9.4	21.7	46.6	18.3	6.2	15.5	27.4	41.6	9.2
	District	6.1	13.2	26.9	43.3	10.6	6.6	17.0	29.4	41.0	5.9
	State										

Grade 5**Grade 5 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	26.6	25.3	24.1	24.1	0.0	15.2	31.6	32.9	20.3	0.0
District	21.1	26.7	26.9	23.5	1.8	17.8	30.6	29.6	19.7	2.2
State	14.1	21.4	27.9	33.7	2.9	13.3	26.6	30.5	25.6	3.9

Grade 5 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	School	28.9	26.3	31.6	13.2	0.0	21.1	34.2	28.9	15.8	0.0
	District	25.5	28.7	25.7	19.1	1.1	20.2	31.1	27.8	18.6	2.3
	State	17.1	23.9	28.4	28.9	1.7	14.9	26.5	28.6	25.6	4.4
Female	School	24.4	24.4	17.1	34.1	0.0	9.8	29.3	36.6	24.4	0.0
	District	16.7	24.7	28.1	28.0	2.5	15.5	30.2	31.4	20.8	2.1
	State	10.9	18.8	27.5	38.6	4.2	11.7	26.7	32.4	25.7	3.5

Grade 5 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	School										
	District	7.6	12.4	24.5	47.8	7.7	6.3	15.0	28.0	41.9	8.9
	State	7.8	16.4	28.7	43.1	4.0	7.9	20.7	32.4	33.9	5.1
Black	School	26.6	25.3	24.1	24.1	0.0	15.2	31.6	32.9	20.3	0.0
	District	27.1	30.9	25.7	15.8	0.5	24.9	35.5	27.1	12.0	0.5
	State	26.4	30.0	26.1	16.9	0.5	26.9	37.0	25.4	10.2	0.5
Hispanic	School										
	District	20.4	27.7	28.8	22.2	0.9	16.1	32.1	32.4	18.5	0.9
	State	19.3	27.3	29.4	23.1	1.0	16.5	33.7	32.0	16.8	1.1
Asian	School										
	District	8.3	13.1	19.1	49.4	10.1	4.6	9.4	23.5	46.8	15.7
	State	4.9	9.7	19.0	55.8	10.6	2.9	9.7	22.2	45.8	19.4
Native Hawaiian/Pacific Islander	School										
	District	10.3	12.1	27.6	44.8	5.2	3.4	20.3	13.6	49.2	13.6
	State	10.3	16.7	29.5	40.4	3.2	7.6	21.7	28.0	31.2	11.5
American Indian	School										
	District	20.0	18.7	30.7	26.7	4.0	13.0	31.2	33.8	19.5	2.6
	State	21.9	25.6	26.8	24.4	1.2	15.9	33.5	34.1	15.6	1.0
Two or More Races	School	9.5	10.2	28.5	43.4	8.4	8.4	14.5	28.4	39.6	9.1
	District	12.1	19.6	27.9	36.5	4.0	13.3	25.9	28.3	27.5	5.0
	State										

Grade 5 - Students with Disabilities

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
IEP	School	50.0	21.4	28.6	0.0	0.0	64.3	14.3	21.4	0.0	0.0
	District	58.3	29.0	10.2	2.5	0.0	46.0	38.2	12.8	2.9	0.1
	State	45.1	31.1	15.7	7.8	0.3	37.6	37.2	17.6	6.9	0.7
Non-IEP	School	21.5	26.2	23.1	29.2	0.0	4.6	35.4	35.4	24.6	0.0
	District	15.9	26.3	29.2	26.5	2.1	14.0	29.6	31.9	22.0	2.5
	State	9.3	19.9	29.8	37.6	3.3	9.6	25.0	32.5	28.5	4.4

Grade 5 - Economically Disadvantaged

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	School	28.4	23.9	23.9	23.9	0.0	14.9	32.8	32.8	19.4	0.0
	District	23.9	29.1	27.1	19.3	0.7	20.0	33.5	29.5	16.0	0.9
	State	21.4	28.2	28.5	21.1	0.7	20.2	34.6	29.7	14.6	0.9
Not Eligible	School	16.7	33.3	25.0	25.0	0.0	16.7	25.0	33.3	25.0	0.0
	District	5.4	13.0	25.9	47.7	8.0	5.4	14.4	29.8	40.9	9.4
	State	5.8	13.9	27.3	47.6	5.3	5.7	17.7	31.3	37.9	7.3

Grade 6**Grade 6 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	8.6	27.1	31.4	32.9	0.0	15.7	40.0	34.3	10.0	0.0
District	16.7	28.9	29.5	22.4	2.6	21.7	30.9	26.6	18.3	2.5
State	11.8	23.3	30.1	30.7	4.2	16.1	26.2	29.6	24.2	3.9

Grade 6 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	6.1	33.3	36.4	24.2	0.0	6.1	63.6	24.2	6.1	0.0
	District	21.6	32.1	27.7	17.0	1.6	24.1	31.4	25.2	16.8	2.4
	State	15.4	27.0	30.0	25.2	2.5	18.1	26.5	28.0	23.5	4.0
Female	School	10.8	21.6	27.0	40.5	0.0	24.3	18.9	43.2	13.5	0.0
	District	11.5	25.6	31.3	27.9	3.6	19.2	30.3	28.1	19.8	2.6
	State	7.9	19.4	30.2	36.5	6.0	14.1	25.9	31.2	24.9	3.9

Grade 6 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	5.3	12.6	24.3	46.8	10.9	7.0	15.0	24.6	42.8	10.6
	State	6.9	17.5	30.9	39.1	5.6	9.5	21.1	32.5	32.0	4.9
Black	School	8.6	27.1	31.4	32.9	0.0	15.7	40.0	34.3	10.0	0.0
	District	21.9	34.4	28.7	14.2	0.8	29.0	36.2	24.3	9.8	0.6
	State	22.8	34.1	27.9	14.4	0.8	32.1	36.1	22.7	8.6	0.5
Hispanic	School										
	District	15.9	29.7	31.3	21.8	1.4	20.5	31.8	29.3	17.2	1.2
	State	15.4	29.9	31.5	21.7	1.5	20.7	32.3	30.0	15.8	1.1
Asian	School										
	District	7.5	12.4	25.7	42.3	12.2	7.2	13.3	21.4	43.5	14.6
	State	3.7	8.7	21.6	50.7	15.2	4.2	9.5	21.9	44.8	19.5
Native Hawaiian/Pacific Islander	School										
	District	4.7	7.8	31.3	45.3	10.9	4.6	15.4	15.4	50.8	13.8
	State	8.5	12.1	32.7	38.8	7.9	7.8	22.8	24.6	37.1	7.8
American Indian	School										
	District	15.4	18.5	44.6	20.0	1.5	18.2	27.3	30.3	21.2	3.0
	State	20.6	25.6	31.4	20.3	2.1	21.0	31.8	28.9	16.4	1.9
Two or More Races	School										
	District	10.3	16.8	27.6	37.1	8.2	12.9	24.1	22.4	31.5	9.1
	State	10.8	23.0	29.5	31.6	5.2	16.1	25.9	28.7	23.6	5.7

Grade 6 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	8.2	27.9	34.4	29.5	0.0	14.8	44.3	31.1	9.8	0.0
	District	18.8	31.8	30.1	18.2	1.2	24.3	33.6	26.5	14.6	1.0
	State	17.9	31.3	30.5	19.1	1.3	24.4	33.9	27.6	13.3	0.9
Not Eligible	School	5.1	13.0	26.1	45.5	10.4	7.2	16.0	27.4	38.7	10.8
	District										
	State	5.3	14.8	29.6	43.0	7.3	7.4	18.0	31.6	35.8	7.2

Grade 7**Grade 7 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	10.3	23.1	33.3	30.8	2.6	2.6	46.2	38.5	10.3	2.6
District	20.7	21.7	26.7	23.6	7.2	13.3	33.5	32.0	19.1	2.1
State	15.4	18.4	26.2	29.8	10.2	11.4	27.1	34.2	24.0	3.2

Grade 7 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	17.4	26.1	34.8	21.7	0.0	0.0	65.2	30.4	4.3	0.0
	District	27.2	24.1	25.2	19.1	4.4	15.0	34.7	30.5	17.7	2.1
	State	20.5	21.4	26.5	25.2	6.3	12.8	27.8	32.7	23.3	3.4
Female	School	0.0	18.8	31.3	43.8	6.3	6.3	18.8	50.0	18.8	6.3
	District	14.2	19.4	28.2	28.1	10.1	11.6	32.3	33.5	20.6	2.0
	State	10.0	15.2	25.9	34.7	14.2	10.0	26.4	35.8	24.8	3.0

Grade 7 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	6.8	8.6	19.9	39.8	24.8	4.5	15.1	28.0	43.2	9.2
	State	9.4	14.5	26.3	36.5	13.3	7.0	20.8	36.9	31.4	3.9
Black	School	10.3	23.1	33.3	30.8	2.6	2.6	46.2	38.5	10.3	2.6
	District	26.8	26.8	27.3	16.5	2.6	17.7	41.5	30.2	10.3	0.3
	State	28.7	26.5	25.5	16.5	2.8	22.6	40.7	28.0	8.5	0.3
Hispanic	School										
	District	20.0	21.7	28.4	24.4	5.6	12.5	33.1	35.0	18.6	0.9
	State	20.4	22.7	28.2	23.6	5.1	14.5	33.9	34.9	15.8	0.9
Asian	School										
	District	8.6	8.1	17.2	38.7	27.3	4.8	12.0	22.4	45.6	15.2
	State	5.3	7.5	18.1	39.3	29.8	3.4	9.8	24.9	44.5	17.3
Native Hawaiian/Pacific Islander	School										
	District	10.0	16.7	30.0	23.3	20.0	11.1	25.0	30.6	27.8	5.6
	State	8.4	12.1	26.2	35.5	17.8	9.6	14.8	40.0	33.9	1.7
American Indian	School										
	District	22.5	13.8	30.0	22.5	11.3	13.8	28.8	28.8	26.3	2.5
	State	22.3	22.3	27.1	22.1	6.3	15.9	31.9	32.8	18.0	1.5
Two or More Races	School										
	District	9.8	11.7	20.5	39.4	18.6	8.5	20.7	24.1	40.0	6.7
	State	14.2	18.4	26.0	30.5	10.9	11.2	28.4	32.0	24.7	3.8

Grade 7 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	7.4	25.9	37.0	25.9	3.7	3.7	44.4	44.4	3.7	3.7
	District	23.2	23.7	27.6	20.7	4.7	14.8	36.5	32.3	15.3	1.1
	State	23.4	24.2	27.5	20.8	4.1	17.4	36.2	32.7	13.0	0.7
Not Eligible	School	16.7	16.7	25.0	41.7	0.0	0.0	50.0	25.0	25.0	0.0
	District	6.6	10.5	21.8	39.7	21.3	4.9	16.7	30.2	40.5	7.7
	State	7.4	12.5	25.0	38.8	16.3	5.5	18.0	35.6	35.1	5.7

**LEARN Chtr - Middle School
City of Chicago SD 299
Chicago, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 6 7 8

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	0.0	97.9	1.0	0.0	0.0	0.3	0.7	94.8	1.0	16.3	11.8	24.6	95.6	289
District	10.0	37.6	46.4	3.9	0.2	0.3	1.5	83.1	17.7	11.0	4.1	34.3	93.2	382,929
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	10.7	13.9	2.1	10.8	94.0	2,028,162

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on *Serving School*.

Homeless students are who do not have permanent and adequate homes.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
School	10.3	8.3	12.0		10.2							6.4	9.1
District	10.8	11.4	10.1	5.9	15.3	8.2	8.8	7.9	10.1	11.5	10.1	15.2	11.3
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
School	74.2	School	193
District	76.9	District	179
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
School	0.0
District	18.8
State	29.5

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	24.7	23.7	16.3	284.2
State	18.7	19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	
District	
State	

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School							22.3	23.0	22.3		22.5
District							16.9	15.6	15.5		18.2
State							21.3	20.6	20.6		20.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		60	60		60	60		60	60		60	60
District		62	60		59	57		65	62		58	55
State		60	56		48	50		89	77		48	49

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
	District	51.7	21.5	16.5	3.7	0.1	0.4	1.8	4.4	23.7	76.3	19,532
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	11.6	37.9	61.0
State	13.1	38.5	60.9

Some teacher/administrator data are not collected at the school level.

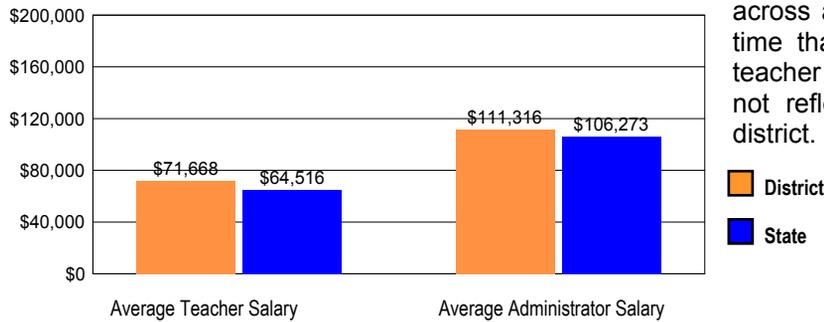
TEACHER RETENTION RATE	
School	
District	84.8
State	86.3

PRINCIPAL TURNOVER (Count)	
School	
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	0.0
District	69.0
State	75.3

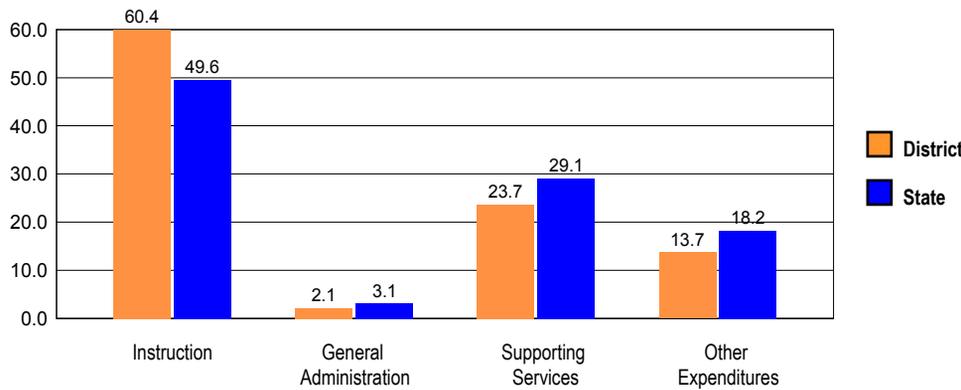
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2015-16 (Percentages)



	District	District %	State %
Local Property Taxes	\$2,569,951,078	49.6	63.2
Other Local Funding	\$279,507,016	5.4	4.8
General State Aid	\$971,642,093	18.7	17.1
Other State Funding	\$568,578,025	11.0	7.1
Federal Funding	\$792,420,652	15.3	7.8
TOTAL	\$5,182,098,864		

	District	District %	State %
Education	\$5,241,107,291	86.3	73.4
Operations & Maintenance	\$0	0.0	6.2
Transportation	\$0	0.0	3.8
Debt Service	\$455,285,011	7.5	8.2
Tort	\$85,651,188	1.4	1.2
Municipal Retirement/ Social Security	\$0	0.0	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$290,831,821	4.8	4.6
TOTAL	\$6,072,875,311		

OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$184,558	3.66	\$10,427	\$14,973
State	**	**	\$7,853	\$12,973

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

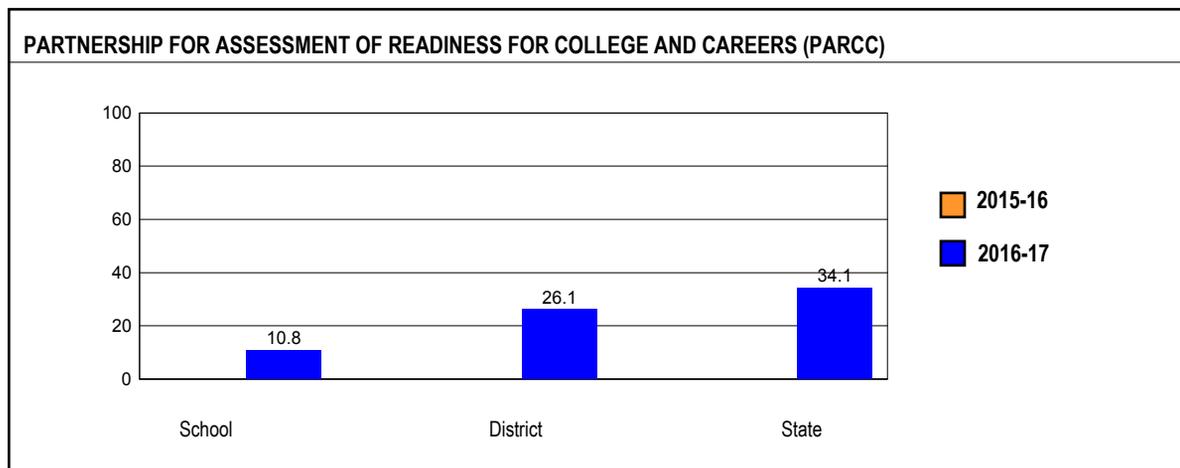
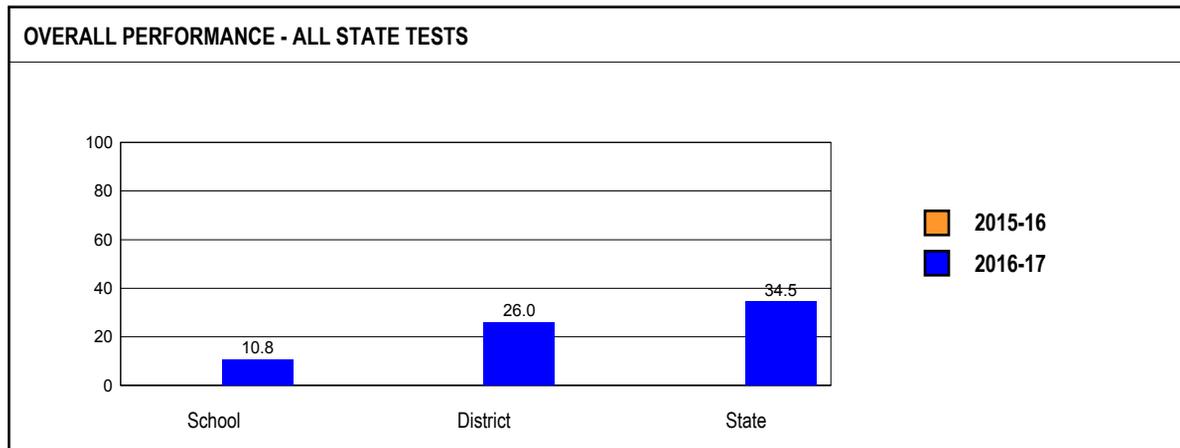
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

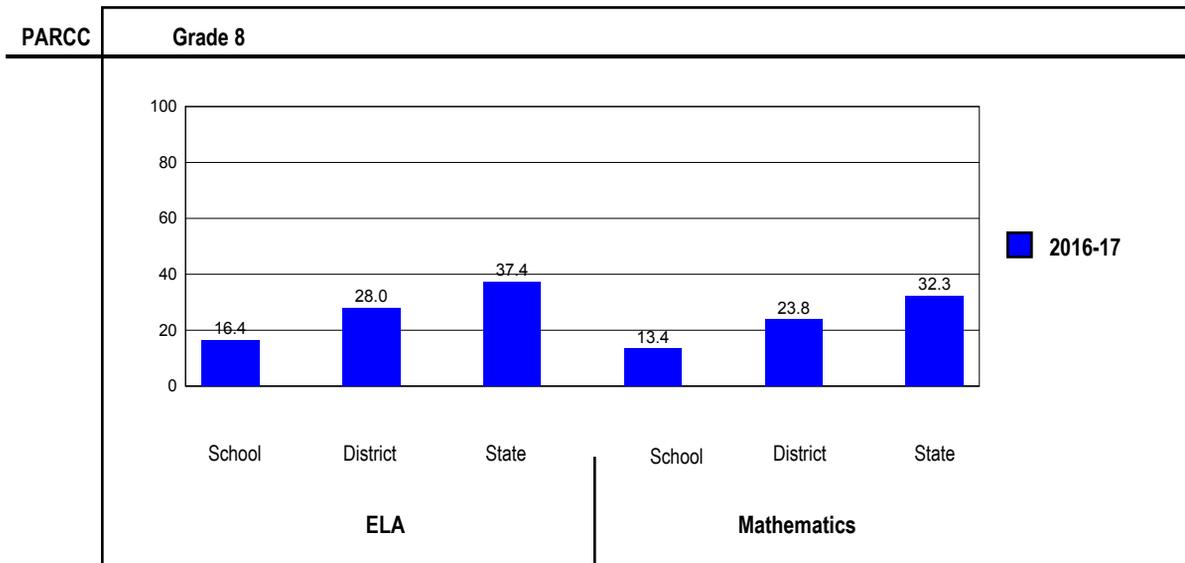
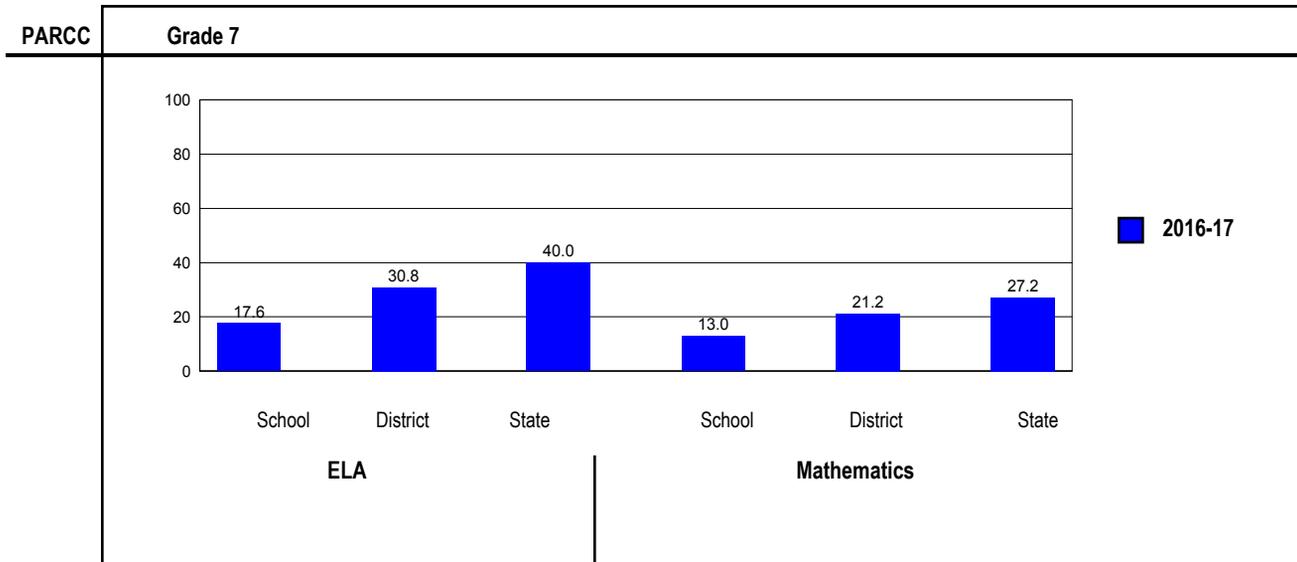
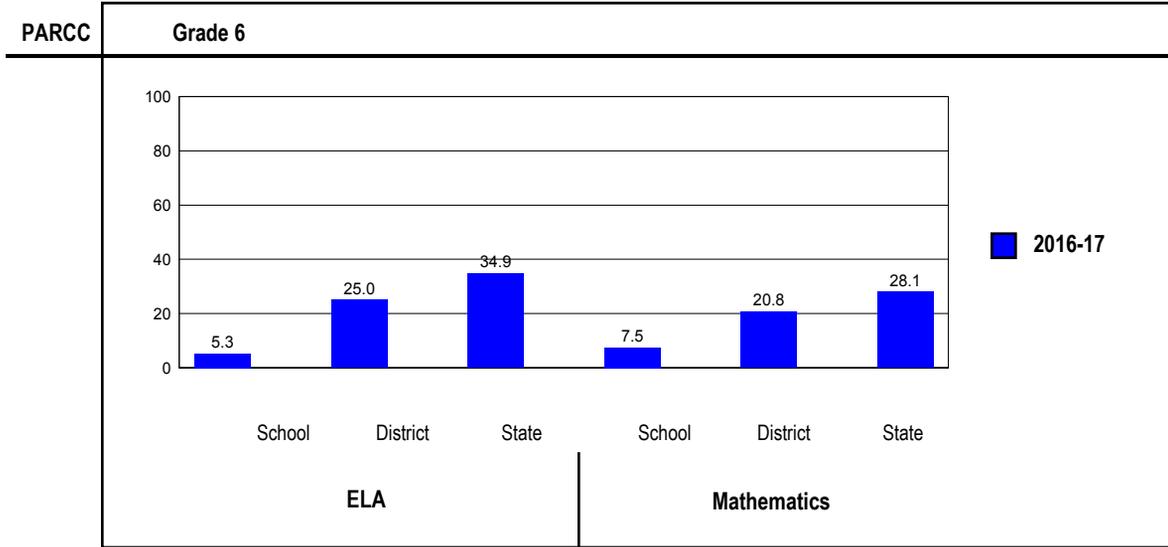
OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	271	126	145	0	266	3	0	0	1	1	3	0	45	260
	Reading	1.1	0.8	1.4		1.1								0.0	0.8
District	*Enrollment	192,409	96,623	95,786	18,785	71,313	91,935	7,346	349	595	2,086	28,717	1	25,144	161,876
	Reading	4.3	4.4	4.2	9.2	3.9	3.4	5.1	7.7	4.4	10.4	4.5		5.7	3.6
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	271	126	145	0	266	3	0	0	1	1	3	0	45	260
	Mathematics	0.7	0.8	0.7		0.8								0.0	0.4
District	*Enrollment	192,830	96,848	95,982	18,906	71,268	92,118	7,496	351	596	2,095	29,253	1	25,127	162,219
	Mathematics	4.2	4.3	4.1	8.9	4.0	3.4	3.3	5.4	4.4	10.6	2.8		6.1	3.4
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 6

Grade 6 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	27.1	42.9	24.8	5.3	0.0	21.8	39.1	31.6	7.5	0.0
District	16.7	28.9	29.5	22.4	2.6	21.7	30.9	26.6	18.3	2.5
State	11.8	23.3	30.1	30.7	4.2	16.1	26.2	29.6	24.2	3.9

Grade 6 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	37.3	42.4	20.3	0.0	0.0	23.7	40.7	30.5	5.1	0.0
	District	21.6	32.1	27.7	17.0	1.6	24.1	31.4	25.2	16.8	2.4
	State	15.4	27.0	30.0	25.2	2.5	18.1	26.5	28.0	23.5	4.0
Female	School	18.9	43.2	28.4	9.5	0.0	20.3	37.8	32.4	9.5	0.0
	District	11.5	25.6	31.3	27.9	3.6	19.2	30.3	28.1	19.8	2.6
	State	7.9	19.4	30.2	36.5	6.0	14.1	25.9	31.2	24.9	3.9

Grade 6 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	5.3	12.6	24.3	46.8	10.9	7.0	15.0	24.6	42.8	10.6
	District	6.9	17.5	30.9	39.1	5.6	9.5	21.1	32.5	32.0	4.9
	State										
Black	School	26.7	43.5	24.4	5.3	0.0	21.4	39.7	32.1	6.9	0.0
	District	21.9	34.4	28.7	14.2	0.8	29.0	36.2	24.3	9.8	0.6
	State	22.8	34.1	27.9	14.4	0.8	32.1	36.1	22.7	8.6	0.5
Hispanic	School	15.9	29.7	31.3	21.8	1.4	20.5	31.8	29.3	17.2	1.2
	District	15.4	29.9	31.5	21.7	1.5	20.7	32.3	30.0	15.8	1.1
	State										
Asian	School	7.5	12.4	25.7	42.3	12.2	7.2	13.3	21.4	43.5	14.6
	District	3.7	8.7	21.6	50.7	15.2	4.2	9.5	21.9	44.8	19.5
	State										
Native Hawaiian/Pacific Islander	School	4.7	7.8	31.3	45.3	10.9	4.6	15.4	15.4	50.8	13.8
	District	8.5	12.1	32.7	38.8	7.9	7.8	22.8	24.6	37.1	7.8
	State										
American Indian	School	15.4	18.5	44.6	20.0	1.5	18.2	27.3	30.3	21.2	3.0
	District	20.6	25.6	31.4	20.3	2.1	21.0	31.8	28.9	16.4	1.9
	State										
Two or More Races	School	10.3	16.8	27.6	37.1	8.2	12.9	24.1	22.4	31.5	9.1
	District	10.8	23.0	29.5	31.6	5.2	16.1	25.9	28.7	23.6	5.7
	State										

Grade 6 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	86.4	13.6	0.0	0.0	0.0	54.5	40.9	4.5	0.0	0.0
	District	52.3	35.4	10.1	2.1	0.1	54.8	34.1	8.9	2.1	0.2
	State	42.3	36.5	15.6	5.3	0.3	48.2	33.9	12.9	4.6	0.4
Non-IEP	School	15.3	48.6	29.7	6.3	0.0	15.3	38.7	36.9	9.0	0.0
	District	11.4	27.9	32.3	25.4	3.0	16.8	30.4	29.3	20.7	2.9
	State	7.2	21.3	32.2	34.5	4.8	11.4	25.0	32.0	27.1	4.4

Grade 6 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	26.4	44.0	24.0	5.6	0.0	21.6	40.8	30.4	7.2	0.0
	District	18.8	31.8	30.1	18.2	1.2	24.3	33.6	26.5	14.6	1.0
	State	17.9	31.3	30.5	19.1	1.3	24.4	33.9	27.6	13.3	0.9
Not Eligible	School	5.1	13.0	26.1	45.5	10.4	7.2	16.0	27.4	38.7	10.8
	District	5.3	14.8	29.6	43.0	7.3	7.4	18.0	31.6	35.8	7.2
	State										

Grade 7**Grade 7 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	32.4	20.6	29.4	16.2	1.5	15.9	37.7	33.3	13.0	0.0
District	20.7	21.7	26.7	23.6	7.2	13.3	33.5	32.0	19.1	2.1
State	15.4	18.4	26.2	29.8	10.2	11.4	27.1	34.2	24.0	3.2

Grade 7 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	47.4	23.7	15.8	13.2	0.0	21.1	50.0	18.4	10.5	0.0
	District	27.2	24.1	25.2	19.1	4.4	15.0	34.7	30.5	17.7	2.1
	State	20.5	21.4	26.5	25.2	6.3	12.8	27.8	32.7	23.3	3.4
Female	School	13.3	16.7	46.7	20.0	3.3	9.7	22.6	51.6	16.1	0.0
	District	14.2	19.4	28.2	28.1	10.1	11.6	32.3	33.5	20.6	2.0
	State	10.0	15.2	25.9	34.7	14.2	10.0	26.4	35.8	24.8	3.0

Grade 7 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	6.8	8.6	19.9	39.8	24.8	4.5	15.1	28.0	43.2	9.2
	State	9.4	14.5	26.3	36.5	13.3	7.0	20.8	36.9	31.4	3.9
Black	School	32.8	20.9	28.4	16.4	1.5	16.2	38.2	32.4	13.2	0.0
	District	26.8	26.8	27.3	16.5	2.6	17.7	41.5	30.2	10.3	0.3
	State	28.7	26.5	25.5	16.5	2.8	22.6	40.7	28.0	8.5	0.3
Hispanic	School										
	District	20.0	21.7	28.4	24.4	5.6	12.5	33.1	35.0	18.6	0.9
	State	20.4	22.7	28.2	23.6	5.1	14.5	33.9	34.9	15.8	0.9
Asian	School										
	District	8.6	8.1	17.2	38.7	27.3	4.8	12.0	22.4	45.6	15.2
	State	5.3	7.5	18.1	39.3	29.8	3.4	9.8	24.9	44.5	17.3
Native Hawaiian/Pacific Islander	School										
	District	10.0	16.7	30.0	23.3	20.0	11.1	25.0	30.6	27.8	5.6
	State	8.4	12.1	26.2	35.5	17.8	9.6	14.8	40.0	33.9	1.7
American Indian	School										
	District	22.5	13.8	30.0	22.5	11.3	13.8	28.8	28.8	26.3	2.5
	State	22.3	22.3	27.1	22.1	6.3	15.9	31.9	32.8	18.0	1.5
Two or More Races	School										
	District	9.8	11.7	20.5	39.4	18.6	8.5	20.7	24.1	40.0	6.7
	State	14.2	18.4	26.0	30.5	10.9	11.2	28.4	32.0	24.7	3.8

Grade 7 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	92.3	0.0	7.7	0.0	0.0	61.5	38.5	0.0	0.0	0.0
	District	61.5	24.9	10.5	2.9	0.2	40.5	46.0	11.1	2.4	0.1
	State	51.3	26.3	15.5	5.9	0.9	37.5	42.4	15.5	4.2	0.4
Non-IEP	School	18.2	25.5	34.5	20.0	1.8	5.4	37.5	41.1	16.1	0.0
	District	14.8	21.3	29.1	26.6	8.2	9.4	31.8	35.0	21.5	2.3
	State	10.2	17.2	27.8	33.3	11.5	7.7	24.9	36.9	26.9	3.6

Grade 7 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	33.3	19.7	30.3	15.2	1.5	16.4	37.3	32.8	13.4	0.0
	District	23.2	23.7	27.6	20.7	4.7	14.8	36.5	32.3	15.3	1.1
	State	23.4	24.2	27.5	20.8	4.1	17.4	36.2	32.7	13.0	0.7
Not Eligible	School										
	District	6.6	10.5	21.8	39.7	21.3	4.9	16.7	30.2	40.5	7.7
	State	7.4	12.5	25.0	38.8	16.3	5.5	18.0	35.6	35.1	5.7

Grade 8**Grade 8 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	26.9	31.3	25.4	16.4	0.0	35.8	31.3	19.4	13.4	0.0
District	22.5	23.6	25.9	24.4	3.5	31.3	24.9	20.0	21.2	2.7
State	16.6	19.9	26.1	31.2	6.2	23.6	20.6	23.6	27.7	4.6

Grade 8 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	32.1	32.1	21.4	14.3	0.0	39.3	35.7	14.3	10.7	0.0
	District	29.6	25.9	23.8	18.7	2.0	34.4	25.0	18.7	19.3	2.6
	State	22.4	23.0	25.8	25.2	3.6	26.3	20.8	22.3	25.8	4.7
Female	School	23.1	30.8	28.2	17.9	0.0	33.3	28.2	23.1	15.4	0.0
	District	15.2	21.3	28.1	30.3	5.1	28.2	24.8	21.3	23.0	2.7
	State	10.5	16.6	26.4	37.6	8.8	20.6	20.3	24.8	29.8	4.4

Grade 8 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	8.7	12.4	23.3	43.0	12.6	12.5	15.3	19.1	43.6	9.5
	State	11.1	16.6	26.5	37.9	7.8	15.5	17.5	25.7	35.7	5.6
Black	School	27.7	32.3	24.6	15.4	0.0	36.9	30.8	20.0	12.3	0.0
	District	28.5	27.9	25.5	16.9	1.2	41.1	27.1	18.9	12.3	0.7
	State	29.4	27.0	25.1	17.1	1.4	43.4	25.9	18.8	11.2	0.7
Hispanic	School										
	District	21.3	23.2	27.2	25.6	2.7	28.8	25.9	21.4	22.2	1.7
	State	21.1	24.1	27.5	24.5	2.8	29.5	25.5	23.9	19.7	1.4
Asian	School										
	District	10.1	10.9	19.8	41.4	17.8	12.4	11.4	14.2	44.2	17.8
	State	5.1	7.5	18.6	46.8	22.0	6.6	8.3	16.5	45.7	22.9
Native Hawaiian/Pacific Islander	School										
	District	7.4	11.1	22.2	55.6	3.7	10.3	17.2	13.8	48.3	10.3
	State	9.5	13.1	25.5	43.8	8.0	16.4	10.7	27.1	40.0	5.7
American Indian	School										
	District	18.3	20.7	26.8	28.0	6.1	22.5	30.0	12.5	33.8	1.3
	State	23.1	23.3	24.2	25.3	4.2	31.0	22.1	22.8	21.0	3.1
Two or More Races	School										
	District	14.4	16.9	23.7	36.4	8.5	17.7	19.0	24.6	28.4	10.3
	State	16.5	18.5	25.7	31.3	8.0	24.4	19.7	22.6	27.4	6.0

Grade 8 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	70.0	20.0	10.0	0.0	0.0	70.0	20.0	10.0	0.0	0.0
	District	62.1	24.9	10.0	2.9	0.0	71.0	19.9	6.6	2.5	0.1
	State	54.2	26.4	13.4	5.4	0.6	63.3	21.8	9.6	4.8	0.5
Non-IEP	School	19.3	33.3	28.1	19.3	0.0	29.8	33.3	21.1	15.8	0.0
	District	16.8	23.4	28.2	27.5	4.0	25.6	25.6	21.9	23.8	3.0
	State	11.3	19.0	27.9	34.9	6.9	17.9	20.4	25.5	31.0	5.2

LEARN Chtr - South Chicago Campus
City of Chicago SD 299
Chicago, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : K 1 2 3 4 5 6 7 8

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	0.4	88.0	11.4	0.0	0.2	0.0	0.0	89.6	9.1	8.9	6.5	25.9	96.1	492
District	10.0	37.6	46.4	3.9	0.2	0.3	1.5	83.1	17.7	11.0	4.1	34.3	93.2	382,929
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	10.7	13.9	2.1	10.8	94.0	2,028,162

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. **IEP** Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on *Serving School*.

Homeless students are who do not have permanent and adequate homes.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
School	12.7	15.7	9.8		13.2	8.9					13.0	20.0	12.3
District	10.8	11.4	10.1	5.9	15.3	8.2	8.8	7.9	10.1	11.5	10.1	15.2	11.3
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
School	84.4	School	193
District	76.9	District	179
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
School	0.0
District	18.8
State	29.5

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	24.7	23.7	16.3	284.2
State	18.7	19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	
District	
State	

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	25.5	28.5	20.7	23.0	21.7	26.5	15.5	15.5	21.0		22.0
District	16.8	17.9	17.5	17.4	18.0	17.4	16.9	15.6	15.5		18.2
State	19.1	19.8	20.3	20.8	21.4	21.3	21.3	20.6	20.6		20.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	90	60	60	50	60	60	120	60	60	30	60	60
District	89	62	60	49	59	57	119	65	62	31	58	55
State	72	60	56	35	48	50	132	89	77	30	48	49

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
	District	51.7	21.5	16.5	3.7	0.1	0.4	1.8	4.4	23.7	76.3	19,532
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	11.6	37.9	61.0
State	13.1	38.5	60.9

Some teacher/administrator data are not collected at the school level.

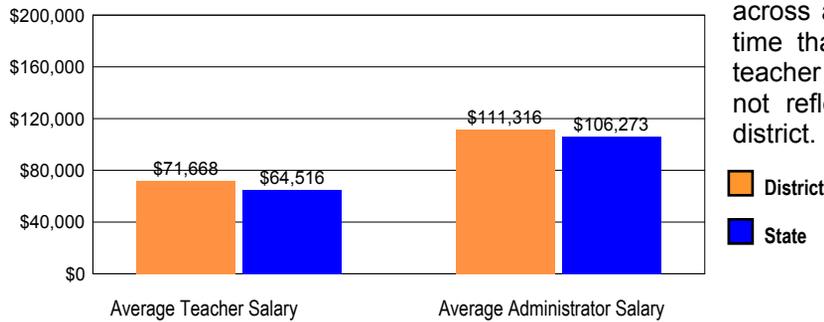
TEACHER RETENTION RATE	
School	
District	84.8
State	86.3

PRINCIPAL TURNOVER (Count)	
School	
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	0.0
District	69.0
State	75.3

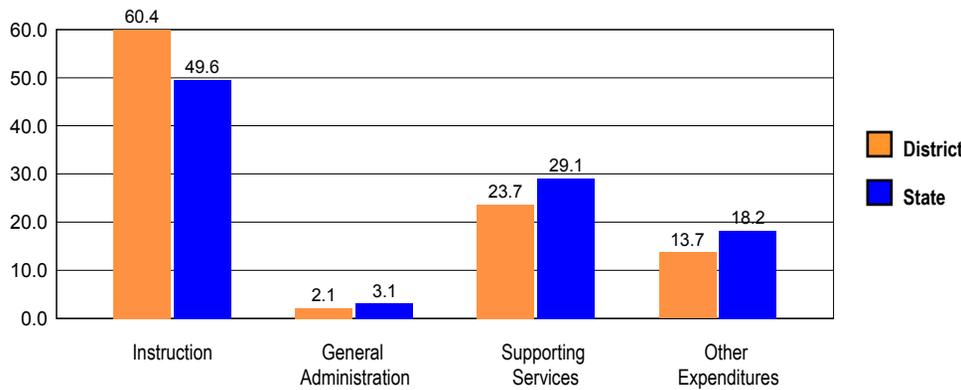
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2015-16 (Percentages)



REVENUE BY SOURCE 2015-16			
	District	District %	State %
Local Property Taxes	\$2,569,951,078	49.6	63.2
Other Local Funding	\$279,507,016	5.4	4.8
General State Aid	\$971,642,093	18.7	17.1
Other State Funding	\$568,578,025	11.0	7.1
Federal Funding	\$792,420,652	15.3	7.8
TOTAL	\$5,182,098,864		

EXPENDITURE BY FUND 2015-16			
	District	District %	State %
Education	\$5,241,107,291	86.3	73.4
Operations & Maintenance	\$0	0.0	6.2
Transportation	\$0	0.0	3.8
Debt Service	\$455,285,011	7.5	8.2
Tort	\$85,651,188	1.4	1.2
Municipal Retirement/ Social Security	\$0	0.0	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$290,831,821	4.8	4.6
TOTAL	\$6,072,875,311		

OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$184,558	3.66	\$10,427	\$14,973
State	**	**	\$7,853	\$12,973

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

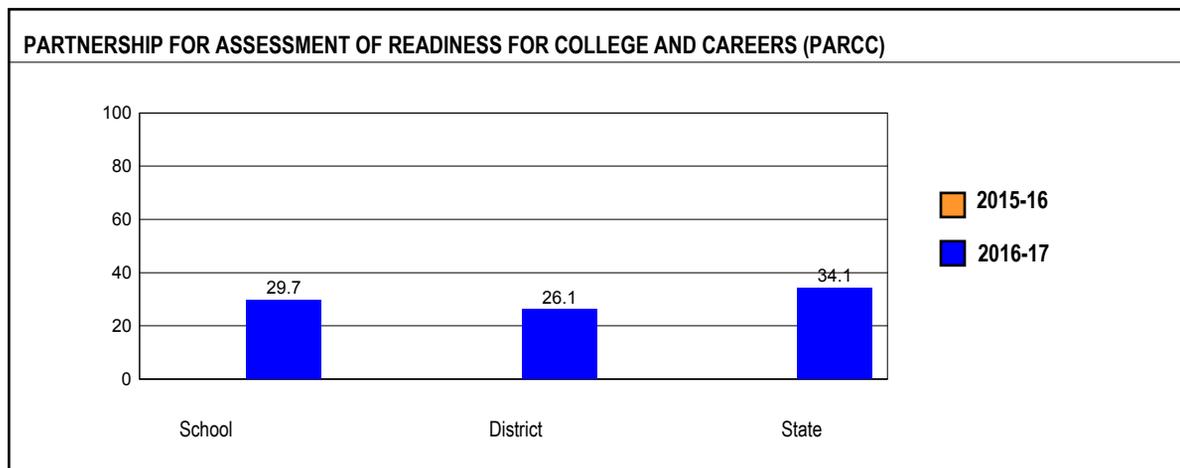
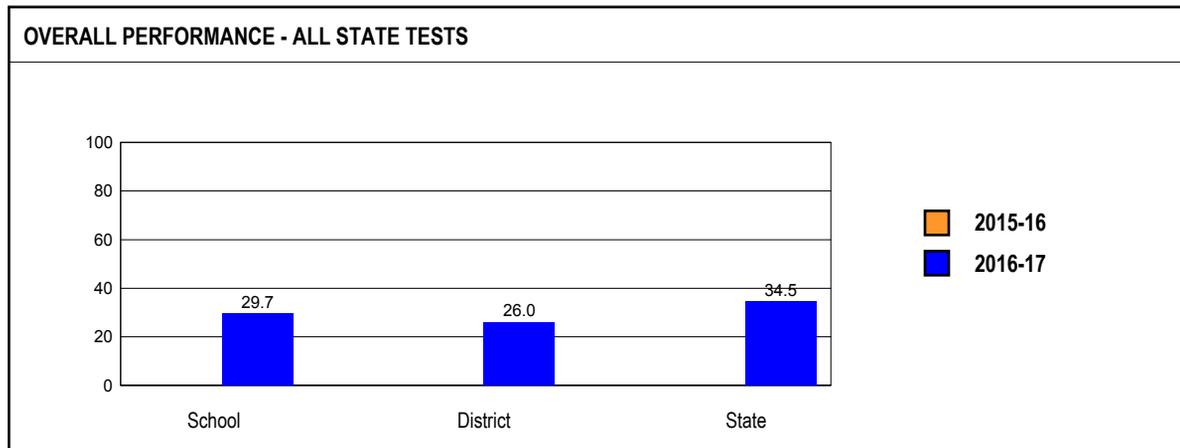
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

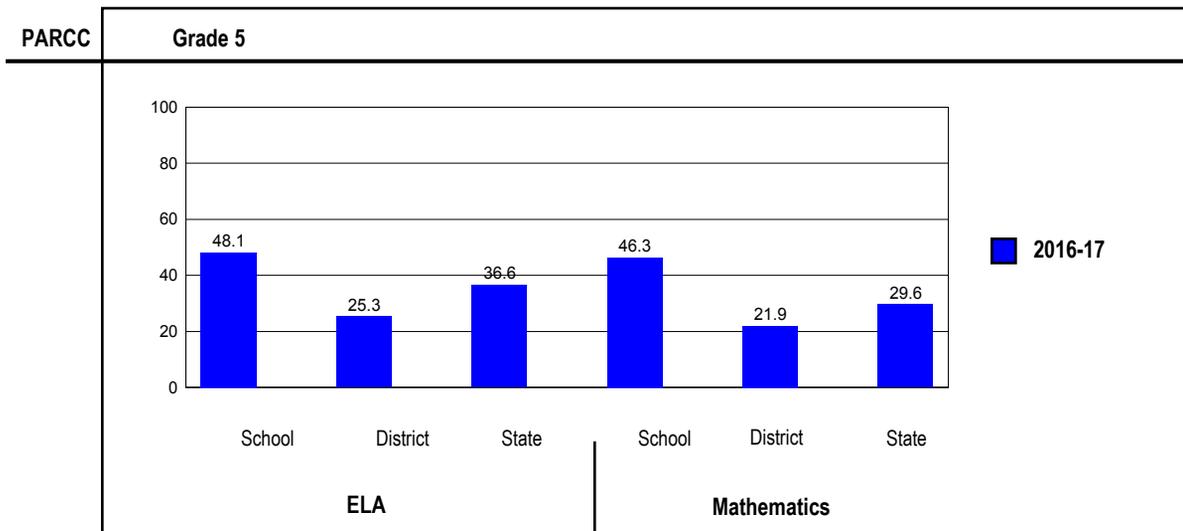
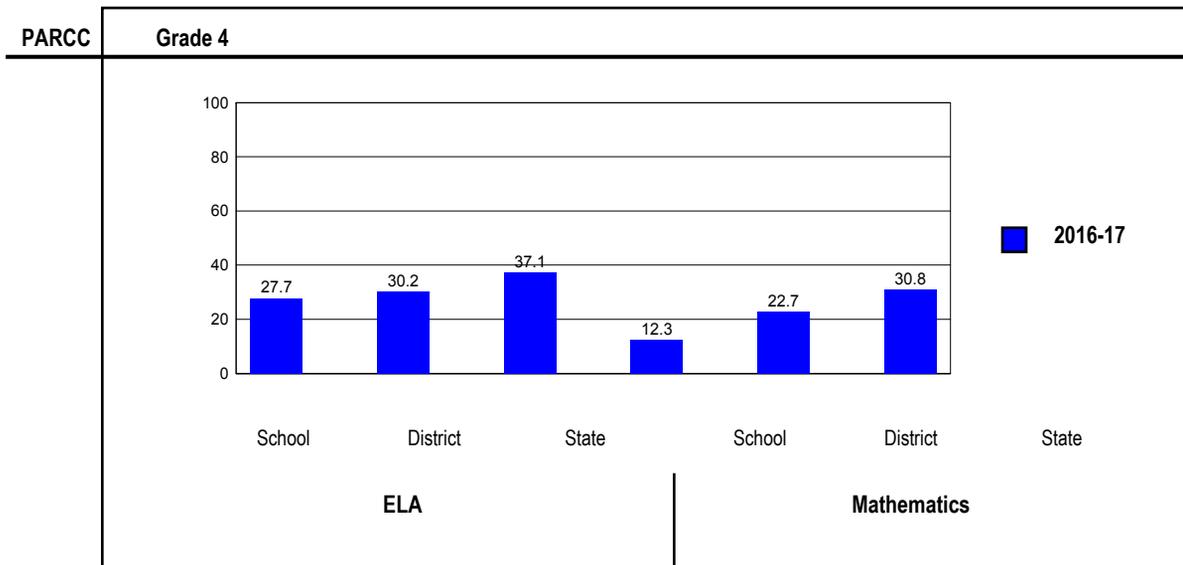
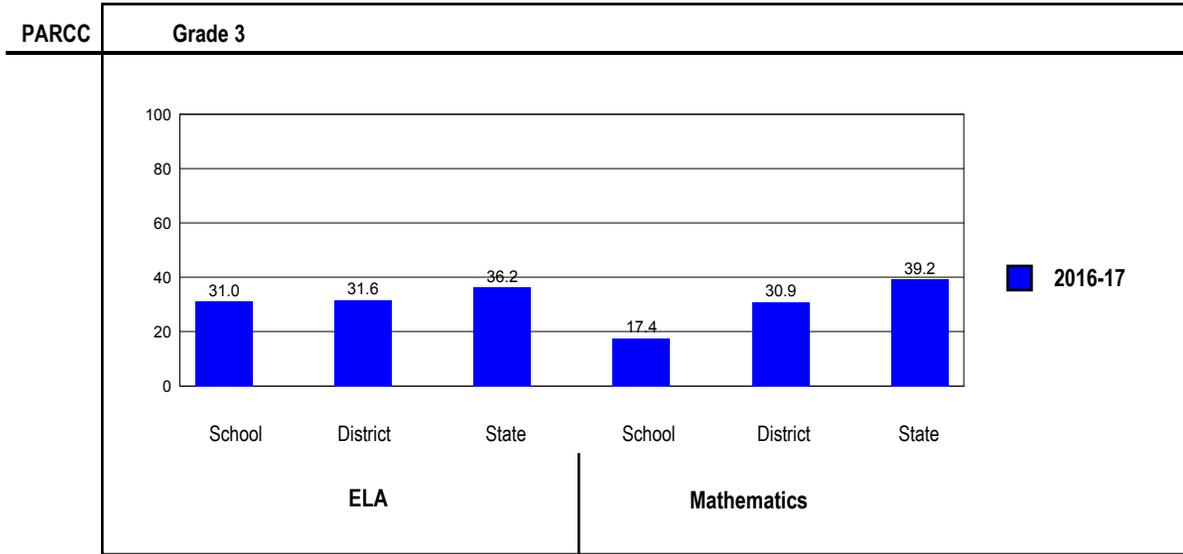
OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



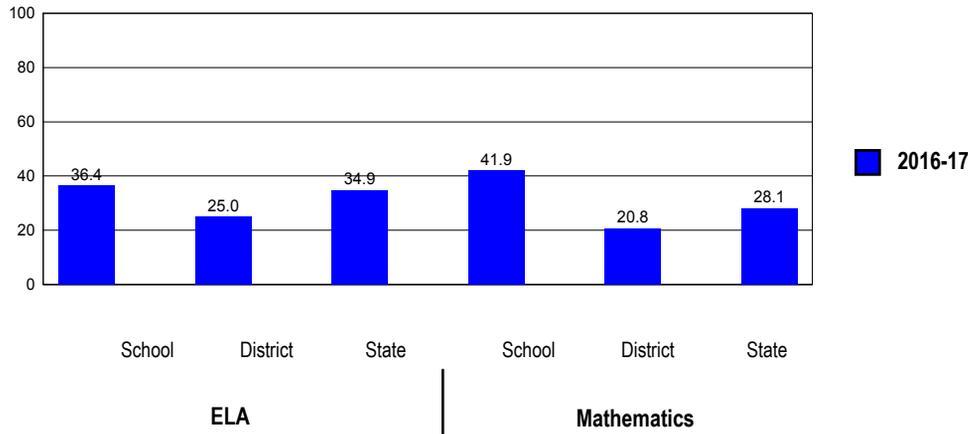
PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



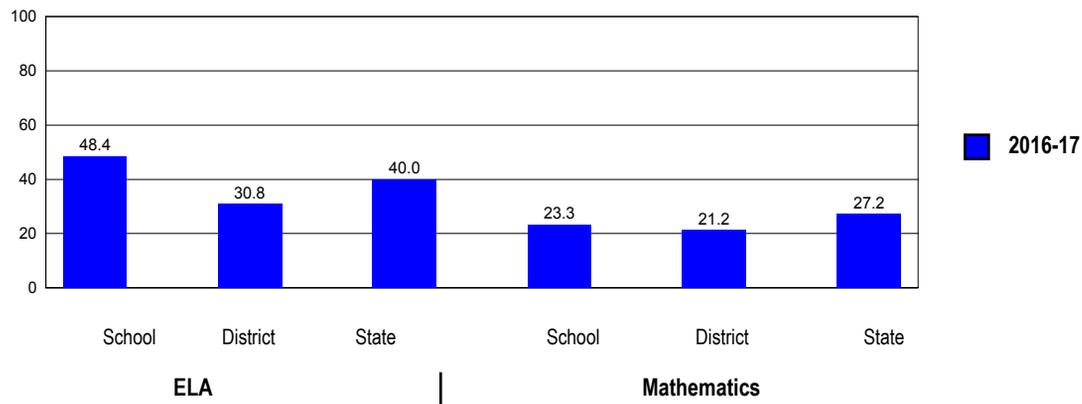
PARCC

Grade 6



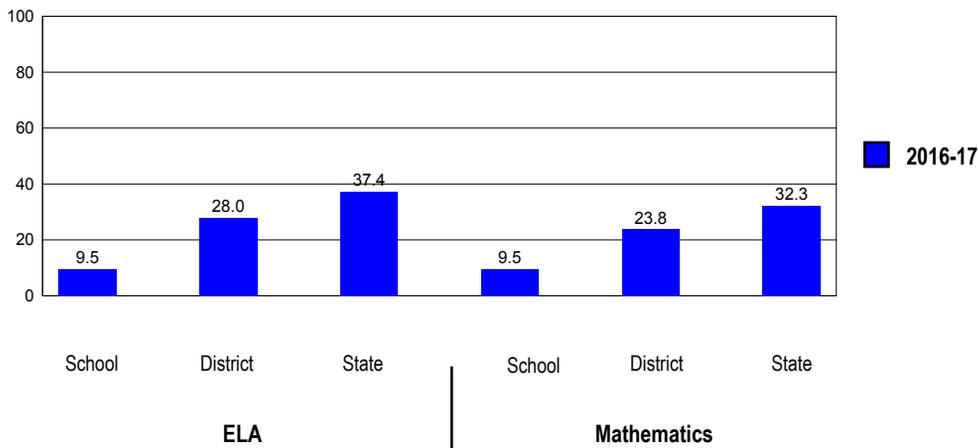
PARCC

Grade 7



PARCC

Grade 8



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	278	127	151	1	247	29	0	1	0	0	20	0	23	244
	Reading	1.1	2.4	0.0		1.2	0.0					0.0		0.0	1.2
District	*Enrollment	192,409	96,623	95,786	18,785	71,313	91,935	7,346	349	595	2,086	28,717	1	25,144	161,876
	Reading	4.3	4.4	4.2	9.2	3.9	3.4	5.1	7.7	4.4	10.4	4.5		5.7	3.6
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	274	127	147	1	243	29	0	1	0	0	19	0	23	242
	Mathematics	1.5	2.4	0.7		1.6	0.0					0.0		0.0	1.7
District	*Enrollment	192,830	96,848	95,982	18,906	71,268	92,118	7,496	351	596	2,095	29,253	1	25,127	162,219
	Mathematics	4.2	4.3	4.1	8.9	4.0	3.4	3.3	5.4	4.4	10.6	2.8		6.1	3.4
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 3

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	36.6	18.3	14.1	31.0	0.0	27.5	30.4	24.6	15.9	1.4
District	26.0	21.4	21.1	28.3	3.3	18.2	22.4	28.5	25.3	5.6
State	21.0	19.4	23.5	33.2	2.9	13.6	19.8	27.4	30.9	8.3

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	40.0	17.1	17.1	25.7	0.0	23.5	35.3	26.5	11.8	2.9
	District	29.8	22.2	20.9	25.1	2.2	19.3	21.9	28.0	25.0	5.8
	State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female	School	33.3	19.4	11.1	36.1	0.0	31.4	25.7	22.9	20.0	0.0
	District	22.2	20.6	21.3	31.5	4.4	17.0	22.9	29.0	25.6	5.5
	State	17.8	18.3	23.3	36.7	3.9	12.5	20.5	28.5	30.8	7.7

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	8.2	11.0	16.4	52.1	12.3	5.2	10.1	22.6	44.5	17.5
	District										
	State	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
Black	School	36.5	15.9	14.3	33.3	0.0	27.9	27.9	26.2	16.4	1.6
	District	33.2	24.0	20.2	21.4	1.3	26.3	26.1	27.8	17.8	2.0
	State	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
Hispanic	School										
	District	25.4	22.6	23.2	26.9	1.9	15.6	23.4	31.2	25.9	4.0
	State	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
Asian	School										
	District	9.9	10.1	17.1	48.5	14.4	5.3	8.2	19.6	41.3	25.7
	State	7.5	10.1	19.0	53.4	10.0	3.8	7.0	17.0	42.6	29.6
Native Hawaiian/Pacific Islander	School										
	District	15.1	11.3	18.9	41.5	13.2	9.4	9.4	32.1	24.5	24.5
	State	15.8	12.7	25.9	39.2	6.3	11.2	11.8	27.3	34.8	14.9
American Indian	School										
	District	20.2	18.0	29.2	27.0	5.6	12.4	28.1	29.2	23.6	6.7
	State	33.1	25.6	21.1	19.5	0.8	18.5	25.1	32.3	20.9	3.2
Two or More Races	School										
	District	12.0	11.0	17.5	48.9	10.7	5.8	15.5	24.5	35.2	19.0
	State	18.7	17.7	24.4	35.3	4.0	13.1	18.8	26.0	31.8	10.3

Grade 3 - Limited-English-Proficient

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	30.0	20.0	20.0	30.0	0.0	20.0	30.0	20.0	30.0	0.0
District	29.6	24.7	22.3	22.3	1.0	17.5	24.6	30.8	23.8	3.2
State	33.4	25.0	21.8	18.9	0.8	19.1	25.5	28.9	22.9	3.5

Grade 3 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	39.1	15.6	15.6	29.7	0.0	28.6	28.6	25.4	15.9	1.6
	District	29.5	23.3	21.7	24.0	1.5	20.6	24.6	29.4	22.1	3.3
	State	30.5	23.9	22.9	21.7	1.0	20.2	25.9	29.1	21.8	2.9
Not Eligible	School										
	District	6.4	10.4	17.6	52.3	13.2	4.4	10.1	23.3	43.4	18.8
	State	9.6	14.0	24.1	47.0	5.3	5.7	12.6	25.3	41.7	14.8

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	15.4	27.7	29.2	24.6	3.1	23.1	32.3	32.3	12.3	0.0
District	17.0	23.1	29.7	25.5	4.7	21.8	28.7	26.8	20.3	2.4
State	14.2	20.4	28.3	31.1	5.9	15.7	25.3	28.2	27.6	3.2

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	19.4	29.0	29.0	22.6	0.0	25.0	37.5	21.9	15.6	0.0
	District	20.8	24.8	28.3	22.7	3.4	23.0	28.5	26.0	20.1	2.3
	State	17.1	22.0	28.2	28.4	4.2	16.5	24.6	27.3	28.2	3.3
Female	School	11.8	26.5	29.4	26.5	5.9	21.2	27.3	42.4	9.1	0.0
	District	13.1	21.4	31.1	28.4	6.0	20.5	29.0	27.5	20.5	2.5
	State	11.1	18.8	28.4	34.0	7.7	14.8	26.0	29.2	26.9	3.1

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	5.2	10.2	21.9	45.4	17.3	7.1	14.6	27.3	42.4	8.6
	State	8.2	15.8	28.4	39.6	8.1	8.7	19.7	30.6	37.0	4.0
Black	School	16.1	25.0	32.1	23.2	3.6	21.4	32.1	32.1	14.3	0.0
	District	22.7	27.7	29.8	18.1	1.7	30.0	32.2	25.1	12.2	0.5
	State	25.5	28.2	27.7	17.1	1.5	30.7	33.7	23.7	11.4	0.5
Hispanic	School										
	District	16.2	23.5	32.1	25.3	2.9	20.3	30.6	28.1	19.6	1.4
	State	19.2	25.7	30.1	22.5	2.5	20.5	32.6	28.2	17.7	1.1
Asian	School										
	District	6.0	10.5	21.0	42.8	19.7	5.4	13.7	23.9	42.4	14.6
	State	4.7	8.7	20.4	46.7	19.5	4.0	10.0	20.7	49.1	16.1
Native Hawaiian/Pacific Islander	School										
	District	3.4	12.1	17.2	41.4	25.9	6.9	12.1	29.3	36.2	15.5
	State	10.4	14.6	22.0	39.6	13.4	11.0	16.5	31.1	32.3	9.1
American Indian	School										
	District	15.6	22.2	32.2	23.3	6.7	20.0	30.0	24.4	23.3	2.2
	State	22.4	24.8	29.0	21.7	2.1	19.8	32.0	32.1	15.2	0.8
Two or More Races	School										
	District	5.8	12.6	21.9	44.2	15.5	9.7	16.9	27.3	38.8	7.2
	State	13.0	19.1	27.5	33.3	7.1	14.6	24.3	28.6	28.9	3.6

Grade 4 - Economically Disadvantaged

Levels	Reading					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	15.8	29.8	29.8	21.1	3.5	24.6	33.3	29.8	12.3	0.0
	District	19.3	25.5	31.2	21.7	2.2	24.6	31.1	26.7	16.5	1.2
	State	21.2	26.7	29.6	20.6	1.9	23.6	32.5	27.2	15.9	0.9
Not Eligible	School										
	District	3.9	9.4	21.7	46.6	18.3	6.2	15.5	27.4	41.6	9.2
	State	6.1	13.2	26.9	43.3	10.6	6.6	17.0	29.4	41.0	5.9

Grade 6**Grade 6 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	6.1	21.2	36.4	36.4	0.0	6.5	32.3	19.4	38.7	3.2
District	16.7	28.9	29.5	22.4	2.6	21.7	30.9	26.6	18.3	2.5
State	11.8	23.3	30.1	30.7	4.2	16.1	26.2	29.6	24.2	3.9

Grade 6 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	11.8	35.3	29.4	23.5	0.0	5.9	35.3	23.5	29.4	5.9
	District	21.6	32.1	27.7	17.0	1.6	24.1	31.4	25.2	16.8	2.4
	State	15.4	27.0	30.0	25.2	2.5	18.1	26.5	28.0	23.5	4.0
Female	School	0.0	6.3	43.8	50.0	0.0	7.1	28.6	14.3	50.0	0.0
	District	11.5	25.6	31.3	27.9	3.6	19.2	30.3	28.1	19.8	2.6
	State	7.9	19.4	30.2	36.5	6.0	14.1	25.9	31.2	24.9	3.9

Grade 6 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	5.3	12.6	24.3	46.8	10.9	7.0	15.0	24.6	42.8	10.6
	State	6.9	17.5	30.9	39.1	5.6	9.5	21.1	32.5	32.0	4.9
Black	School	6.3	21.9	37.5	34.4	0.0	6.7	33.3	20.0	36.7	3.3
	District	21.9	34.4	28.7	14.2	0.8	29.0	36.2	24.3	9.8	0.6
	State	22.8	34.1	27.9	14.4	0.8	32.1	36.1	22.7	8.6	0.5
Hispanic	School										
	District	15.9	29.7	31.3	21.8	1.4	20.5	31.8	29.3	17.2	1.2
	State	15.4	29.9	31.5	21.7	1.5	20.7	32.3	30.0	15.8	1.1
Asian	School										
	District	7.5	12.4	25.7	42.3	12.2	7.2	13.3	21.4	43.5	14.6
	State	3.7	8.7	21.6	50.7	15.2	4.2	9.5	21.9	44.8	19.5
Native Hawaiian/Pacific Islander	School										
	District	4.7	7.8	31.3	45.3	10.9	4.6	15.4	15.4	50.8	13.8
	State	8.5	12.1	32.7	38.8	7.9	7.8	22.8	24.6	37.1	7.8
American Indian	School										
	District	15.4	18.5	44.6	20.0	1.5	18.2	27.3	30.3	21.2	3.0
	State	20.6	25.6	31.4	20.3	2.1	21.0	31.8	28.9	16.4	1.9
Two or More Races	School										
	District	10.3	16.8	27.6	37.1	8.2	12.9	24.1	22.4	31.5	9.1
	State	10.8	23.0	29.5	31.6	5.2	16.1	25.9	28.7	23.6	5.7

Grade 6 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	6.7	20.0	36.7	36.7	0.0	7.1	32.1	17.9	39.3	3.6
	District	18.8	31.8	30.1	18.2	1.2	24.3	33.6	26.5	14.6	1.0
	State	17.9	31.3	30.5	19.1	1.3	24.4	33.9	27.6	13.3	0.9
Not Eligible	School	5.1	13.0	26.1	45.5	10.4	7.2	16.0	27.4	38.7	10.8
	District										
	State	5.3	14.8	29.6	43.0	7.3	7.4	18.0	31.6	35.8	7.2

Grade 7**Grade 7 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	12.9	6.5	32.3	48.4	0.0	10.0	30.0	36.7	23.3	0.0
District	20.7	21.7	26.7	23.6	7.2	13.3	33.5	32.0	19.1	2.1
State	15.4	18.4	26.2	29.8	10.2	11.4	27.1	34.2	24.0	3.2

Grade 7 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	40.0	0.0	30.0	30.0	0.0	20.0	40.0	20.0	20.0	0.0
	District	27.2	24.1	25.2	19.1	4.4	15.0	34.7	30.5	17.7	2.1
	State	20.5	21.4	26.5	25.2	6.3	12.8	27.8	32.7	23.3	3.4
Female	School	0.0	9.5	33.3	57.1	0.0	5.0	25.0	45.0	25.0	0.0
	District	14.2	19.4	28.2	28.1	10.1	11.6	32.3	33.5	20.6	2.0
	State	10.0	15.2	25.9	34.7	14.2	10.0	26.4	35.8	24.8	3.0

Grade 7 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School										
	District	6.8	8.6	19.9	39.8	24.8	4.5	15.1	28.0	43.2	9.2
	State	9.4	14.5	26.3	36.5	13.3	7.0	20.8	36.9	31.4	3.9
Black	School	7.4	3.7	33.3	55.6	0.0	11.5	23.1	38.5	26.9	0.0
	District	26.8	26.8	27.3	16.5	2.6	17.7	41.5	30.2	10.3	0.3
	State	28.7	26.5	25.5	16.5	2.8	22.6	40.7	28.0	8.5	0.3
Hispanic	School										
	District	20.0	21.7	28.4	24.4	5.6	12.5	33.1	35.0	18.6	0.9
	State	20.4	22.7	28.2	23.6	5.1	14.5	33.9	34.9	15.8	0.9
Asian	School										
	District	8.6	8.1	17.2	38.7	27.3	4.8	12.0	22.4	45.6	15.2
	State	5.3	7.5	18.1	39.3	29.8	3.4	9.8	24.9	44.5	17.3
Native Hawaiian/Pacific Islander	School										
	District	10.0	16.7	30.0	23.3	20.0	11.1	25.0	30.6	27.8	5.6
	State	8.4	12.1	26.2	35.5	17.8	9.6	14.8	40.0	33.9	1.7
American Indian	School										
	District	22.5	13.8	30.0	22.5	11.3	13.8	28.8	28.8	26.3	2.5
	State	22.3	22.3	27.1	22.1	6.3	15.9	31.9	32.8	18.0	1.5
Two or More Races	School										
	District	9.8	11.7	20.5	39.4	18.6	8.5	20.7	24.1	40.0	6.7
	State	14.2	18.4	26.0	30.5	10.9	11.2	28.4	32.0	24.7	3.8

Grade 7 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	15.4	7.7	34.6	42.3	0.0	7.7	34.6	34.6	23.1	0.0
	District	23.2	23.7	27.6	20.7	4.7	14.8	36.5	32.3	15.3	1.1
	State	23.4	24.2	27.5	20.8	4.1	17.4	36.2	32.7	13.0	0.7
Not Eligible	School										
	District	6.6	10.5	21.8	39.7	21.3	4.9	16.7	30.2	40.5	7.7
	State	7.4	12.5	25.0	38.8	16.3	5.5	18.0	35.6	35.1	5.7

Appendix C:
Suspension and Expulsion Data
(3 Years)

2016-2017	Students with 1 or more days of out-of-school suspensions		Students with 10 or more days of out-of-school suspensions		Students with disabilities with 1 or more days of out-of-school suspensions		Expulsions	
	#	%	#	%	#	%	#	%
School	#	%	#	%	#	%	#	%
LEARN 10	3	3.19%	0	0.00%	2	2.13%	0	0.00%
LEARN 6 North Chicago	23	4.69%	0	0.00%	6	1.22%	0	0.00%
LEARN 7	42	11.67%	0	0.00%	11	3.06%	0	0.00%
LEARN 9	8	2.44%	0	0.00%	1	0.30%	0	0.00%
LEARN Butler	28	4.90%	0	0.00%	5	0.87%	0	0.00%
LEARN Campbell	30	6.83%	2	0.46%	1	0.23%	0	0.00%
LEARN Excel	45	9.98%	0	0.00%	6	1.33%	0	0.00%
LEARN Hunter Perkins	49	9.86%	2	0.40%	8	1.61%	0	0.00%
LEARN Middle	89	30.58%	0	0.00%	18	6.19%	0	0.00%
LEARN South Chicago	41	8.32%	2	0.41%	6	1.22%	0	0.00%

2015-2016	Students with 1 or more days of out-of-school suspensions		Students with 10 or more days of out-of-school suspensions		Students with disabilities with 1 or more days of out-of-school suspensions		Expulsions	
	#	%	#	%	#	%	#	%
School	#	%	#	%	#	%	#	%
LEARN 10	0	0%	0	0%	0	0%	0	0.00%
LEARN 6 North Chicago	29	5.85%	1	0.20%	1	0.20%	0	0.00%
LEARN 7	39	11.05%	1	0.28%	8	2.27%	0	0.00%
LEARN 9	8	4.37%	1	0.55%	1	0.55%	0	0.00%
LEARN Butler	109	19.60%	5	0.90%	13	2.34%	0	0.00%
LEARN Campbell	36	7.95%	0	0.00%	4	0.88%	0	0.00%
LEARN Excel	80	18.35%	0	0.00%	7	1.61%	0	0.00%
LEARN Hunter Perkins	48	9.70%	2	0.40%	5	1.01%	2	0.40%
LEARN Middle	79	32.64%	3	1.24%	17	7.02%	0	0.00%
LEARN South Chicago	40	8.05%	1	0.20%	5	1.01%	0	0.00%

8	Students with 1 or more days of out-of-school suspensions		Students with 10 or more days of out-of-school suspensions		Students with disabilities with 1 or more days of out-of-school suspensions		Expul
	#	%	#	%	#	%	
	8	5.00%	0	0%	1	0%	0
North	35	7.20%	1	0.20%	6	0%	0
	19	6.00%	1	0.30%	4	11.10%	0
	11	2.80%	0	0%	0	0%	0
ntler	52	8.90%	3	0.50%	12	20.70%	2
mpbell	36	9.00%	1	0.20%	5	16.10%	0
rcel	17	3.80%	5	1.10%	0	0%	0
unter	54	10.70%	5	1.00%	7	14.60%	0
iddle	68	22.20%	3	1.00%	14	28.00%	1
uth	52	11.50%	5	1.10%	6	14.30%	0

Appendix D: Job Descriptions

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Academic Interventionist	FLSA Status:	Exempt
Reports To:	Principal	EEO Status:	
Department:	Classroom Staff	Effective Date:	8/21/18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Academic Interventionist provides ongoing targeted educational support to identified students to improve their academic achievement.

KEY RESPONSIBILITIES/OUTCOMES <i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
<ul style="list-style-type: none"> • Evaluates the academic gaps of individual students in relation to applicable grade or class curricula or expected grade attainment; carries out ongoing assessment of reading and/or math needs during period student is assigned to intervention. • Pulls out into separate small group or assists identified students in-class with supplementary instruction and diversified strategies and activities specifically designed for that student • Works closely with the lead teachers, collecting data, and providing regular feedback to the teacher and school administration on academic progress made by assigned students. • Provide home/school connections for parents of assigned students and coordinates parent workshops 	100%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. 5+ years of successful teaching experience/ proven ability to drive results
2. Experience with balanced literacy (specifically KIPP Wheatley or other selected LEARN curricula preferred)
3. Experience in developing and providing staff professional development for adults
4. Ability to evaluate and improve processes and exchange information to support learning
5. Ability to work with minimal supervision
6. Demonstrates effective communication skills at all levels of students
7. Ability to seek out resources to support teachers and targeted student needs
8. Able to work with staff, parents and students in a collaborative manner

Knowledge, Skills, Abilities and Personal Characteristics

1. Experience with Microsoft Office and Google applications, databases, and intranet and internet usage.
2. Strong written and verbal skills
3. Professional demeanor
4. Ability to express self effectively and concisely, both orally and in writing
5. Ability to prioritize and manage multiple projects, adhering to strict timelines and reporting requirements

Job Description
Job Title: Academic Interventionist

6. Detail oriented and highly organized
7. Ability to defuse situation and understand the concerns of others
8. High degree of initiative and independent judgment
9. Ability to tactfully and effectively deal with public and staff in a personable and professional manner
10. Maintains a high level of energy and a consistent positive attitude

PHYSICAL DEMANDS/TRAVEL

Caring for children can be physically demanding. The Academic Interventionist may be lifting and carrying children and equipment, and may spend time sitting on the floor or child sized furniture. Requires the ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files. Physical demands require the ability to stand, bend, reach high and low, stoop, walk around the classroom and kneel upwards of 60% of the day. In addition walking up and down stairs several times a day.

WORKING CONDITIONS

Academic Interventionist will be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once, and the Interventionist will have to supervise all children at all times. Majority of work will be performed in a general office/school environment. Also requires participation and attendance at organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status).

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Assistant Principal – Washington D.C.	FLSA Status:	Exempt
Reports To:	Principal LEARN D.C.	EEO Status:	
Department:	School Leadership	Effective Date:	8.21.18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Assistant Principal's (AP) primary job responsibility is the supervision, discipline, and monitoring of students. The AP, under the direction of the Principal, implements and enforces school policies, administrative rules and regulations.

KEY RESPONSIBILITIES/OUTCOMES <i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
Student and Classroom Management <ul style="list-style-type: none"> ● Assist in the development and implementation of all assessments and instructional programs for students. ● Guide setup and organization of class rooms, and create all master schedules for student and teacher assignment; direct procurement and deployment of curriculum materials and supports by grade and class. ● With the Principal, develop and administer guidelines for student conduct and disciplinary procedures and incentives. ● Oversee student arrivals, dismissals and other transitions. ● Assist in planning and supervising extracurricular activities 	40%
Instructional Support <ul style="list-style-type: none"> ● Observe, evaluate and coach assigned teachers and other staff members. ● Lead professional development sessions as required. ● Assist in creating an appropriate learning and teaching environment (e.g., provide concrete strategies to incorporate positive reinforcement, or support Multi-Tiered Support Systems) 	40%
School Operations <ul style="list-style-type: none"> ● Recruit, hire, and conduct orientation of assigned teaching and other staff. ● Be proactive in solving conflicts, concerns and problems; anticipate potential problems for families or students and plan accordingly 	15%
Perform other job related duties as assigned	5%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. 2+ years experience in an Assistant Principal role or 3 to 5 years as a Master Teacher driving instruction
2. Lives LEARN’s Core values
3. 4. Knowledge of laws, regulations and policies governing education in Illinois.
5. Knowledge of curriculum and instructional programs at the elementary school level

Job Description
Job Title: Assistant Principal

6. Skills to work with teachers, parents, community members and Board Members
7. Ability to communicate effectively orally and in written form
8. Ability to prioritize and organize. Ability to analyze data in the decision making process to drive instruction

Knowledge, Skills, Abilities and Personal Characteristics

1. High degree of integrity and ethics.
2. Well-developed analytical and problem solving abilities.
3. Maintains a high level of energy and a consistent positive attitude.
4. Ability to express themselves effectively and concisely, both orally and in writing.
5. Demonstrated leadership and management ability.
6. Experience in development and implementation of policies and procedures.
7. Advanced skills with Microsoft Office and Google applications and other software.
8. Customer Service orientated, highly customer focused with both internal and external customers
9. Team building and supervisory skills; organizational and staff development skills.
10. Ability to prioritize and manage multiple projects, adhering to strict timelines.
11. Demonstrated ability to be cooperative and assist co-worker to accomplish organizational goals
12. High degree of initiative and independent judgment.
13. Ability to tactfully and effectively deal with public and staff in a personable and professional manner.

PREFERRED QUALIFICATIONS

1. Interested and ability to become a principal in 1-2 years
2. Master's degree
3. Ability to evaluate and improve processes

PHYSICAL DEMANDS/TRAVEL

Nature of work requires an ability to operate standard business office equipment. Requires ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files. Physical demands require the ability to stand, bend, reach high and low, stoop, walk around the classroom and kneel. In addition, walking up and down stairs several times a day will often be necessary.

WORKING CONDITIONS

Majority of work performed in a general office environment. Position requires availability for extended hours plus non-traditional hours required to perform job duties. Also requires participation and attendance at organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status).

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Business Manager – Washington DC	FLSA Status:	Exempt
Reports To:	Director of Operations	EEO Status:	
Department:	Operations	Effective Date:	8/22/18
		Prior Date:	New

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Business Manager is responsible for the back office operations of LEARN DC, including but not limited to, fiscal services, reporting requirements, enrollment, and support of purchasing.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<ul style="list-style-type: none"> • Finance & Purchasing: Responsible for procurement, cash receipts, deposits, effective implementation of financial policies, and assistance to LEARN DC leadership with budget management. • With Network Financial managers, manage compliance with all local, district, state and federal laws and regulations, related to business matters for LEARN DC such as lease reporting, tax filings, etc.) • Perform all necessary financial reporting and operational accounting including closing the books and consolidated reporting with LEARN Network. • Assist Principal and Director of Operations to manage annual and long-term budgets • Team Development & Management: Sets goals with the Washington, DC operations team and supports team toward achieving goals through regular check-ins and the implementation of LEARN’s oprational management systems 	70%
<ul style="list-style-type: none"> • Student Information & Reporting: Coordinates with LEARN’s Network Team with regard to all data analysis and reporting; and ensures confidentiality and security of files and all information pertaining to students, parents, staff, and community • Student Recruitment & Enrollment: Manages the enrollment cycle data reporting at the school site, including student recruitment, lottery management, waitlist management, and parent/student orientations statistics 	25%
Special projects as assigned	5%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Bachelor’s degree required
2. Experience managing charter school systems preferred, but not required
3. Proven successful experience in complex bookkeeping or financial accounting for mid-size organization
4. Demonstrated ability to think strategically, anticipating future outcomes and events, then incorporate them into thoughtful solutions

Job Description
Job Title: Business Manager - Washington DC 2018.docx

5. Ability to manage multiple projects simultaneously, adjust priorities and work autonomously

Knowledge, Skills, Abilities and Personal Characteristics

1. High degree of integrity and ethics.
2. Well-developed analytical and problem solving abilities.
3. Maintains a high level of energy and a consistent positive attitude.
4. Ability to express self effectively and concisely, both orally and in writing.
5. Demonstrated leadership and management ability.
6. Experience in development and implementation of policies and procedures.
7. Advanced skills with Microsoft Office and Google applications and other software.
8. Customer Service orientated, highly customer focused with both internal and external customers
9. Team building and supervisory skills; organizational and staff development skills.
10. Ability to prioritize and manage multiple projects, adhering to strict timelines.
11. Demonstrated ability to be cooperative and assist co-worker to accomplish organizational goals
12. High degree of initiative and independent judgment.
13. Ability to tactfully and effectively deal with public and staff in a personable and professional manner.

PREFERRED QUALIFICATIONS

1. Three (3) years related experience in fiscal services, administration, or accounting.

PHYSICAL DEMANDS/TRAVEL

Nature of work requires an ability to operate standard business office equipment. Requires ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files.

WORKING CONDITIONS

Majority of work performed in a general office environment. Position requires availability for extended hours plus non-traditional hours required to perform job duties.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status).

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Classroom Teacher (Lead Teacher)	FLSA Status:	Exempt
Reports To:	Principal	EEO Status:	
Department:	Classroom Staff	Effective Date:	7.26.18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Classroom Teacher will be responsible for daily operations for his or her classroom, providing high quality instruction to all students and leading the tone of the classroom culture and tone.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	
<ul style="list-style-type: none"> • Able to effectively implement instructional programs and strategic interventions that drive results. • Implements instructional activities that follow curricular guidelines and frameworks. • Understands how to use data to improve instruction and improve student achievement • Differentiates instruction to meet the needs of students with various academic and social needs • Provides a positive learning environment that promotes thinking; the classroom environment is supportive and community-based. • Demonstrates effective classroom management skills that contribute to a positive learning environment 	70%
<ul style="list-style-type: none"> • Collaborates with peers to enhance the instructional environment and meet school-wide goals • Maintains a professional working relationship with parents • The teacher is also required to cultivate and maintain ongoing relationships with student’s families, staff, and other members of the community 	25%
<ul style="list-style-type: none"> • Performs other duties and responsibilities as assigned by the Principal 	5%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. 1 year of teaching experience required; 3+ preferred
2. Demonstrated track record of delivering gains in student academic achievement
3. Demonstrated record of living LEARN’s Core Values
4. Has evidence of strong classroom management. If applicant is within the network, the network Director of Teaching and Learning will observe the teacher and provide input to the principal about the applicant’s overall ability to serve as an instructional coach.

Knowledge, Skills, Abilities and Personal Characteristics

Job Description

1. Experience with Microsoft Office and Google applications, databases, and intranet and internet usage
2. Strong written and verbal skills
3. Professional demeanor
4. Ability to express self effectively and concisely, both orally and in writing
5. Experience in development and implementation procedures.
6. Ability to prioritize and manage multiple projects, adhering to strict timelines
7. Creative
8. Comfortable interacting with students and families
9. High degree of initiative and independent judgment
10. Ability to tactfully and effectively deal with families, students and staff in a personable and professional manner
11. Maintains a high level of energy and a consistent positive attitude

PHYSICAL DEMANDS/TRAVEL

Physical demands require the ability to stand, bend, reach high and low, stoop, walk around the classroom and kneel upwards of 60% of the day. In addition, ability for walking up and down stairs several times a day. Must be able to lift 30-40 pounds for short periods of time.

WORKING CONDITIONS

May be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once. Majority of work performed in a general office environment. Position requires availability for extended hours plus non-traditional hours required to perform job duties. Also requires participation and attendance at organization sponsored events and meetings.

ESSENTIAL FUNCTIONS/COMPETENCIES

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

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LEARN Charter School Network JOB DESCRIPTION

Job Title: Custodian	FLSA Status: Non-Exempt
Reports To: Director of School Operations or Facilities Manager	EEO Status:
Department: Operations	Effective Date: 8/22/18
	Prior Date:

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Custodian is responsible for facilities' cleaning and system maintenance.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<ul style="list-style-type: none"> • Cleaning Functions- Ensure that the campus is kept in pristine condition: <ul style="list-style-type: none"> ○ Sweep, mop, vacuum, scrub, and refinish floors; clean, dust and polish furniture; wash windows and walls; clean restrooms; dispose of trash, change light bulbs, etc.; make certain all areas of the building are kept in a clean, sanitary and orderly condition according to industry and/or district standards. ○ Pick up litter within the schools and on school grounds. Assure safety during inclement weather to including shoveling, salting, providing slip protection on wet floors, securing against wind damage, snow removal from roofs, remove debris from down spouts when clogged, etc. ○ Applies cleaning chemicals according to established safety procedures. ○ Performs minor painting to walls, rails, playgrounds and other areas of the school. • Keeps all equipment in a good state of repair and cleanliness. Initiate maintenance service requests according to Network procedures. • Secures equipment and supplies and protects against loss, theft, or abuse. • Periodically inspects, or otherwise maintains awareness of, facility and equipment to detect and prevent injuries or damage. • Secures school building to insure proper building security at all times. Lock, secure and clock out of the building at end of the day. 	90%
<ul style="list-style-type: none"> • Performs other duties as assigned and outlined. 	10%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Must have High School diploma or equivalent.
2. Meticulous about cleanliness standards and takes full ownership of building appearance.
3. Experienced in building/facility operations, understanding of janitorial, maintenance, and construction efforts. Adheres to safety measures for cleaning, lifting, moving, and operating equipment.
4. Demonstrated experience performing minor repair and maintenance work
5. Must be extremely service-oriented, proactive, and pay strong attention to detail.
6. Must uphold a high standard of service and expectations.

Job Description
Job Title: Custodian

Knowledge, Skills, Abilities and Personal Characteristics

1. Good organizational, verbal and written communication skills.
2. Professional demeanor and dress required.
3. Experience in developing and implementing procedures.
4. Ability to multi-task and manage competing priorities and a diverse workload, while achieving results in a fast-paced, deadline-driven environment.
5. Good degree of initiative and independent judgment.
6. Maintains a high level of energy and a consistent positive attitude.

PREFERRED QUALIFICATIONS

Training on maintenance, intrusion alarms, automatic fire alarm/sprinkler systems, mechanicals, electric, HVAC, and other school facility systems.

PHYSICAL DEMANDS/TRAVEL

Nature of work requires an ability to operate standard business office equipment and some machinery. Ability to work using ladders, spend most of the work-day standing, lifting, and walking. Ability to lift up to 60 pounds and move heavier materials using appropriate equipment. Requires ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files.

WORKING CONDITIONS

Majority of work performed in a school environment. Position requires availability for extended hours plus non-traditional hours required to perform job duties. Also requires participation and attendance at organization sponsored events and meetings. While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status).

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Director of Operations Washington D.C.	FLSA Status:	Exempt
Reports To:	Executive Director Washington D.C.		
Department:	Office of the Executive Director	Last Revision:	8.1.18
		Effective Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Director of Operations Washington D.C. will manage the operational domain of the Washington D.C. LEARN organization, including facilities buildout and management, student enrollment support, campus technology, and coordination of operational services provided through LEARN’s Charter Management Organization (CMO).

ESSENTIAL RESPONSIBILITIES	% TIME SPENT
<p>Facilities Operations (includes Security, Food and Transportation)</p> <ul style="list-style-type: none"> • Oversee space and site planning, acquisition, and construction management for build-out of new or expansion real estate facilities for LEARN Washington D.C. • Direct maintenance of facilities that are clean, organized, and well-maintained; establish and implement preventive and scheduled maintenance plans; overseeing space reconfigurations to accommodate building population shifts. • Plan and direct procurement, maintenance and replacement of classroom furniture, furnishings and major supplies of student materials; coordinating as applicable with LEARN CMO for economies of scale and standardization of LEARN brand. • Find and select service and equipment providers. Negotiate and enforce costs, terms and conditions with suppliers. Conduct requests for proposals (RFPs) as needed. • Manage site relationships and any lease, real estate fulfillment obligations by school district or military base authorities. 	40%
<p>Campus Support</p> <ul style="list-style-type: none"> • Directly and indirectly manage all site-based operations staffs of such as IT technical support, building engineers, security officers, facility custodians, and office management. Covers all vendor-leased staff. • Oversee and optimize processes and operations of campus technology infrastructure. • Oversee local onboarding and off-boarding of staff including building/room access key(s), security badging. • Direct campus activities such as safety drills, pick-up and drop-off, school outings and other campus-wide teacher, parent or student events. 	30%
<p>Business Management & Compliance</p> <ul style="list-style-type: none"> • With LEARN CMO Leadership Team and LEARN D.C. Executive Director, create and manage annual operating budgets including staffing plans. Coordinate procurement invoicing, general ledger accounting and expense reporting with LEARN CMO financial systems. 	30%

Job Description
Job Title: Director of Operations

<ul style="list-style-type: none"> • Direct student enrollment and attendance data collection and reporting. • Organize and manage board of trustees meetings and compliance with FOIA rules. • Direct planning and compliance with all local, state and federal health, safety, occupancy, property and related regulations. 	
Direct and perform special projects as assigned.	5%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Bachelor's degree
2. Ability to plan and execute simple to complex work practices and projects.
3. Ability to analyze and improve processes
4. Hands –on experience with various financial software systems and operations.
5. At least 3 years of project management leadership experience including direct supervision of support staff.
6. Successful management of at least 2 mid-size facility build-outs and construction projects or 1-year urban school property management.

Knowledge, Skills, Abilities and Personal Characteristics

1. High degree of integrity and ethics.
2. Well-developed problem identification and solving abilities.
3. Maintains a high level of energy and a consistent positive attitude.
4. Experience in development and implementation of policies and procedures.
5. Intermediate skills with Microsoft Office and Google applications and use for project planning and data reporting.
6. Customer Service orientated, highly customer focused with both internal and external customers
7. Proven supervisory skills.
8. Ability to prioritize and manage multiple projects, adhering to strict timelines.
9. Good negotiation and expense management skills.
10. Demonstrated ability to be cooperative and assist co-workers to accomplish organizational goals
11. High degree of initiative and independent judgment.
12. Ability to develop and manage project and tactical budgets.
13. Ability to tactfully and effectively communicate in a personable and professional manner with all levels and types of stakeholders.

PREFERRED QUALIFICATIONS

1. Working knowledge and understanding of property safety and security operations.
2. Working knowledge of IT Management knowledge and experience
3. Working knowledge of day-to-day business management (budgets, financial reporting, forecasting)
4. Demonstrated leadership and management ability.
5. Ability to evaluate and improve processes

PHYSICAL DEMANDS

Nature of work requires an ability to operate standard business office equipment, and to conduct in-person property inspections that may entail movement via stairs, ladders or construction type vehicles. Requires ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files. Some day and overnight travel by car and air as required. Some travel may be required to Network headquarters in Chicago.

WORKING CONDITIONS

Majority of work performed in a general office or K-8 school environment. Some work may occur in mechanical equipment areas, outside landscapes, or basement/rooftop locations. Position requires availability for extended hours plus non-traditional hours required to perform job duties. May require participation and attendance at

organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Director Student Support Services Washington D.C.	FLSA Status:	Exempt
Reports To:	Principal Washington D.C.	EEO Status:	
Department:	LEARN DC Campus	Effective Date:	8.21.18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Director Student Support Services Washington D.C. is responsible for the leadership, administration, and supervision in Washington, D.C. of special education and student support services.

KEY RESPONSIBILITIES/OUTCOMES <i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
<p>Program Direction</p> <ul style="list-style-type: none"> • Direct special education services for all students with disabilities and/or students who are English Language Learners (EL) and ensure that learning plans are aligned with the LEARN Network’s core curriculum and any locally required OSSE guidelines and policies. • Lead administration of social and emotional learning (SEL) aligned to LEARN Network standards and any future OSSE standards for SEL. • Ensure that every school has put into place an effective Multi-Tier Support System (MTSS) to provide tiers of support appropriate for individual scholars. • Monitor achievement testing for students with disabilities and EL students. 	25%
<p>Special Education Service Delivery</p> <ul style="list-style-type: none"> • Select, supervise, direct, coach, evaluate and coordinate services provided by the Special Education Team – includes: special education teachers, social workers, and related clinicians. Establish and manage vendor relations and outsourced staff. • With LEARN CMO Director of Student Services, plan and deliver staff professional development training • Supervise the writing of appropriate IEP/504 plans; oversee diverse learning progress monitoring and execution of (IEPs). • Collaborate with school leaders regarding the discipline of students with disabilities. 	40%
<p>Compliance</p> <ul style="list-style-type: none"> • Ensure that all IEPs and Special Education procedures are compliant with federal law. • Serve as a liaison to facilitate the relationship between LEARN D.C. and the Special Education Department of Local Education Agency; participate in all matters of dispute resolution pertaining to students with disabilities; manage mediation and due process procedures. • Coordinate the implementation of related grants. 	20%
Special projects as assigned	5%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

Job Description
Job Title: Director of Student Support Svcs - Washington DC 2018 (1).docx

1. Valid Special Education Teacher certification; must be Highly Qualified according to state/district regulations;
2. 5 years of teaching experience in special education required;
3. Director of Special Education License Endorsement strongly preferred;
4. EL experience strongly preferred;
5. Demonstrated track record of delivering gains in student academic achievement;
6. Ability to communicate and work effectively with children, families, professionals and other personnel from a wide range of cultural, social and economic backgrounds;
7. Ability to analyze and disaggregate student academic data to determine strengths and weaknesses for program design and instructional decision making;
8. Interpersonal, problem solving and organizational skills required to effectively lead program implementation and facilitate staff development;

Knowledge, Skills, Abilities and Personal Characteristics

1. Strong written and verbal skills
2. Professional demeanor
3. Ability to express self effectively and concisely, both orally and in writing
4. Experience in development and implementation procedures
5. Ability to prioritize and manage multiple projects, adhering to strict timelines
6. Detail oriented and highly organized
7. Ability to diffuse tense situations and facilitate a multi-disciplinary team in the best interest of the scholar's education
8. High degree of initiative and independent judgment
9. Maintains a high level of energy and a consistent positive attitude
10. The applicant embodies LEARN's Core Values Knowledge and skill implementing the Common Core State Standards Develop annual goals for Special Education

PREFERRED QUALIFICATIONS

1. Experience working in/with the Washington, D.C. Charter School Community

PHYSICAL DEMANDS/TRAVEL

Nature of work requires an ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files. Ability to communicate and exchange information over the phone and in-person. Physical demands require the ability to stand, walk around the community to attend and participate in informational meetings. Some travel may be required to Network headquarters in Chicago.

WORKING CONDITIONS

Majority of work performed in a general office environment. Position requires availability for extended hours plus non-traditional hours required to perform job duties. Also requires participation and attendance at organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status).

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Executive Director – Washington D.C.	FLSA Status:	Exempt
Reports To:	LEARN Washington, D.C. Board of Directors	EEO Status:	
Department:	Office of Executive Director	Effective Date:	8.13.18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five core values which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Executive Director is ultimately responsible for the leadership, vision execution, and overall management of LEARN D.C.

KEY RESPONSIBILITIES/OUTCOMES <i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
<p>Strategy</p> <ul style="list-style-type: none"> Report to and regularly communicate with the Washington D.C. Board of Directors; work with the Board on long-term strategic plans. Develop and ensure execution of the overall organizational plan and strategy for LEARN D.C.; collaborate with the senior team to understand all aspects and needs of the organization’s development, and to effectively communicate operational objectives and strategic plans. Foster a results-oriented, productive environment of accountability. Hire and supervise a team of senior leaders. 	25%
<p>Community Engagement & Development</p> <ul style="list-style-type: none"> Working closely with the LEARN D.C. Board and senior staff, assist, support and participate in fundraising and development activities; participate in solicitations of donors and in Board Development; oversee development staff. Serve as the face of LEARN D.C. to local governing authorities and other audiences including students, parents, teachers, the federal government, and the private/business sector; actively promoting LEARN D.C. 	35%
<p>Operational Oversight</p> <ul style="list-style-type: none"> Strong adherence to LEARN’s core values. Develop and maintain a strong student-centric environment. Ensure sound operation of LEARN D.C. by directing an annual operating plan process and monitoring progress against plan. Serve as the primary interface with the DC Charter Board to ensure appropriate allocation of possible resources and compliance with Charter Board and government regulations. With the LEARN Principal and LEARN Network Academic Leaders develop LEARN D.C. academic goals and performance benchmarks; conduct progress reviews and performance evaluation against goals. Ensure sound financial and accounting practices are followed, budgets are maintained and appropriate controls are in effect and administered. 	40%

Job Description
Job Title: Executive Director

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Passion for LEARN's mission.
2. Experience with urban education and a track record of improving student academic outcomes
3. Hands-on experience in talent development, human resources and fundraising
4. Proven financial and operational management of a multi-million dollar budget for a school or regulated human services non-profit entity
5. Board management expertise.
6. Experienced in a charter school start up from planning to launch
7. The ability to lead, motivate and collaborate with professionals and a diverse group of stakeholders ranging from students and families to donors and board members
8. Collaborating and working effectively with Board of Directors and authorizing or regulating authorities
9. Excellent analytical skills and the ability to create and implement plans of action to get desired results
10. Demonstrated commitment to the charter school movement, with a passion for educating urban, inner city students

Knowledge, Skills, Abilities and Personal Characteristics

1. Entrepreneurial mindset
2. High degree of ethics and integrity.
3. Professional demeanor
4. Ability to express self effectively and concisely, both orally and in writing
5. Ability to attract and retain high caliber talent. Proven supervisory skills.
6. Ability to prioritize and manage multiple projects, adhering to strict timelines
8. Comfortable interacting with internal and external stakeholders
9. Ability to defuse situation and get other organized to meet project expectations
10. Good negotiation and expense management skills
11. High degree of initiative and independent judgment
12. Strategic thinker
13. Ability to tactfully and effectively deal with public and staff in a personable and professional manner
14. Maintains a high level of energy and a consistent positive attitude

PREFERRED QUALIFICATIONS

1. Familiarity with the Washington, D.C. Charter School Community
2. Demonstrated cultural competency working with military families and at-risk families.

PHYSICAL DEMANDS/TRAVEL

Some travel required by automobile and plane/train locally and to Network headquarters location in Chicago, IL.

WORKING CONDITIONS

Majority of work performed in a general office environment. Position requires availability for extended hours plus non-traditional hours required to perform job duties. Also requires participation and attendance at organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

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color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status.

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Facilities Manager – Washington D.C.	FLSA Status:	Non-Exempt
Reports To:	Director of Operations LEARN D.C.	EEO Status:	
Department:	Operations	Effective Date:	8/22/18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Facilities Manager oversees the school’s facilities and assets and includes oversight of in-house and/or contract staff and day-to-day management with custodial contractor.

KEY RESPONSIBILITIES/OUTCOMES <i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
<ul style="list-style-type: none"> • Oversee janitorial/custodial/security vendors. Ensure with collaboration of the custodial staff that campus(es) is kept in pristine condition. • Plan and perform scheduled and unscheduled inspections and report findings to assure continuous compliance with codes and ordinances; developing preventative maintenance plans, coordinates bidding for various services • Oversee safety conditions at all facilities, and assure that all security systems are inspected tested and properly function. • Plan, schedule, implement, and oversee extensive cleaning activities (performed over the various school breaks). • Manage facilities-related procurements, facilitate delivery, verify quantities, install / oversee installations as applicable. • Facilities Manager works closely with CMO and Schools to and assures that all facilities maintenance services and activities are properly selected and procured. • This position also assists in Safety and Security functions, including but not limited to alarm responding, equipment maintenance, etc. as appropriate. • Coordinate construction projects, particularly as they interface with maintenance work. 	100%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Ability to manage multiple projects
2. Mindful of LEARN’s facilities standards and willing to enforce
3. Experience in building/facility operations
4. Consistent and prompt in e-mail and voicemail follow up
5. Service-oriented, proactive, and detail-oriented
6. Entrepreneurial and able to creatively solve problems and procure services at prices that maximize the Network’s buying power
7. Assist in developing and managing a Facilities Help-Desk function

Job Description
Job Title: Facilities Manager - Washington D.C. 2018.docx

8. Able to uphold and advertise LEARN's values and assure that vendors adhere to these standards and values
9. Training on maintenance, mechanicals, electric, HVAC, and other school facility systems is required.
10. Driver's license and access to vehicle required

Knowledge, Skills, Abilities and Personal Characteristics

1. Proficiency with Microsoft Office Suite software, Google Applications, internet research and database functionality
2. Thorough understanding of WebPortal system
3. Excellent organizational, verbal and written communication skills
4. Professional demeanor and appearance
5. Experience in developing and implementing procedures
6. Ability to multi-task and manage competing priorities and a diverse workload, while achieving results in a fast-paced, deadline-driven environment
7. Detail oriented and highly organized
8. Ability to defuse tense situations and get others organized to meet project expectations
9. High degree of initiative and independent judgment
10. Ability to tactfully and effectively deal with public and staff at all levels in a personable and professional manner
11. Belief in and adherence to LEARN's values and standards

PREFERRED QUALIFICATIONS

1. Bilingual (Spanish) preferred

PHYSICAL DEMANDS/TRAVEL

Nature of work requires the ability to operate standard business office equipment, light tools and machinery. Work also requires ability to communicate verbally and in writing, exchange information, collect, compile and prepare work documents, set-up and maintain work files.

WORKING CONDITIONS

Majority of this position's work is performed at the schools, while some office work is also necessary. Position may require availability for extended hours or non-traditional hours. Some local travel.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status).

LEARN Charter School Network JOB DESCRIPTION

Job Title:	High School Placement Coordinator	FLSA Status:	Exempt
Reports To:	Principal	EEO Status:	
Department:	School Leadership	Effective Date:	8/22/18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The High School Placement Coordinator will help develop and execute a high school placement program which places members of the 8th grade class into top-performing high schools that will prepare them for college.

KEY RESPONSIBILITIES/OUTCOMES <i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
<ul style="list-style-type: none"> • High School and Scholarship Organizations: Develop, cultivate and maintain relationships with high schools and scholarship organizations. Identify potential funding sources. Coordinate meetings and panel discussions. Arrange for high schools and organizations to tour/visit school. 	25%
<ul style="list-style-type: none"> • Students: Consult with students to develop a list of high schools that meets each student’s needs. Facilitate high school placement workshops and/or classes to address topics which include short answer and essay writing, test prep, interview prep, etc. Assist students with applications to ensure timely submission. Coordinate student school visits and shadow days with high schools. Assist students with enrichment program applications. Additionally they will provided scaffolded programming to begin preparing scholars in 5th, 6th, and 7th grades and their families for the high school placement process. 	25%
<ul style="list-style-type: none"> • Parents/Families: Assist with the planning of group parent meetings to discuss the high school application and financial aid process. Assist in conducting one-on-one parent meetings to discuss each student’s application and financial aid timeline and assist parents in completing materials. Facilitate communication between parents and schools and placement organizations. 	25%
<ul style="list-style-type: none"> • Faculty: Work with school social worker in developing suitable student application choices (based on grades, classroom performance, etc.). Coordinate completion and submission of teacher recommendation letters. 	25%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Associate degree; Bachelor’s degree strongly preferred
2. Ability to work effectively with children, families, professionals and other personnel from a wide range of cultural, social and economic backgrounds.
3. Passion for the charter school movement and parents having a choice for educating their children.
4. Possess a sincere interest in helping others achieve life goals.
5. Strong systems and reporting skills.
6. Ability to commit to and demonstrate the LEARN mission and core values.

Job Description
Job Title: High School Placement Coordinator

7. Ability to interact effectively as either a leader or as a member of a team and work collaboratively with other departments.
8. Ability to listen to customers (e.g. students, parents, staff, etc.) and to understand and respond positively to their requests.
9. Ability to adapt to changing assignments and multiple priorities.
10. Ability to manage multiple tasks and successfully meet deadlines.

Knowledge, Skills, Abilities and Personal Characteristics

1. Proficiency with Microsoft Office and Google Applications, internet research and database functionality
2. Excellent organizational, verbal and written communication skills.
3. Professional demeanor
4. Experience in developing and implementing procedures
5. Ability to multi-task and manage competing priorities and a diverse workload, while achieving results in a fast-paced, deadline-driven environment
6. Detail oriented and highly organized
7. Ability to defuse tense situations and get others organized to meet project expectations
8. High degree of initiative and independent judgment
9. Ability to tactfully and effectively deal with public and staff at all levels in a personable and professional manner
10. Maintains a high level of energy and a consistent positive attitude

PHYSICAL DEMANDS/TRAVEL

Nature of work requires an ability to operate standard business office equipment. Requires ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files.

WORKING CONDITIONS

The ability to travel locally and occasionally outside the area, some non-standard hours. Also requires participation and attendance at organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status).

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Human Resources Manager – Washington D.C.	FLSA Status:	Exempt
Reports To:	Principal LEARN D.C.		
Department:	School Leadership	Last Revision:	8.20.18
		Effective Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The HR Manager conducts recruiting, hiring, employee relations and related talent management activities for LEARN DC.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<p>Talent Acquisition</p> <ul style="list-style-type: none"> • Manage the full-cycle sourcing, recruiting, hiring, and placement process securing high-quality talent for all Washington, D.C. open positions. <ul style="list-style-type: none"> • Collaborate with School Leaders and Hiring Managers to identify and track their specific hiring needs. • Identify, cultivate, and influence top candidates locally and nationally to apply to LEARN. • Attend and assist with the coordination of recruitment events and fairs. • Utilize innovative recruiting techniques to proactively source candidates through the internet, social media, partnerships, networking, etc. • Seek and attend Washington, D.C. community and industry networking events to gain working knowledge of the local job market and candidate interests. • Identify, establish and foster partnerships to create talent pipelines for diverse and bilingual candidates. • Develop and execute methods to track recruitment methods to aid in strategy evaluation and drive process evaluation. 	60%
<p>Employee Relations and Onboarding</p> <ul style="list-style-type: none"> • Serve Washington, D.C. candidates and new hires as the initial point of contact for Human Resource inquiries and requests providing superior customer service, accuracy, and responsiveness. <ul style="list-style-type: none"> • Track and process employee offer and reappointment letters. • Manage the onboarding process by tracking and facilitating the completion of all required new hire employment screenings and documentation. • Assist Office Manager to facilitate start work logistics such as computer setups, network access, and other Charter Management Office (CMO) new hire onboarding supports. • Complete new hire and benefits orientations. • Process employee terminations, exit surveys and interviews including data analysis and reporting. • Partner with Washington, D.C./CMO leaders and staff on talent management matters. 	35%

Job Description
Job Title: Human Resources Manager

<ul style="list-style-type: none"> • Respond to and provide sound advice regarding staff complaints and other employee relations topics. • Organize and conduct investigations in conjunction with Network HR leadership. • Track, verify, and maintain accurate records of employee licensure and compliance data. • Ensure compliance of national and international guidelines 	
Ad-hoc projects as assigned.	5%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Bachelor's degree
2. 2-3 years of Human Resource experience
3. 2-3 years of direct high-volume sourcing and recruitment experience in a fast-paced work environment
4. Previous experience as an educator or related classroom-centered role preferred
5. Experience in resume evaluation, conducting interviews, skills assessment and hiring manager interaction.

Knowledge, Skills, Abilities and Personal Characteristics

1. Entrepreneurial orientation, high degree of independent judgment.
2. High degree of integrity, confidentiality, and ethics.
3. Well-developed problem identification, mediation, and solving abilities.
4. Maintains a high level of energy and a consistent positive attitude; adapts well to change.
5. Experience in development and implementation of policies and procedures.
6. Intermediate skills with Microsoft Office and Google applications and use for project planning and data reporting.
7. Customer Service oriented, highly customer focused with both internal and external customers
8. Ability to prioritize and manage multiple projects, adhering to strict timelines.
9. Demonstrated ability to be cooperative and assist co-workers to accomplish organizational goals
10. Ability to tactfully and effectively communicate in a personable and professional manner with all stakeholders.

PREFERRED QUALIFICATIONS

1. Working knowledge and understanding of Human Resource and Labor Relations topics.
2. Demonstrated leadership and project management ability.
3. Working knowledge of teacher certification, endorsement and emergency licensing.
4. Ability to represent LEARN at recruiting, community, and industry events.
5. Bilingual (Spanish) preferred.
6. PHR/SPHR and/or SHRM-CP/SHRM-SCP a plus.
- 7.

PHYSICAL DEMANDS

Nature of work requires an ability to operate standard business office equipment, and to assist with recruitment events that may entail setting up displays, presenting promotional materials, and engaging online or in person with employment candidates. Requires ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files. Some day and overnight travel by car and air as required.

WORKING CONDITIONS

Majority of work performed in a general office or K-8 school environment. Position requires availability for extended hours plus non-traditional hours required to perform job duties. May require participation and attendance at organization and community sponsored events and meetings. Frequent policy/procedure coordination with Chicago based HR teams.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Instructional Assistant	FLSA Status:	Exempt
Reports To:	Principal	EEO Status:	
Department:	Classroom Staff	Effective Date:	8.21.18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Instructional Assistant collaborates and partners with the Classroom Teacher to ensure successful academic outcomes for students and an effective learning environment is sustained in the classroom.

KEY RESPONSIBILITIES/OUTCOMES <i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
<ul style="list-style-type: none"> • Works with the teacher to plan classroom instruction • Supports classroom management plan and specifically assists with behavior support of students. • Communicates performance expectations to students • Monitors students’ behavior and assists in establishing expectations for behavior in accordance to school-wide/ classroom culture/discipline plan • Effectively monitors children outside of classroom (e.g. recess, lunchroom, etc.) and while teacher is occupied • Intervenes appropriately to prevent student disruption of the classroom’s education process; interacting with students in a supportive way reflecting reciprocal respect • Effectively plans and executes whole/small group instruction utilizing appropriate student assessments to effectively inform differentiated instructions (e.g. utilizes anecdotes- Pensive) 	100%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Some college coursework required (60+ credit hours preferred).
2. Current participant in a teacher certification program preferred.
3. 1+ years’ of experience working with students in a classroom setting.
4. Exhibits the skills required to successfully execute instructional and behavior management tasks
 - a. Possesses sufficient ability to monitor students and control behavior of students
 - b. Understands and carries out oral and written instructions
 - c. Utilizes materials, technology, etc. effectively to enhance instruction
 - d. Demonstrates time management skills
 - e. Provides for active student engagement through management of lessons
 - f. Possess the ability to adapt to different tasks as needed

Knowledge, Skills, Abilities and Personal Characteristics

Job Description
Job Title: Instructional Assistant 2018.docx

1. Strong written and verbal skills
2. Professional demeanor
3. Ability to express self effectively and concisely, both orally and in writing.
4. Experience in development and implementation procedures.
5. Ability to prioritize and manage multiple projects, adhering to strict timelines.
6. Detail oriented and highly organized.
7. Ability to defuse situation and get other organized to meet project expectations
8. High degree of initiative and independent judgment.
9. Maintains a high level of energy and a consistent positive attitude.

PREFERRED QUALIFICATIONS

1. 2+ years of experience in a classroom setting
2. Student Teacher with required education for becoming a teacher in 12 to 24 months

PHYSICAL DEMANDS/TRAVEL

May be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once. Physical demands require the ability to stand, bend, reach high and low, stoop, walk around the classroom and kneel upwards of 60% of the day. In addition, walking up and down stairs several times a day. Must be able to lift 30-40 pounds for short periods of time.

WORKING CONDITIONS

Majority of work performed in a general office/school environment. Position requires availability for extended hours plus non-traditional hours required to perform job duties. May require participation and attendance at organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

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LEARN Charter School Network JOB DESCRIPTION

Job Title:	Instructional Coach	FLSA Status:	Exempt
Reports To:	Principal	EEO Status:	
Department:	School Leadership	Effective Date:	7.26.18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Instructional Coach works in collaboration with the Principal and Assistant Principal to support the implementation of school-wide reading and math curricula. This role is part of a school’s leadership team.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	
<ul style="list-style-type: none"> ● Coaches assigned teachers daily through a variety of methods such as utilizing data to help teachers make instructional decisions, modeling lessons, visiting classrooms and providing feedback. Serves as an onsite professional development resource for increased teacher proficiency in LEARN’s core math and reading curricula. ● Facilitates professional development training to all levels of instructional staff based on best practices and curricular objectives. ● Assists the Principal and Network Teaching & Learning team in the analysis of school-wide assessment and achievement data (i.e. MAP and STEP), and utilizes data to make instructional decisions. ● Identifies at-risk students and supports the necessary academic and behavioral interventions. ● Maintains resource room and rotating classroom libraries. 	100%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Minimum of 5 years teaching in a classroom teacher position as the lead teacher;
2. Additional skill sets preferred in Reading or Curriculum and Instruction;
3. Expertise with more than one grade level preferred;
4. Strong overall understanding of the Balanced Literacy Approach to learning, overall strong content knowledge, preferred around our learning systems (EDM and FOSS)
5. Evidence of improving student achievement (artifacts will be collected around student data, if applicant is out of the network); if from within the network teacher must have an overall Above Average/Exceptional rating on his/her past two evaluations. Students must be meeting RIT goals on average of 80% or above in both reading and math;
6. Ability to analyze and disaggregate student academic data utilizing various technological applications and resources and to determine strengths and weaknesses of teachers for instructional decision making;
7. Interpersonal, problem solving and organizational skills required to effectively facilitate coaching and staff development.

Job Description
Job Title: Instructional Coach

8. Has evidenced of strong classroom management. As evidenced throughout classroom observations. If applicant is within the network, the network Director of Teaching and Learning will observe the teacher and provide input to the principal about the applicant's overall ability to serve as an instructional coach.
9. Applicant has planned or designed PD for teachers with positive results.
10. Ability to communicate effectively with youth and adults;
11. Excellent oral and written skills;
12. Some knowledge and skill using the Common Core Standards spanning all grade levels.

Knowledge, Skills, Abilities and Personal Characteristics

1. Experience with Microsoft Office and Google applications, databases, and intranet and internet usage.
2. Strong written and verbal skills
3. Professional demeanor
4. Ability to express self effectively and concisely, both orally and in writing.
5. Experience in development and implementation procedures.
6. Ability to prioritize and manage multiple projects, adhering to strict timelines.
7. Detail oriented and highly organized.
8. Comfortable interacting with internal and external customers
9. Maintains a high level of energy and a consistent positive attitude.

PREFERRED QUALIFICATIONS

1. Experience with STEP and MAP assessments
2. Experience in a like position

PHYSICAL DEMANDS/TRAVEL

Nature of work requires an ability to operate standard business office equipment. Requires ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files.

WORKING CONDITIONS

Majority of work performed in a general office environment. Position requires availability for extended hours plus non-traditional hours required to perform job duties. Also requires participation and attendance at organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

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LEARN Charter School Network JOB DESCRIPTION

Job Title:	Information Technology Manager	FLSA Status:	Exempt
Reports To:	Director of Operations	EEO Status:	
Department:	Operations	Effective Date:	8.24.18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The IT Manager coordinates with LEARN’s IT managed services partners the delivery of Information Technology and Telecommunications solutions that support all stakeholders by ensuring all systems are operating, all data is secure and protected, and LEARN employees are afforded appropriate access to IT resources in a timely fashion.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<ul style="list-style-type: none"> Assist in development and execution of the strategic technology plan to support assigned school(s); includes evaluating vendor recommendations. Oversee implementation of required information technology hardware and software based on user needs and available resources Manage the delivery of workstation hardware and software services and technical support including user training for all campus and leadership computer users Assist managed services providers to troubleshoot for hardware and software problems and offer general user support in the interests of continuous system and process improvement. Help solve technical and non-technical problems efficiently and cost effectively Work closely with educational staff to ensure databases and testing technology is best supporting data collection and evaluation of student progress and information tracking Recommend improvements in both new and existing processes Work closely with the Director of Operations to prioritize capital needs and ensure projects are on budget 	<p>100%</p>

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Bachelor’s degree
2. Ability to analyze and improve processes
3. Ability to prioritize and manage multiple projects, adhering to strict timelines and budgets
4. Thorough understanding of IP based networks and security.
5. Knowledge of IP routing, Internet and networking technologies, NAT, routing protocols, and network security, Firewalls, Proxies and VPN.

Knowledge, Skills, Abilities and Personal Characteristics

Job Description
Job Title: IT Manager

1. High degree of integrity and ethics
2. Can communicate accurately, courteously and effectively – orally and in writing – to different audiences
3. Ability to tactfully and effectively work with all stakeholders in a personable and professional manner
4. Comfortable interacting with internal and external customers
5. High degree of independent initiative and independent judgment, while effective at collaboration
6. High level of energy and remain positive under stress conditions
7. Detailed oriented and highly organized
8. Strong teamwork values

PREFERRED QUALIFICATIONS

1. 2+ years supervisory experience of vendor work teams or project teams
2. Network Engineer and other Professional Certifications or hands-on experience
3. Knowledge of technology capital planning and equipment life cycle management

PHYSICAL DEMANDS/TRAVEL

Requires ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files and work stations. Some day travel by car as required.

WORKING CONDITIONS

Majority of work performed in a general office or K-8 school environment. Position requires availability for extended hours plus non-traditional hours required to perform job duties.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status).

LEARN D.C. Community Engagement Manager Job Description

Job Description

LEARN is seeking an entrepreneurial Community Engagement professional with excellent organizational and project management skills. The Community Engagement Manager is responsible for supporting the expansion of Chicago-based LEARN Charter School Network in opening a new campus in Washington, D.C., serving families from the Joint Base Anacostia-Bolling (JBAB) and Ward 8 communities. Reporting to the LEARN DC Executive Director and hired during the school's Planning Year, this person will be responsible for representing LEARN D.C. and building key relationships with local community members, political leaders, families, businesses, and other NGOs. This position promises to be fast-paced and full of opportunity to work with the founding team of a new Washington, D.C. charter school. This role will require occasional evening and weekend hours.

Responsibilities:

- Serve as the public face of LEARN, constantly communicating LEARN's mission and Core Values to the Washington, D.C. community
- Develop and maintain strong relationships with key external partners from both the military (JBAB) and Anacostia communities. Maintain a shared database of all relationships.
- Attend and facilitate/host meetings with local community groups, faith-based organizations, families, nonprofits, elected officials, businesses, etcetera to build relationships and secure public support for LEARN's mission and expansion efforts in Washington, D.C.
- Support LEARN DC in achieving its student enrollment targets, ensuring the school is fully enrolled.

Required Qualifications:

- Exceptional communication skills
- The ability to communicate and work effectively with children, families, professionals and other personnel from a wide range of cultural, social and economic backgrounds
- Intimate knowledge of the Washington, D.C. region with proven networks and connections to resources
- Understanding of the charter sector and a passion for education reform
- Ability to work independently with very minimal administrative oversight and support
- Professional demeanor
- Detail oriented and highly organized
- High degree of initiative and independent judgment

REQUIRED COMPETENCIES:

Candidates for this position must have a Bachelor's degree and a minimum of 3+ years of prior community engagement experience in a fast-paced, entrepreneurial work environment.

- **Mission & Culture Fit** – Believes that all students can achieve college success and exhibits an unwavering determination to do whatever it takes to help LEARN students achieve their goals.
- **Collaboration** – Initiates, builds, and manages cohesive partnerships and professional relationships both internally and externally.
- **Communication with Stakeholders** – Gears communications towards the target audience and is able to influence stakeholders in the interest of meeting organizational goals and values. Communicates at a high level in both written and verbal form with a focus on customer service and relationships.
- **Organization & Project Management** – Keeps track of upcoming, ongoing, and past work product. Quickly adjusts to shifting priorities and deadlines and can juggle multiple and varied projects simultaneously. Develops realistic action plans and utilizes team effectively to achieve department goals.

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Occupational Therapist	FLSA Status:	Exempt
Reports To:	Director of Special Education	EEO Status:	
Department:	Student Support Services/CMO	Effective Date:	8/22/18
		Prior Date:	8/31/11

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Occupational Therapist will collaborate with school social workers, teachers, and school leaders in identifying and meeting social, emotional, and physical needs of students. using LEARN Network academic and student support services protocols.

KEY RESPONSIBILITIES/OUTCOMES <i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
<ul style="list-style-type: none"> • Provide a thorough assessment and identification of impairments among assigned students. Make recommendations about adaptive resources or equipment as needed. • Create an individualized therapy program for student, share with classroom teacher and families. • Assist students in performing activities of all types, particularly related to daily living skills and self-care tasks. • Help students improve decision-making, abstract-reasoning, problem-solving, memory, sequencing, coordination, and perceptual skills. • Use activities to help patients improve visual acuity and the ability to discern patterns. • Keep on-going and detailed records to assess student progress throughout the year. 	100%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Master’s Degree in Occupational Therapy or related field from an accredited college or university.
2. Three (3) years prior experience providing the service required by this position, including at least three years of experience working within a school setting.
3. Holds a license from the State/District to provide services as an occupational therapist.

Knowledge, Skills, Abilities and Personal Characteristics

1. Strong desire to work within an innovative, urban educational program.
2. Past experiences and actions reflect a commitment to the LEARN mission and core values.
3. Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement.
4. Reflective, self-aware and adaptable to communication and work styles of others
5. Critical thinker and problem solver who takes initiative.
6. Strong interpersonal skills; personal organization skills.
7. Knowledge of applicable federal and state statutes dealing with privacy, care and protection abuse.
8. Ability to make referrals to appropriate staff members and other agencies and organizations.

Job Description
Job Title: Occupational Therapist 2018.docx

9. Highly effective writing, oral and interpersonal skills to communicate with a varied audience.
10. Computer skills including word processing, database, and spreadsheet are required

PHYSICAL DEMANDS/TRAVEL

Caring for children can be physically demanding. School staff may be lifting and carrying children and equipment, and may spend time sitting on the floor or child sized furniture. Requires the ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files. School staff will also be expected to clean and maintain equipment and facility, and may move throughout the community with children.

WORKING CONDITIONS

School staff will be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status).

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Office Assistant – Washington DC	FLSA Status:	Non-Exempt
Reports To:	Principal or Office Manager	EEO Status:	
Department:	School Administration	Effective Date:	8/22/18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Office Assistant is responsible for the daily operations of the office in order to release the Office Manager to maintain compliance and general school administrative operations.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<ul style="list-style-type: none"> • Provides support to the Office Manager with various data entry and organizational tasks. • Facilitates daily operations of the main office including general student interactions, answering phones and emails, receiving payments for various fees, etc. • Maintains appropriate records and documentation of office operations. 	100%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Detailed oriented and organized.
2. Experienced with computers including software (such as Excel).
3. Ability to perform responsible, accurate and timely clerical work.
4. Ability to understand and carry out verbal and written directions.
5. Type at least 40-50 WPM.
6. Able to establish and maintain professional relationships.
7. Can communicate accurately, courteously and effectively, verbally and in writing, to different audiences.

Knowledge, Skills, Abilities and Personal Characteristics

1. Represents the school with professionalism and displays the Core Values
2. Experience with Microsoft Office and Google applications, databases, intranet and internet usage.
3. Exhibits a professional demeanor.
4. Ability to express self effectively and concisely, both verbally and in writing.
5. Experience in development and implementation procedures.
6. Ability to prioritize and manage multiple projects, adhering to strict timelines.
7. Ability to tactfully and effectively interact with staff, students and general public.
8. Maintains a high level of energy and a consistent positive attitude.

Job Description
Job Title: Office Assistant

PREFERRED QUALIFICATIONS

1. Experience in a school setting.
2. Experience as an Office Assistant.
3. Associates degree.

PHYSICAL DEMANDS/TRAVEL

Nature of work requires an ability to operate standard business office equipment and open the door for visitors to the school. Requires delivery of materials/letters to classrooms. Requires ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files.

WORKING CONDITIONS

Majority of work performed in a general office environment.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status).

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Office Manager – Washington DC	FLSA Status:	Non-Exempt
Reports To:	Principal or Director of Operations	EEO Status:	
Department:	Operations	Effective Date:	7.26.18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Office Manager LEARN DC is often the first point of contact for families visiting the school, and ensures daily operation is timely and accurate while providing clerical support to the Principal.

KEY RESPONSIBILITIES/OUTCOMES <i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
<ul style="list-style-type: none"> ● Interacts frequently with staff, parents, students, instructors, visitors and community members ● Manages student enrollment processes including family outreach and marketing. ● Responsible for the maintenance, care, security and integrity of student records. ● Updates all records and maintains detailed filing system related to student information management systems (i.e. attendance, grades, health records, etc.). Adheres strictly to the policy of maintaining confidentiality. ● Ensures that the school is in compliance and meets all necessary administrative deadlines, requirements, etc, 	40%
<ul style="list-style-type: none"> ● Provides exceptional administrative support to the Principal and performs tasks in an efficient, professional and timely manner ● Oversees staff attendance reporting. ● Facilitates the ordering and receiving supplies for the office and school (i.e. purchase order process) ● Provides Tier 1 tech support as needed (backup to IT support staff) ● Establishes and maintains the organization of the school office. 	60%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Experienced with computers including software (such as Excel) and student information management systems (i.e. Powerschool and Impact)
2. Ability to evaluate and improve processes
3. Ability to perform responsible, accurate and timely clerical work
4. Ability to understand and carry out oral and written directions
5. Type at least 40-50 WPM
6. Able to establish and maintain professional relationships
7. Can communicate accurately, courteously and effectively –orally and in writing – to different audiences

Knowledge, Skills, Abilities and Personal Characteristics

Job Description

1. Experience with Microsoft Office and Google applications, databases, and intranet and internet usage.
2. Professional demeanor
3. Ability to express self effectively and concisely, both orally and in writing.
4. Ability to prioritize and manage multiple projects, adhering to strict timelines.
5. Detail oriented and highly organized.
6. Comfortable interacting with internal and external customers
Ability to defuse situation and get other organized to meet project expectations
7. High degree of initiative and independent judgment.
8. Ability to tactfully and effectively deal with public and staff in a personable and professional manner.
9. Maintains a high level of energy and a consistent positive attitude.

PREFERRED QUALIFICATIONS

1. Experience as a Office Manager or senior receptionist with 5 + years in a school setting preferred.
2. Associates degree
3. Ability to develop and maintain budgets

PHYSICAL DEMANDS/TRAVEL

Nature of work requires an ability to operate standard business office equipment. Requires ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files.

WORKING CONDITIONS

Majority of work performed in a general office environment. May require participation and attendance at organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

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LEARN Charter School Network JOB DESCRIPTION

Job Title:	Paraprofessional/Aide	FLSA Status:	Exempt
Reports To:	Principal or Director Student Services	EEO Status:	
Department:	Student Support Services	Effective Date:	8/22/17
		Prior Date:	11/8/12

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Paraprofessional aides and assists individual students with their social, academic, and physical needs throughout the school day.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<ul style="list-style-type: none"> • Supports classroom management plan and behavior of students working with a student who has a behavior intervention plan to take notes and use the strategies that have been identified to help the child with the problem behaviors, to encourage positive behavior or redirect the child who is engaging in an off-task behavior. • Provide one-on-one instructional assistance under the direct supervision of the teacher, and monitors student interaction inside and outside the classroom (e.g. recess, lunchroom, etc.) Interacts with students in a supportive way reflecting reciprocal respect • For children with physical challenges, the paraprofessional can assist with feeding and using the bathroom and might help transport a wheelchair-bound child or child prone to wandering to get around the school. 	100%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Hold a valid Paraprofessional License in the State/District in which they are serving (for Illinois, an ELS PARA License).
2. Prefer some college coursework required (60+ credit hours) but at least proof of one (1) of the following requirements:
 - a. Associate's degree or higher; or
 - b. 60 semester hours of coursework; or
3. 1 or more years’ experience working with students in a classroom setting
4. Consistently follows through with identified instructional roles & obligations in classroom, demonstrates ability to assist instructors in conducting instructional activities and applying instructional techniques to support curriculum area/specific students

Knowledge, Skills, Abilities and Personal Characteristics

1. Strong written and verbal skills.
2. Professional demeanor.
3. Ability to express self effectively and concisely, both orally and in writing.
4. Experience in development and implementation procedures.

Job Description
Job Title: Paraprofessional or Aide 2018.docx

5. Ability to prioritize and manage multiple projects, adhering to strict timelines.
6. Detail oriented and highly organized.
7. Comfortable interacting with internal and external customers.
8. Ability to defuse situation and get other organized to meet project expectations.
9. High degree of initiative and independent judgment.
10. .
11. Maintains a high level of energy and a consistent positive attitude.

PREFERRED QUALIFICATIONS

Some experience with special education program or hands-on in-class experiences supporting students with special needs.

PHYSICAL DEMANDS/TRAVEL

Physical demands require the ability to stand, bend, reach high and low, stoop, walk around the classroom and kneel upwards of 60% of the day. In addition walking up and down stairs several times a day. Must be able to lift 30-40 pounds for short periods of time.

WORKING CONDITIONS

May be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once, and the Paraprofessional will have to supervise their student at all times under varied interactions. Position requires occasional availability for extended hours or non-traditional hours required to perform job duties.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status.

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Physical Therapist	FLSA Status:	Exempt
Reports To:	Director Student Services	EEO Status:	
Department:	Student Support Services	Effective Date:	8/22/18
		Prior Date:	8/31/11

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Physical Therapist who will collaborate with school counselors/social workers, teachers, and school leaders in identifying and meeting the physical needs of students.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<ul style="list-style-type: none"> • Using the LEARN Network academic and student support services protocols and best practices, provide physical therapy to students in a K-8th grade school setting because of an illness or injury. • Diagnose physical problems restricting movement. Develop fitness and wellness programs aimed at preventing injuries and encouraging a more active lifestyle. • Provide a thorough assessment and identification of physical needs to help in the development and implementation of Individualized Education Programs (IEPs). • Create an individualized therapy program for students, sharing with classroom teacher and families. • Use physical exercises to help students increase strength and dexterity. • Keep on-going and detailed records to assess student progress throughout the year 	100%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Master’s Degree in Physical Therapy or related field from an accredited college or university.
2. Three (3) years prior experience providing the service required by this position, including at least three years of experience working within a school setting.
3. Holds a license from the State to provide services as a Physical Therapist.
4. Knowledge of applicable federal and state statutes dealing with privacy, care and protection abuse.
5. Ability to make referrals to appropriate staff members and other agencies and organizations.

Knowledge, Skills, Abilities and Personal Characteristics

1. Strong written and verbal skills
2. Professional demeanor
3. Ability to express self effectively and concisely, both orally and in writing
4. Experience in development and implementation procedures
5. Ability to prioritize and manage multiple projects, adhering to strict timelines

Job Description
Job Title: Physical Therapist

6. Detail oriented and highly organized
7. Comfortable interacting with internal and external customers
8. High degree of initiative and independent judgment
9. Ability to tactfully and effectively deal with public and staff in a personable and professional manner
10. Excellent people and leadership skills, with an ability to coach, motivate and develop
11. Collaborative, team player with superior interpersonal skills
12. Demonstrated cultural sensitivity

PHYSICAL DEMANDS/TRAVEL

Requires the ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files. May also be expected to clean and maintain equipment and facility used by students. Physical demands require the ability to stand, bend, reach high and low, stoop, walk around the classroom and kneel.

WORKING CONDITIONS

School staff will be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once. Majority of work will be performed in a general office/ school environment. May require participation and attendance at organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

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LEARN Charter School Network JOB DESCRIPTION

Job Title:	Principal LEARN Washington D.C.	FLSA Status:	Exempt
Reports To:	Executive Director LEARN D.C.	EEO Status:	
Department:	School Leadership	Effective Date:	8.28.18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Principal for LEARN’s Washington D.C. location (Principal LEARN DC) serves as the visionary voice for LEARN’s mission and most experienced instructional leader for his/her school.

KEY RESPONSIBILITIES/OUTCOMES <i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
School Culture <ul style="list-style-type: none"> • Advance the LEARN vision and core values through instructional expertise and leadership. • Create a school culture and climate that reflects the LEARN’s core values and achieves LEARN’s mission. • Demonstrate and communicate the organizational vision in daily activities. 	20%
Academic Operations <ul style="list-style-type: none"> • Manage day-to-day school responsibilities including direct supervision of staff. • Recruit, select, coach, evaluate, and retain instructional and support staff; lead school-based professional development • Supervise instructional methods, evaluate lesson plans, observe and coach instructional staff and academic support staff. • Develop, implement, and manage curriculum/assessment testing according to state regulations and school performance goals. • Drive instruction, performance outcomes, and enrichment for students using data and creative strategies. • With Director of Operations LEARN D.C., develop and manage the annual school budget including staffing and facilities. 	60%
Family and Community Engagement <ul style="list-style-type: none"> • Manage school communications including interactions with parents for problem resolution. • Engage parents and community members in school and extracurricular activities to build sustainable relations. • As requested, participate in community and other development efforts. 	20%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Exemplary track record leading high performing elementary school(s) serving underserved students

Job Description
Job Title: Principal

2. 5+ years of teaching leadership experience.
3. The ability to lead, motivate and collaborate with professionals and a diverse group of stakeholders
4. Excellent analytical skills and the ability to create and implement plans of action to get desired results
5. Skilled instructional leadership ability, with a proven track record of driving high levels of student academic achievement
6. Demonstrated commitment to the charter school movement, with a passion for educating urban, inner city students
7. Experienced in implementing educational programs such as Balanced Literacy, STEP and MAP assessment tools with successful outcomes
8. Adept at interacting with a diverse group of stakeholders ranging from students and families to donors and board members
9. Track record of using data to drive school-wide decision-making

Knowledge, Skills, Abilities and Personal Characteristics

1. Strong commitment to social and emotional learning.
2. Ability to hire and retain exemplary 'startup' staff, then to hire, develop and retain exceptionally talented staff members on ongoing basis.
3. Strong written and verbal skills
4. Professional demeanor yet highly approachable
5. Ability to express self effectively and concisely, both orally and in writing
6. Experience in development and implementation procedures
7. Ability to prioritize and manage multiple projects, adhering to strict timelines
8. Detail oriented and highly organized
9. Comfortable interacting with internal and external customers
10. Ability to defuse situation and get others organized to meet project expectations
11. High degree of initiative and independent judgment
12. Ability to tactfully and effectively deal with public and staff in a personable and professional manner
13. Maintains a high level of energy and a consistent positive attitude

PREFERRED QUALIFICATIONS

1. Experienced in a charter school start up from planning to launch.
2. Familiarity with Washington D.C. charter school environment
3. Experience working with military families

PHYSICAL DEMANDS/TRAVEL

Nature of work requires an ability to communicate and exchange often complex or difficult information to listeners of all levels of understanding. Physical demands require the ability to stand, bend, reach high and low, stoop, walk around the classroom and kneel. In addition, walking up and down stairs several times a day will often be necessary. Some travel may be required to Network headquarters in Chicago.

WORKING CONDITIONS

Majority of work performed in a general office environment. Position requires availability for extended hours plus non-traditional hours required to perform job duties. Also requires participation and attendance at organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job,

reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

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LEARN Charter School Network JOB DESCRIPTION

Job Title: Recess and Lunch Aide	FLSA Status: Exempt
Reports To: Principal	EEO Status:
Department: Campus Staff	Effective Date: 8/22/18
	Prior Date: New

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. This Aide position provides assistance and supervision for children during lunch and/or assigned recesses to ensure a positive and safe environment.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<ul style="list-style-type: none"> • As assigned, supervises students at lunchtime and/or playtime and maintains a harmonious atmosphere by encouraging peaceful resolution of conflicts. • Reports disciplinary and other concerns to the building administrator and/or classroom teacher. Reports safety, sanitary and fire hazards. • Directs movement of students to and from playground, lunchroom and classrooms in a safe and organized manner. • Circulates throughout the cafeteria during mealtime. Helps students by opening packages and milk cartons. Cleans up spills and provides additional assistance as needed. <ul style="list-style-type: none"> ○ Assists students through the cafeteria line in an orderly fashion. ○ Assists staff in lunch room clean-up. • Organizes group games and activities as needed and circulates throughout playground or recess areas during recess. Assumes responsibility for mobile or LEARN-owned play equipment. <ul style="list-style-type: none"> ○ Assess playground for security and conditions of equipment and reports concerns to principal ○ Responds to emergency situation (injured students, fights, etc) for the purpose of resolving immediate safety concerns. 	100%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. High school diploma or General Education Diploma (GED) and at least one year related experience and/or training or equivalent combination of education and experience.
2. Ability to communicate fluently verbally and in writing in English.
3. Ability to appropriately communicate with students, teachers, parents and members of the community.
4. Ability to exercise good judgment and work in an environment with constant interruptions.

Knowledge, Skills, Abilities and Personal Characteristics

1. Professional demeanor.
2. Ability to express self effectively and concisely, both orally and in writing.
3. Experience in development and implementation procedures.

Job Description
Job Title: Lunch and Recess Aide

4. Comfortable interacting with internal and external customers.
5. Ability to defuse situation and get other organized to meet project expectations.
6. High degree of initiative and independent judgment.
7. Ability to tactfully and effectively deal with public and staff in a personable and professional manner.
8. Maintains a high level of energy and a consistent positive attitude.

PREFERRED QUALIFICATIONS

1. Associates degree (A.A.) or equivalent strongly preferred.
2. Ability to obtain a valid CPR/First Aid card, Food Handler Certificate, bloodborne pathogen training and blood spill training.

PHYSICAL DEMANDS/TRAVEL

Physical demands require the ability to stand, bend, reach high and low, stoop, walk around the classroom/outside environments and kneel. In addition, walking up and down stairs several times a day. Must be able to lift 30-40 pounds for short periods of time.

WORKING CONDITIONS

The work environment combines standard school/office setting as well as outdoors locations. The noise level in the work environment is often moderate, but occasionally high depending upon student population and activities. The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions. Employee may be exposed to bloodborne pathogens.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

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LEARN Charter School Network JOB DESCRIPTION

Job Title:	School Nurse	FLSA Status:	Exempt
Reports To:	Director Student Services	EEO Status:	
Department:	Student Support Services	Effective Date:	8/22/18
		Prior Date:	8/15/11

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The School Nurse will provide health care services to students in an elementary school setting.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	
<ul style="list-style-type: none"> • Plans school health program, in conjunction with medical authorities and school leaders, developing policies and procedures for the schools' health programs • Monitoring compliance of the schools' health programs within federal, state, and local laws and regulations; collaborating with other child-support agencies • Interacts frequently with staff, parents, students, and instructors. • Collaborate with school social workers, teachers, and school leaders in identifying and meeting social, emotional, and physical needs of students. • Provides medical examinations and reviews findings to evaluate health status of the student and progress of the program • Instructs students in health education and providing staff development programs on health related topics • Provide first aid care and medically prescribed services to students and staff • Coordinating and maintaining health records on students • Adheres strictly to the policy of maintaining confidentiality (i.e. responsible for the maintenance, care, security and integrity of student medical records) 	95%
<ul style="list-style-type: none"> • Performing other duties and tasks as assigned 	5%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Must have a current School Nurse certification in compliance with State/District Requirements (for IL a PEL with a School Nurse Endorsement)
2. CPR and PALS certification
3. A minimum of three (3) years recent experience as a school nurse
4. Must possess a working knowledge of federal, state, and local laws and regulations affecting the delivery of school health services

Knowledge, Skills, Abilities and Personal Characteristics

1. Strong written and verbal skills
2. Professional demeanor
3. Ability to express self effectively and concisely, both orally and in writing.

Job Description
Job Title: School Nurse

4. Experience in development and implementation procedures.
5. Ability to prioritize and manage multiple projects, adhering to strict timelines.
6. Detail oriented and highly organized.
7. Comfortable interacting with internal and external customers
8. Ability to defuse situation and get other organized to meet project expectations
9. High degree of initiative and independent judgment.
10. Ability to tactfully and effectively deal with public and staff in a personable and professional manner.
11. Maintains a high level of energy and a consistent positive attitude

PREFERRED QUALIFICATIONS

- Bilingual (Spanish) preferred

PHYSICAL DEMANDS/TRAVEL

Physical demands may require the ability to stand, bend, reach high and low, stoop, walk around the classroom and kneel. In addition, walking up and down stairs several times a day may occur.

WORKING CONDITIONS

School staff will be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once requiring nurse support. Majority of work will be performed in a general office/ school environment.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status).

LEARN Charter School Network

JOB DESCRIPTION

Job Title:	School Psychologist	FLSA Status:	Exempt
Reports To:	Director of Student Services	EEO Status:	
Department:	Student Support Services	Effective Date:	8/2/18
		Prior Date:	2013

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The School Psychologist will support students to succeed academically, socially, behaviorally and emotionally.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<ul style="list-style-type: none"> • Collaborate with teachers, parents and administrators to find effective solutions to academic and behavioral struggles <ul style="list-style-type: none"> ○ Conduct classroom observations to gather information and provide recommendations ○ Participate on Problem-Solving Committees and/or other Student Support Committees ○ Participate in the development, management, and implementation of behavior plans as well as in the completion of Functional Behavioral Analysis and Behavior Intervention Plans ○ Participate in functional behavior analysis for Manifestation Determination for suspension • Screen and evaluate referred children using: <ul style="list-style-type: none"> ○ Standardized, appropriate instruments ○ Curriculum-based measurements and authentic, classroom-based assessments techniques ○ Review of student progress and response to targeted intervention ○ Observations and appropriate clinical evaluation • Write reports which state the evaluation findings and provide educational program recommendations • Participate as a member of the IEP team contributing evaluation findings and collaborating on the student’s educational plan • Participate in 504 meetings and implementation when appropriate; advise school administrators, school staff, and program specialists on application of federal and state laws in the assessment process 	60%
<p><u>COUNSELING</u></p> <ul style="list-style-type: none"> • Conduct individual, group, and crisis counseling as determined by IEP or preventative services. Along with the social worker, provides and develops liaison between home and school • Coordinate with other agencies to provide liaison and consulting services regarding psychological, mental health, and behavioral issues • Provide crisis intervention and support services when the school community has been impacted by evens such as suicide, death, assaults, school violence or other catastrophes 	40%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

Job Description
Job Title: School Psychologist

1. Master's Degree or higher in psychology or educational psychology
2. Valid State/District Licensure/Certificate for School Psychology (in IL a PEL with School Psychologist Endorsement)
3. At least three (3) years of school-based experience
4. Has background in MTSS/RTI and the Problem-Solving Model

Knowledge, Skills, Abilities and Personal Characteristics

1. Proven ability help create a safe, healthy and supportive learning environment that strengthen connections between home, school and the community for all students.
2. Professional demeanor
3. Ability to express self effectively and concisely, both orally and in writing
4. Experience in development and implementation procedures
5. Ability to prioritize and manage multiple projects, adhering to strict timelines
6. Detail oriented and highly organized
7. Comfortable interacting with internal and external customers
8. Ability to defuse situation and get other organized to meet project expectations
9. High degree of initiative and independent judgment
10. Ability to tactfully and effectively deal with public and staff in a personable and professional manner
11. Maintains a high level of energy and a consistent positive attitude
12. Excellent people and leadership skills, with an ability to coach, motivate and develop
13. Demonstrate cultural sensitivity

PREFERRED QUALIFICATIONS

1. Bilingual preferred

PHYSICAL DEMANDS/TRAVEL

Requires the ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files. Physical demands may require the ability to stand, bend, reach high and low, stoop, walk around the classroom and kneel.

WORKING CONDITIONS

Majority of work will be performed in a general office/school environment. Position requires availability for occasional extended hours required to perform job duties. Also requires participation and attendance at organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status.

LEARN Charter School Network JOB DESCRIPTION

Job Title:	School Social Worker	FLSA Status:	Exempt
Reports To:	Director Student Services	EEO Status:	
Department:	Student Support Services	Effective Date:	8/22/18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The School Social Worker will provide social work services to students and their families using various social work methods, including individual, group and family counseling.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<ul style="list-style-type: none"> • Participates with interdisciplinary team members in developing and implementing program policies and procedures and preventing crises. • Assesses the social and emotional needs of students. • Provides direct social work minutes/services to students referred by self, faculty, administration, special education team members, and other school ancillary staff. • Participates and occasionally presents at teacher meetings, assemblies, etc. • Serves as an advocate for students' rights within the school and serves as a mediator between parents, child, and school. • Attends all scheduled clinical team meetings. • Establishes referral network/linkages with outside agencies for both students and parents. Tracks and follows up on all referrals made in and out of school. • Coordinates social work services and student referrals between LEARN and other agencies providing social and educational services in both the school and local community. Ensures that all clients, (students, parents, families) visitors, guests, as well as coworkers, receive personalized, prompt attention and are treated with receptiveness, dignity and respect, no matter how limited the contact. 	90%
<ul style="list-style-type: none"> • Remains available for crisis intervention social work as the need arises or arranges for such coverage by emergency social services. 	10%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Master's Degree in Social Work and valid State/District School Social Work Endorsement/Licensure (in IL a PEL with a School Social Work Endorsement).
2. 2 years of direct Social Work experience.

Knowledge, Skills, Abilities and Personal Characteristics

1. Ability to engage and diffuse crisis situations.

Job Description
Job Title: School Social Worker

2. Ability to work effectively with children, families, professionals and other personnel from a wide range of cultural, social, and economic backgrounds.
3. Experience with Microsoft Office and Google applications, databases, and intranet and internet usage.
4. Professional demeanor.
5. Ability to express self effectively and concisely, both orally and in writing.
6. Experience in development and implementation procedures.
7. Ability to prioritize and manage multiple projects, adhering to strict timelines.
8. Detail oriented and highly organized.
9. Comfortable interacting with internal and external stakeholders.
10. Ability to defuse situation and get other organized to meet project expectations.
11. High degree of initiative and independent judgment.
12. Ability to tactfully and effectively deal with public and staff in a personable and professional manner.
13. Maintains a high level of energy and a consistent positive attitude.
14. Collaborative, team player with superior interpersonal skills.

PREFERRED QUALIFICATIONS

1. Bilingual a plus.
2. Experience navigating the Chicago Public Schools IMPACT Data System (or the data system related to the State/District in which the school is operating).

PHYSICAL DEMANDS/TRAVEL

Requires the ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files. Physical demands require the ability to stand, bend, reach high and low, stoop, walk around the classroom and kneel upwards of 60% of the day. In addition walking up and down stairs several times a day. Must be able to lift 30-40 pounds for short periods of time.

WORKING CONDITIONS

Social Worker will be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once, and the Social Worker will have to supervise all children at all times. Majority of work will be performed in a general office/ school environment. Position requires occasional availability for extended hours or non-traditional hours required to perform job duties.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status).

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Special Education Teacher	FLSA Status:	Exempt
Reports To:	Principal or Director Student Services	EEO Status:	
Department:	Student Support Services	Effective Date:	8.22.18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Special Education Teacher will be responsible for planning and delivering tailored instruction to children with special needs and co-teaching as applicable with the lead classroom teacher a portion of a class or a student.

KEY RESPONSIBILITIES/OUTCOMES <i>Organized by 1-5 major categories of work to be performed, including % of time out of 100%</i>	% TIME SPENT
<ul style="list-style-type: none"> • Planning and delivering instruction to children with special needs due to learning, mental, emotional, or physical disabilities per the goals of the student’s Individualized Education Program (IEP). Adapting general education lessons and/or teaching basic skills, such as literacy and communication techniques. • Assisting classroom teachers in developing interventions for students; and implementing ongoing assessments to develop and revise IEP goals as necessary • Cultivate and maintain ongoing relationships with student’s families, and facilitating school-based problem solving meetings. 	70%
<ul style="list-style-type: none"> • Coordinating evaluations and supervising the referral process and IEP development • Ensuring timely delivery of internal and/or contracted services • Ensuring ongoing compliance with State, Local and Federal Laws and regulations while maintaining regular communication with Director of Student Services. • Maintaining updated and accurate reports. 	30%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Degree in Special Education and Illinois (LBS I certification) or State/District Certification or Endorsement
2. 1 year of Teaching experience in special education; prefer 3+ years total teaching experience
3. Demonstrated track record of delivering gains in student academic achievement
4. Demonstrated record of living LEARN’s Core Values

Knowledge, Skills, Abilities and Personal Characteristics

1. Strong use of data to impact and facilitate instruction
2. Experience with Microsoft Office and Google applications, databases, and intranet and internet usage.
3. Strong written and verbal skills
4. Professional demeanor
5. Ability to express self effectively and concisely, both orally and in writing.

Job Description
Job Title: Special Education Teacher

6. Experience in development and implementation procedures.
7. Understands and can apply legal or regulatory standards to decision-making
8. Ability to prioritize and manage multiple projects, adhering to strict timelines
9. Detail oriented and highly organized.
10. Comfortable interacting with internal and external stakeholders, particularly families and regulatory bodies
11. Ability to defuse situation and get other organized to meet project expectations
12. High degree of initiative and independent judgment
13. Maintains a high level of energy and a consistent positive attitude.

CERTIFICATIONS, LICENSES, REGISTRATIONS

1. Special Education Teacher License/Endorsement as required by the state/district (Illinois- LBS 1) or applicable state.

PHYSICAL DEMANDS/TRAVEL

Nature of work requires an ability to operate standard business office equipment. Requires ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files. Physical demands require the ability to stand, bend, reach high and low, stoop, walk around the classroom and kneel upwards of 60% of the day. In addition, walking up and down stairs several times a day. Must be able to lift 30-40 pounds for short periods of time.

WORKING CONDITIONS

Majority of work performed in a general school and office environment. Position requires occasional participation and attendance at organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status).

LEARN Charter School Network JOB DESCRIPTION

Job Title:	Specials Teacher	FLSA Status:	Exempt
Reports To:	Principal	EEO Status:	
Department:	Campus Staff	Effective Date:	8/22/18
		Prior Date:	

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Specials Teacher will be responsible for daily operations for his or her classroom in an area of enrichment instruction (Physical Education, Music, Art, Technology, Theater, etc.).

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<ul style="list-style-type: none"> • Plans and delivers grade-appropriate, specific enrichment programming area (Physical Education, Music, Art, Technology, Theater, etc.) to assigned students. • Organizes and utilizes materials, technology, etc. effectively to enhance instruction and promote students’ independence, social skills and self-esteem • Provides for active student engagement through management of lessons and communicating to promote student understanding • Monitors students’ behavior and assists in establishing expectations for behavior in accordance to school-wide/ classroom discipline plan • Promote positive relations with students, staff and parents • May organize and run after-school enrichment programming as arranged with school 	100%

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. 1 plus years’ experience working with students in a classroom or gymnasium-type setting
2. Able to monitor students and control behavior of students
3. Possess the ability to adapt to different tasks as needed
4. Demonstrates a working knowledge of child development

Knowledge, Skills, Abilities and Personal Characteristics

1. Professional demeanor
2. Ability to express self effectively and concisely, both orally and in writing
3. Experience in development and implementation procedures
4. Ability to prioritize and manage multiple projects, adhering to strict timelines.
5. Creative, provides ‘fun’ environment for student learning
6. Comfortable interacting with internal and external customers
7. High degree of initiative and independent judgment.
8. Maintains a high level of energy and a consistent positive attitude.

Job Description
Job Title: Specials Teacher 2018.docx

PREFERRED QUALIFICATIONS

1. State/District Teacher Certification or current participation in a Teacher Certification Program preferred.
2. Prior experience teaching the enrichment subject area (Physical Education, Music, Art, Technology, Theater, etc.).

PHYSICAL DEMANDS/TRAVEL

Physically demands require the ability to stand, bend, reach high and low, stoop, walk around the classroom and kneel upwards of 60% of the day. In addition, walking up and down stairs several times a day. Must be able to lift 15 to 20 pounds for short periods of time and push and pull 15 to 20 lbs.

WORKING CONDITIONS

May be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once. Majority of work performed in a general school/office environment. Work may frequently entail after school or late afternoon work during non-standard hours.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

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LEARN Charter School Network JOB DESCRIPTION

Job Title:	Speech and Language Pathologist	FLSA Status:	Exempt
Reports To:	Principals and Director of Special Education	EEO Status:	
Department:	Student Support Services/CMO	Effective Date:	8/22/18
		Prior Date:	8/23/11

PURPOSE

The LEARN Charter School Network is a network of college preparatory elementary dedicated to providing our students with the solid academic foundation and ambition to earn a college degree. Our college preparatory elementary schools provide a rigorous educational program that is built upon an intimate understanding of each student’s individual learning style and academic needs. We are guided by five principles which include: expectations of high achievement; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child. The Speech and Language Pathologist provides assistance, prevention, assessment, and remediation services for students who exhibit difficulties in the areas of language, speech, voice, and fluency.

KEY RESPONSIBILITIES/OUTCOMES	% TIME SPENT
<ul style="list-style-type: none"> • Organizes a program that addresses school and student speech and language goals; contributes to the development of program guidelines as appropriate. Provides information to school personnel, and parents about current procedures and program guidelines. • Works cooperatively with school personnel to accomplish the goals and objectives of the program and to coordinate specific objectives for individualized educational programs (IEPs). Presents and explains data to IEP Team. • Administers formal and informal (ongoing & curriculum-based) assessments to assigned students. Observes students in educational environments. Conducts speech, language, and hearing screenings. Analyzes and interprets information to make recommendations to school personnel and parents regarding the need for speech-language services. • Attends meetings, such as staff meetings, IEP meetings and parent-teacher conferences. 	40%
<ul style="list-style-type: none"> • Collaborates/consults with classroom teachers in the management of speech and language disorders. Plans evidence-based interventions appropriate for individual students and groups of students. • Designs, selects and/or modifies special curricula/therapy content. Develops appropriate IEPs based on students’ strengths & needs. • Implements the service delivery model most appropriate to the students’ degree of severity and commensurate with students’ interest and aptitudes. Uses a variety of service delivery models, including classroom intervention, consultation/collaboration and pull-out as appropriate to meet student needs in the least restrictive environment. • Provides feedback and reinforcement to students. • Adjusts intervention strategies based upon student performance. • Promotes effective interpersonal relations with students. • Submits to the appropriate person(s) and maintains schedule for speech and language screening, hearing screening, diagnostic assessments, therapy/instructional services and other activities. Keeps updated schedule of each student’s therapy. • Requests specific information on individual student’s receiving services from non-school agencies (e.g. clinics, hospitals, physicians, health departments, day care centers, etc) with signed release of information. • Makes recommendations and referrals for audiological/medical and related services. Determines needs for referrals, collaborates and consults with audiologist regarding hearing. 	60%

Job Description
Job Title: Speech and Language Pathologist

REQUIRED QUALIFICATIONS

Education, Training and/or Experience

1. Masters Degree in Speech Language Pathology
2. Licensed in Speech Language Pathology (L-SLP) and/or Professional Certification (CCC-SLP).
3. Licensed Speech and Language Pathologist fully endorsed by Illinois State Board of Education for Illinois schools or the state/district in which the campus is operating.
4. Two Years of experience preferred, but we will consider candidates with less experience.
5. Demonstrated ability to work with school personnel and students to accomplish the goals and objectives.
6. Demonstrates knowledge and use of statewide testing procedures.
7. Demonstrates knowledge of federal, state and local rules, regulations and laws.

Knowledge, Skills, Abilities and Personal Characteristics

1. Abides by professional code of ethics, established rules, regulations, laws and appropriate ethical standards.
2. Provides services which hold the well-being of each student paramount.
3. Guards against conflicts of professional interest.
4. Experience with Microsoft Office applications, databases, and intranet and internet usage.
5. Professional demeanor
6. Ability to express self effectively and concisely, both orally and in writing.
7. Experience in development and implementation procedures.
8. Ability to prioritize and manage multiple projects, adhering to strict timelines.
9. Detail oriented and highly organized.
10. Comfortable interacting with internal and external stakeholders
11. Ability to defuse situation and get other organized to meet project expectations
12. High degree of initiative and independent judgment.
13. Maintains a high level of energy and a consistent positive attitude.

REQUIRED QUALIFICATIONS

1. Licensed Speech and Language Pathologist fully endorsed by Illinois State Board of Education for Illinois schools or the state/district in which the campus is operating.

PHYSICAL DEMANDS/TRAVEL

Caring for children can be physically demanding. School staff may be lifting and carrying children and equipment, and may spend time sitting on the floor or child sized furniture. Nature of work requires an ability to operate standard business office equipment. Requires the ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files.

WORKING CONDITIONS

Majority of work performed in a general school/office environment. Also requires participation and attendance at organization sponsored events and meetings.

This job description is not intended to be a complete list of all responsibilities, duties or skills required for the job and is subject to review and change at any time, with or without notice, in accordance with the needs of LEARN Charter School Network. Since no job description can detail all the duties and responsibilities that may be required from time to time in the performance of a job, duties and responsibilities that may be inherent in a job, reasonably required for its performance, or required due to the changing nature of the job shall also be considered part of the jobholder's responsibility.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, sexual orientation, gender identity, national origin, age, family medical history, disability or veteran status.

The following pages contain
Appendices E, F, G, H, I and J

E: Effectiveness Rating Scale

F: Planning Year Calendar

G: 2018 LEARN Candidate Summary Form

H: Accounting and Financial Policies

I: Property Map

J: LEARN DC Renderings

Overall Effectiveness Rating Scale:

- 5 Exemplary** = Reserved for results / behaviors that significantly exceeded expectations.
- 4 Highly Effective** = Results / behaviors consistently exceeded standards or expectations.
- 3 Effective** = **Desired results / behaviors fully met expectations. Strong performance. [This is our target zone]**
- 2 Developing** = Results / behaviors approaches, but does not fully meet, standards or expectations.
- 1 Ineffective** = Results / behaviors falls considerably short of standards or expectations.

Optional Support for Assessing Strengths and Weaknesses

During the summative or annual review, consider an employee’s key strengths and development areas as well as actual results against goals in determining overall effectiveness. In particular, consider the degree to which he/she demonstrates the following desired behaviors.

LEARN Key Behaviors - All Levels	
1 CORE VALUES	<i>Actions and decisions are consistent with LEARN's values</i> Takes actions and guides decision-making/reasoning in a way that demonstrates an understanding of and commitment to LEARN’s core values – culture of respect, high expectations, safe and nurturing, whole child, and family involvement. Able to balance living the core values with meeting/ exceeding performance expectations.
2 SERVICE FOCUSED	<i>Meeting other’s needs (internal and external)</i> Attuned to and seeks to serve the needs and interests of customers (coworkers, students, and parents). Resolves customer problems/concerns and performs job responsibilities in a way that others feel respected and we care about their well-being. Demonstrates rapport with the diversity of customers’ backgrounds and perspectives as resolving problems or reaching agreements.
3 RESULTS ORIENTATION / INITIATIVE	<i>Sets and achieves goals, initiates action</i> Sets, plans for, and achieves challenging goals. Organizes and performs work to attain specific and measurable outcomes. Finds ways to overcome challenges and obstacles. Accomplishes expected or better outcomes. Able to plan for and take risks (i.e., set stretch goals), with ability to recover fast from failures (i.e., resilient). Strong follow-through on commitments. Holds own self accountable.
4 EXCELLENCE	<i>Striving for meeting or exceeding standards, high integrity</i> Sets and adheres to high performance expectations for self and others. Produces quality work in a timely and situation appropriate fashion. Often creative or innovative, finding better/more efficient ways to do work activities. Continuously seeking to improve own and LEARN’s performance. Acts with integrity and attention to being reliable and trustworthy.
5 EFFECTIVE COMMUNICATOR	<i>Shares clear and easily understood information</i> Shares communication (i.e., thoughts, feelings or information) with others through speaking, writing or body language in a way that conveys the intended message clearly. Takes time to ensure messages are understood by the receiver(s). Adapts content and communication to the needs of the audience, considering the context and desired outcomes.
6 JUDGEMENT	<i>Makes sound decisions appropriate to circumstances</i> Uses best available information (e.g., analysis of an IEP, compliance report requirements, knowledge of a past situation, etc.) and understanding of LEARN’s core values to make a decision or form an opinion objectively. Acts with discretion and good sense. Make decisions that balance the interests of all stakeholders.
7 PARTNERSHIP	<i>Working as a positive team member</i> Works well with others; shares critical information with everyone involved. Handles conflict situations in a way that maintains relationships and respect for others. Can quickly find common ground & solve problems for the good of all. Does his or her fair share of the work; proactively offers to help team members. Can be counted on to advance LEARN and work team goals.
8 PLANNING and ORGANIZING	<i>Marshals resources (people, funds, material, support, etc.) to get things done effectively</i> Can quickly sense what actions will hinder or help accomplishing a task; anticipating and planning for future consequences and possible roadblocks. Able to prioritize and adapt plans to balance competing work demands. Establishes an orderly method of performing work for self and others. Able to sequence or integrate work efforts to achieve both short-term and longer-range plans. Uses data to drive decisions, plans and work approaches.

2017-2018 Performance Effectiveness Rating Scale

9 CONFIDENTIALTY *Securing information*

Ensures all LEARN information is secure and shared in a manner that meets organizational policy for confidentially including student, personnel and creative information; putting all confidential information in a secure location and maintain confidentiality in all work activities. [Does not include an Exceed rating.] {Rate 3, 2, 1 only}

LEARN Key Behaviors – For People Managers Only (e.g., CMO and School Leaders)

10 MANAGES THROUGH VISION and PURPOSE *Sets a clear direction; inspiring*

Can clearly articulate a vision for why the team exists and the purpose of the work; enabling others to engage and be inspired to achieve stretch results. Sets clear objectives and measures for team or individual performance. Able to assign clear responsibility for tasks and hold the right people accountable for actions. Monitors process, progress and results to guide work effectiveness versus LEARN's mission/values and the team's vision/purpose. Unafraid of change.

11 EFFECTIVE TEAM LEADER *Fosters positive team morale and high productivity*

Creates strong morale and a feeling of belonging among the team. Fair/equitable. Fosters open 2-way dialogue. Accepts constructive feedback. Delegates well; keeps team performance on track without micro-managing. Gives timely instruction, consistent guidance, and actionable feedback to help others perform, and to strengthen their knowledge, skills, or behaviors. Interested in the work and non-work lives of his/her staff. Promotes work/life balance recognizing the structured demands of a K-8 educational organization.

12 MANAGERIAL COURAGE *Makes tough decisions on people and work results*

Discerning about people and performance. Hires the best people available from inside or outside; not afraid of selecting strong people who are innovative or may challenge the status quo. Can accurately project what people are likely to do across a variety of situations and address performance problems with people or situations quickly. Addresses tough decisions head-on with courage and compassion. Willing to take a stand, even when it's unpopular, yet open to other's perspectives and not afraid to be proven wrong.

Considerations:

- All Staff can be assessed on nine behaviors; school leaders can be assessed on 12 behaviors.
- Our target rating per behavior is '3' = 'Effective'. (~ 27 total points or 36 total points respectively per person).
- **Warning signs: Are total points below 25 or 34 points, respectively, or would you rate any behaviors "1" = 'Ineffective'?**
Low scores for Core Values, Service Focused, Excellence, Judgement, and Partnership are yellow or red flags; these are belief- or character-based attributes and may be hard for an individual to increase effectiveness.

*Reminder: 2017-18 is our **pilot year** for using a set of key behaviors cross-Network for performance assessment. Comments welcomed on what's working and what could be better.*



2018 Charter Application
Section C, Part 1C
Planning Year

NOTE: When filtering, ALWAYS CHECK ** to maintain formatting

FUNCTIONAL AREA	START		DEADLINE		LEAD TIME	OWNER	NOTES
	MONTH	YEAR	MONTH	YEAR			
ACCOUNTING AND FINANCE							
Accounting System							
User setup	January	2019	February	2019	1 month	LEARN CSN	Set up for DC school in existing LEARN accounting infrastructure
Chart of Accounts	August	2019	September	2019	1 month	ED	Add any accounts to LEARN Chart of Accounts specific to DC
Establish regular financial reporting schedule and process	June	2019	June	2019	2 weeks	LEARN CSN	Expect limited financial expenditure in first 6 months; move up timing if otherwise
Bookkeeping solution - Jan 2019 - Dec 2020	January	2019	March	2019	2 months	LEARN CSN	Need a solution but limited, possible to set up remote process with Chicago
Bookkeeping solution - Jan 2021 - Aug 2021	January	2021	March	2021	2 months	ED	Likely need on-site solution as purchasing begins; likely contract
Bookkeeping solution - long-term	July	2021	October	2021	2 months	Dir Ops	In-house employee or long-term contractor? Could be PT
Audit							
Determine PCSB audit requirements	April	2019	April	2019	1 week	LEARN CSN	
Research DC area auditor options	June	2019	August	2019	2 months	LEARN CSN	
Present options to board, select auditor	July	2019	August	2019	1 month	ED	Review by Finance committee, approval of Fin Comm recommendation by board
Engage auditor	July	2019	July	2019	1 week	ED	Assumes auditor also engaged to complete annual Form 990
Form 990 - FY2019	September	2019	November	2019	2 months	ED	
Form 990 - FY2020	September	2020	November	2020	2 months	ED	
Form 990 - FY2021	October	2021	November	2021	1 month	ED	
Audit	August	2021	October	2021	3 months	ED	Assumes financial / compliance audit due to PCSB in October annually
Banking							
Set up DC checking account	January	2019	January	2019	2 weeks	LEARN CSN	Utilize national bank that will allow for easy transfer between HQ and DC
Set up DC savings account	January	2019	January	2019	2 weeks	LEARN CSN	Utilize national bank that will allow for easy transfer between HQ and DC
Line of Credit	July	2019	August	2019	1 month	ED	If necessary
Budget							
5 year financial model	July	2019	August	2019	1 month	ED	Make any revisions / adj to financial model developed during app process
FY20 Budget	March	2019	June	2019	3 months	LEARN CSN	ED to make adj and present to Fin Comm when on board if necessary
FY21 Budget	March	2020	June	2020	3 months	ED	Finalize, approve by board
FY22 Budget	March	2021	June	2021	3 months	ED	
Form Finance Committee (Chaired by Board Treasurer)	February	2019	April	2019	2 months	LEARN CSN	
Determine Finance Committee meeting schedule	April	2019	May	2019	1 month	LEARN CSN	
Federal Funding							
Title I							
Title I Programmatic Plan	May	2021	July	2021	2 months	ED	
Submit Title I Budget and Plan	July	2021	July	2021	1 week	Dir Ops	Assumes Budget & Plan due to PCSB at beg of fiscal/school year
Establish Title I tracking systems (for reimbursement)	July	2021	August	2021	1 month	Dir Ops	Set up mechanisms in accounting sys and/or other tracking devices
Title I Planning Meetings (Staff)	May	2021	June	2021	1 month	Dir Ops	
Title I Planning Meetings (Parents)	June	2021	June	2021	3 weeks	Dir Ops	
Title I Parent Meetings	August	2021	September	2021	1 month	Dir Ops	
Title II							
Title II Programmatic Plan	May	2021	July	2021	2 months	ED	
Submit Title II Budget and Plan	July	2021	July	2021	1 week	Dir Ops	Assumes Budget & Plan due to PCSB at beg of fiscal/school year
Establish Title II tracking systems (for reimbursement)	July	2021	August	2021	1 month	Dir Ops	Set up mechanisms in accounting sys and/or other tracking devices
Title III (ELL)							
Title III Programmatic Plan	May	2021	July	2021	2 months	SpEd Dir	
Submit Title III Budget	July	2021	July	2021	1 week	Dir Ops	Assumes Budget & Plan due to PCSB at beg of fiscal/school year
Establish Title III tracking systems (for reimbursement)	July	2021	August	2021	1 month	Dir Ops	Set up mechanisms in accounting sys and/or other tracking devices
Special Education Grants (IDEA, others)							
IDEA (and other) Programmatic Plan	May	2021	July	2021	2 months	SpEd Dir	
Submit IDEA (and other) Budget	July	2021	July	2021	1 week	Dir Ops	Assumes Budget & Plan due to PCSB at beg of fiscal/school year
Establish IDEA (and other) tracking systems (for reimbursement)	July	2021	August	2021	1 month	Dir Ops	Set up mechanisms in accounting sys and/or other tracking devices



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FUNCTIONAL AREA	START		DEADLINE		LEAD TIME	OWNER	NOTES
	MONTH	YEAR	MONTH	YEAR			
Insurance							
Determine insurance requirements							
Authorizer	January	2019	January	2019	2 weeks	LEARN CSN	
Lender	June	2019	June	2019	2 weeks	LEARN CSN	Moves with timing of securing lender for building project
Landlord?	July	2021	July	2021	2 weeks	Dir Ops	Assumes start of lease is July 2021
Engage insurance broker	January	2019	January	2019	3 weeks	LEARN CSN	
Liability policy	February	2019	February	2019	1 month	LEARN CSN	
Directors & Officers policy	February	2019	February	2019	1 month	LEARN CSN	
Student Accident policy	August	2021	August	2021	1 month	Dir Ops	
Property policy	May	2019	May	2019	1 month	LEARN CSN	Assume take possession of building to begin renovations June 2019
Unemployment policy	July	2021	July	2021	1 month	Dir Ops	Assumes employees formally start at DC school in FY2021
Workers Compensation policy	July	2021	July	2021	1 month	Dir Ops	Assumes employees formally start at DC school in FY2021
Cyber policy	August	2021	August	2021	1 month	Dir Ops	
Other policies	July	2021	July	2021	1 month	Dir Ops	If necessary
Payroll							
Establish understanding of DC payroll/tax nuances	January	2021	January	2021	1 month	Dir Ops	Assume prior to Jan 2021, all employees paid through LEARN in Chicago
Select payroll processing company, if necessary	October	2020	December	2020	2 months	ED	Possible to use single LEARN payroll processing company for Chicago & DC?
Complete initial "on-boarding" with payroll processor	December	2020	December	2020	2 weeks	ED	
Establish account/complete paperwork with state teacher pension	April	2021	May	2021	1 month	Dir Ops	
Register with DC Dept of Revenue for payroll tax payments etc	January	2021	January	2021	1 month	Dir Ops	Assume prior to Jan 2021, all employees paid through LEARN in Chicago
Processes							
Cash							
Set cash policy	May	2021	June	2021	2 weeks	Dir Ops	
Establish receipt/reconciliation process	May	2021	June	2021	2 weeks	Dir Ops	
Finance							
General	May	2019	July	2019	2 months	LEARN CSN	Make adjustments to LEARN policy, with particular regard to distance and rel between Chi/DC; approved by Fin Comm
Travel and expense	March	2019	April	2019	1 month	LEARN CSN	
Procurement	June	2019	July	2019	1 month	ED	
Purchasing							
Set purchasing policy	June	2019	July	2019	1 month	ED	
Establish purchasing process / system	June	2019	July	2019	1 month	ED	
Student Fees							
Determine amount	February	2021	February	2021	3 weeks	ED	
Set student fee policy	February	2021	February	2021	3 weeks	ED	
Establish collection policy	February	2021	February	2021	3 weeks	ED	
Establish POS system	June	2021	June	2021	1 month	Dir Ops	
Establish payment tracking system	June	2021	June	2021	1 month	Dir Ops	
Waiver form	June	2021	June	2021	2 weeks	Dir Ops	
Payment plan form	June	2021	June	2021	2 weeks	Dir Ops	
ADMINISTRATIVE							
Establish 501c3							
File, if separate from LEARN HQ	January	2019	June	2019	6 months	LEARN CSN	Assume filing/approval time has long lead time
Washington DC Regional filings							
Charitable bureau?	January	2019	June	2019	6 months	LEARN CSN	
"Secretary of State"	January	2019	June	2019	6 months	LEARN CSN	
Tax exemption	January	2019	June	2019	6 months	LEARN CSN	



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FUNCTIONAL AREA	START		DEADLINE		LEAD TIME	OWNER	NOTES
	MONTH	YEAR	MONTH	YEAR			
FACILITY							
Construction & Improvements							
Secure building							
Form Facilities committee	January	2019	January	2019	2 weeks	LEARN CSN	
Negotiate terms	January	2019	February	2019	6 weeks	LEARN CSN	Assume negotiation with JBAB for land/building already discussed
Allocate keys (until key card access available)	March	2019	March	2019	2 weeks	LEARN CSN	Assume obtain access to building in March 2019
Select architect	January	2019	February	2019	6 weeks	LEARN CSN	
Establish timeline for architect	February	2019	February	2019	2 weeks	LEARN CSN	
Draft drawings	February	2019	March	2019	6 weeks	LEARN CSN	
Select General Contractor	March	2019	May	2019	2 months	LEARN CSN	
Finalize drawings	April	2019	May	2019	1 month	LEARN CSN	
Apply for permits	May	2019	June	2019	6 weeks	LEARN CSN	
Finalize pricing	May	2019	June	2019	1 month	LEARN CSN	
Construction	July	2019	June	2020	12 months	ED	Applies to construction necessary for school to open and operate in Year 1
Inspections	April	2020	April	2020	1 month	ED	
Certificate of occupancy	July	2020	July	2020	1 month	ED	
Financing							
Meet with potential lenders	January	2019	February	2019	6 weeks	LEARN CSN	
Receive and review term sheets	February	2019	March	2019	6 weeks	LEARN CSN	
Select lender	March	2019	March	2019	3 weeks	LEARN CSN	
Closing / legal documentation process	March	2019	June	2019	3 months	LEARN CSN	
Establish process for contractor payment	June	2019	June	2019	1 month	LEARN CSN	
Furniture							
Furniture needs assessment	July	2020	August	2020	1 month	Principal	
Furniture design	August	2020	September	2020	6 weeks	Principal	
Select Furniture Vendor	September	2020	October	2020	1 month	Principal	
Furniture Selection	October	2020	December	2020	2 months	Principal	
Submit Furniture Order	January	2021	February	2021	1 month	Dir Ops	
Furniture Delivery	July	2021	July	2021	1 month	Dir Ops	
Asset Tracking Tags	July	2021	July	2021	1 month	Dir Ops	
Furniture Setup	July	2021	July	2021	1 month	Dir Ops	
Janitorial Services							
Contract for services (short-term) - just offices?	January	2019	January	2019	1 month	LEARN CSN	
Establish scope of services needed (long-term)	February	2019	February	2019	1 month	LEARN CSN	Assume include porter for building maintenance
Bid janitorial services							
Draft RFP	March	2021	March	2021	2 weeks	Dir Ops	
Post RFP / solicit bids	March	2021	April	2021	1 month	Dir Ops	
Review bids	April	2021	April	2021	2 weeks	Dir Ops	
Select vendor	April	2021	April	2021	1 week	Dir Ops	
Finalize scope of services and contract	May	2021	May	2021	3 weeks	Dir Ops	
Walk-through with janitorial team to establish expectations	July	2021	July	2021	2 weeks	Dir Ops	
Establish janitorial supplies purchasing process	June	2021	June	2021	1 month	Dir Ops	Assume janitorial vendor purchases janitorial supplies
Office Space (until school opens)							
Locate temporary office space	January	2019	January	2019	1 month	LEARN CSN	
Negotiate rent	January	2019	January	2019	1 month	LEARN CSN	
Purchase furniture/supplies for office space	January	2019	January	2019	2 weeks	LEARN CSN	
Move into office space	January	2019	January	2019	1 week	LEARN CSN	
Safety							
Ensure understanding of authorizer required disaster plans	January	2021	January	2021	2 weeks	Principal	
Order / create / install fire escape signage	January	2021	February	2021	1 month	Dir Ops	
Establish emergency plans							
Fire drill policy / plan	October	2020	December	2020	2 months	Principal	



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	MONTH	YEAR	MONTH	YEAR			
Tornado drill policy / plan	October	2020	December	2020	2 months	Principal	
Lock-down drill policy / plan	October	2020	December	2020	2 months	Principal	
Evacuation drill policy / plan	October	2020	December	2020	2 months	Principal	
Request crossing signs / street signage	October	2020	December	2020	2 months	Principal	
Security							
Establish building access process and system							
Install building access system	July	2020	August	2020	1 month	ED	
Code key cards	January	2021	June	2021	6 months	Dir Ops	Ongoing, as hire staff
Assign and distribute key cards	January	2021	June	2021	6 months	Dir Ops	Ongoing, as hire staff
Key box for other keys	July	2020	July	2020	2 weeks	ED	
Assign and distribute other keys (as necessary)	July	2020	July	2020	2 weeks	ED	
Order classroom signage	November	2020	December	2020	6 weeks	Principal	
Install classroom signage	January	2021	February	2021	1 month	Dir Ops	
GOVERNANCE							
Administrative							
Determine need for board management system	March	2019	March	2019	2 weeks	LEARN CSN	
Purchase license(s) for board management system, if necessary	April	2019	April	2019	1 month	LEARN CSN	
Establish board calendar and rhythms	June	2019	June	2019	1 month	ED	
Implement Open Meetings Act	June	2019	June	2019	2 weeks	ED	Assume quorum of board members engaged by June 2019
Board of Directors							
Engage Chairman	January	2019	January	2019	NA	LEARN CSN	Formally given approval; assume engaged prior to submission of application
Engage Treasurer	January	2019	January	2019	NA	LEARN CSN	Formally given approval; assume engaged prior to submission of application
Build Board of Directors membership	January	2019	June	2019	6 months	LEARN CSN	
Board Committees							
Formally form committees (Finance, Governance, Outreach)	June	2019	September	2019	3 months	ED	Engage externally for comm members, each committee led by board member
HUMAN RESOURCES							
Applicant Tracking System							
Background check / drug testing							
Determine authorizer requirements for background check/process	July	2020	July	2020	2 weeks	ED	
Establish process for staff background checks	July	2020	August	2020	1 month	ED	
Benefits							
Employee Insurance (Health/Dental/Vision/Disability)							
Inquire about coverage options in DC under current LEARN setup	January	2021	January	2021	3 weeks	HR Manager	
Engage DC specific broker if necessary	February	2021	February	2021	1 month	HR Manager	
Open enrollment meeting	June	2021	June	2021	1 week	HR Manager	
Open enrollment period	June	2021	July	2021	6 weeks	HR Manager	Rolling basis for hires after open enrollment period
401k/403b							
Inquire about coverage options in DC under current LEARN setup	January	2021	January	2021	3 weeks	HR Manager	
Engage DC specific administrator/plan if necessary	February	2021	February	2021	1 month	HR Manager	
Open enrollment period	June	2021	July	2021	6 weeks	HR Manager	Rolling basis for hires after open enrollment period
Employee Handbook							
Make any needed adjustments to employee handbook (DC specific)	February	2021	March	2021	1 month	ED	



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FUNCTIONAL AREA	START		DEADLINE		LEAD TIME	OWNER	NOTES
	MONTH	YEAR	MONTH	YEAR			
Employee Information System							
Determine if able to utilize current LEARN HRIS	January	2021	January	2021	3 weeks	HR Manager	
Engage alternate HRIS if necessary	February	2021	March	2021	6 weeks	HR Manager	
Hiring							
Executive Director							
Finalize job description	January	2019	January	2019	2 weeks	LEARN CSN	
Recruitment	January	2019	June	2019	6 months	LEARN CSN	
Hire deadline	June	2019	June	2019	NA	LEARN CSN	
Principal							
Finalize job description	July	2019	August	2019	6 weeks	ED	
Recruitment	September	2019	March	2020	6 months	ED	
Hire deadline	June	2020	June	2020	NA	ED	
Admin Roles							
Review with Principal and adjust roles	July	2019	July	2019	3 weeks	ED	SpEd Director, Asst Principal, Director of Ops, Office Manager
Establish / update job descriptions	September	2019	October	2019	6 weeks	ED	
Establish recruitment / posting plan & strategy	October	2019	November	2019	6 weeks	ED	
Administrative role recruitment	January	2020	December	2020	12 months	ED	Operations roles priority; SpEd Director role could be deferred until later
Hire deadline	January	2021	January	2021	NA	ED	Start dates could vary
Special Education							
Establish / update job descriptions	September	2019	October	2019	6 weeks	ED	
Establish recruitment / posting plan & strategy	September	2019	October	2019	6 weeks	ED	
SpEd Director role recruitment	January	2020	December	2020	12 months	ED	With assistance from LEARN CSN SpEd Director
Hire deadline - SpEd Director	January	2021	January	2021	NA	ED	With assistance from LEARN CSN SpEd Director
Teacher / social worker role recruitment	November	2020	May	2021	7 months	HR Manager	
Hire deadline - Teacher / Social Worker	May	2021	May	2021	NA	HR Manager	
Teachers							
Establish / update job descriptions	September	2020	October	2020	1 month	Principal	
Establish recruitment / posting plan & strategy	September	2020	October	2020	1 month	Principal	
Teacher recruitment	November	2020	June	2021	8 months	HR Manager	Principal to take primary responsibility before HR Manager hired
Hire deadline	June	2021	June	2021	NA	HR Manager	
Roles and Responsibilities							
Draft Roles & Responsibilities	March	2021	April	2021	1 month	ED	
Review with Staff	July	2021	July	2021	2 weeks	ED	
On-Boarding							
Finalize offer letter/contract template	November	2020	December	2020	1 month	ED	
Finalize welcome letter template	November	2020	December	2020	1 month	ED	
Finalize on-boarding packet							
Benefits explanation	October	2020	December	2020	2 months	LEARN CSN	Ensure in line with PCSB requirements
Payroll information collection	October	2020	December	2020	2 months	LEARN CSN	Ensure in line with PCSB requirements
Employment eligibility verification	October	2020	December	2020	2 months	LEARN CSN	Ensure in line with PCSB requirements
Employee handbook acknowledgement	October	2020	December	2020	2 months	LEARN CSN	Ensure in line with PCSB requirements
Mandatory reporter acknowledgement	October	2020	December	2020	2 months	LEARN CSN	Ensure in line with PCSB requirements
Mandatory reporter training	October	2020	December	2020	2 months	LEARN CSN	Ensure in line with PCSB requirements
Medication dispensing acknowledgement	October	2020	December	2020	2 months	LEARN CSN	Ensure in line with PCSB requirements
Infectious disease acknowledgement	October	2020	December	2020	2 months	LEARN CSN	Ensure in line with PCSB requirements
TB Test requirement	October	2020	December	2020	2 months	LEARN CSN	Ensure in line with PCSB requirements
Staff Licenses							
Understand state/region licensing requirements	July	2020	August	2020	1 month	ED	
Gather staff licenses (as hire)	June	2021	June	2021	NA	HR Manager	Deadline
OPERATIONS							



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FUNCTIONAL AREA	START		DEADLINE		LEAD TIME	OWNER	NOTES
	MONTH	YEAR	MONTH	YEAR			
Enrollment / Student Recruitment							
Develop recruitment calendar	September	2020	October	2020	1 month	ED	ED, unless hire Comm Engagement Coord early
Canvass neighborhood to understand local landscape	September	2020	October	2020	1 month	ED	ED, unless hire Comm Engagement Coord early
Establish partnerships with local daycares	September	2020	October	2020	1 month	ED	ED, unless hire Comm Engagement Coord early
Establish partnerships with Ward 8 parent groups	June	2019	July	2019	1 month	ED	Formalize liason etc.; assume partnership with Ward 8 parent groups ongoing and aligned with application
Establish partnership with NAVY	June	2019	July	2019	1 month	ED	Formalize liason etc.; assume partnership with NAVY ongoing and aligned with application
Form outreach committee	June	2019	July	2019	1 month	ED	
Student recruitment advertising							
Mailer	February	2021	March	2021	6 weeks	Comm Eng	
Billboard?	February	2021	March	2021	6 weeks	Comm Eng	
Fliers?	February	2021	March	2021	6 weeks	Comm Eng	
Foodservice							
File as necessary as School Foodservice Authority and set up reimbursement channels	July	2019	September	2019	3 months	ED	
Hire Foodservice SFA consultant?	August	2019	August	2019	1 month	ED	
Equipment							
Determine Equipment Needs	February	2021	March	2021	1 month	Dir Ops	
Order Equipment	March	2021	April	2021	1 month	Dir Ops	
Install Equipment	July	2021	July	2021	2 weeks	Dir Ops	
Vendor							
Draft RFP	November	2019	November	2019	3 weeks	ED	
Post RFP / solicit bids	January	2020	February	2020	6 weeks	ED	
Review bids	March	2020	April	2020	2 months	ED	
Select vendor	May	2020	May	2020	2 weeks	ED	
Finalize scope of services and contract	June	2020	July	2020	1 month	ED	
Food Service Process							
Breakfast/Lunch Line	May	2021	June	2021	6 weeks	Dir Ops	
Breakfast/Lunch Monitors	May	2021	June	2021	6 weeks	Dir Ops	
Distribution of menus, if necessary	May	2021	June	2021	6 weeks	Dir Ops	
Trash Bins	May	2021	June	2021	6 weeks	Dir Ops	
Cleanup	May	2021	June	2021	6 weeks	Dir Ops	
Setup/Take-Down	May	2021	June	2021	6 weeks	Dir Ops	
Nutrition Program Revenue							
Student Payment Approach	March	2021	April	2021	1 month	Dir Ops	
Student Fee Collection Process	January	2021	March	2021	3 months	Dir Ops	
POS System	January	2021	March	2021	3 months	Dir Ops	
Nutrition Program Submission Process	January	2021	March	2021	3 months	Dir Ops	
Front Office							
Setup							
Hours	January	2021	February	2021	2 weeks	ED	Determine the hours the office is staffed; Determine the schedule for manning the office
Plan Use of Space	September	2020	November	2020	2 months	ED	Office equipment and files: filing cabinets, computer, phone, etc.How students access
No Soliciting Sign	July	2021	July	2021	2 weeks		Order, place on counter
Student Files							
Processes & procedures	January	2021	February	2021	1 month	Dir Ops	Filing system, collection system, transfers, etc.
Determine access systems	January	2021	February	2021	1 month	Dir Ops	How/when do student files get checked out? Who has access?
Form Collection							



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	MONTH	YEAR	MONTH	YEAR			
Vision exam	May	2021	September	2021	5 months	Dir Ops	Optimal to collect during enrollment/registration
Free & reduced lunch	May	2021	September	2021	5 months	Dir Ops	Needs to align with foodservice reimbursement process
Medical compliance forms	May	2021	September	2021	5 months	Dir Ops	
Permission Forms	May	2021	September	2021	5 months	Dir Ops	Utilize universal permission form for the year if allowed by PCSB
Tracking process	March	2021	April	2021	1 month	Dir Ops	Track which students still owe which forms
Health & Safety							
Purchase first aid kit	June	2021	June	2021	2 weeks	Dir Ops	
Connect with fire & police departments	May	2021	May	2021	1 month	Dir Ops	
Establish Drop-off procedure	February	2021	March	2021	1 month	Principal	Put in writing for parents when enroll and/or during spring/summer orientation
Establish Pick-up procedure	February	2021	March	2021	1 month	Principal	
Lottery							
Establish dates and notification process	September	2020	October	2020	1 month	ED	
Finalize enrollment targets by grade	September	2020	March	2021	6 months	ED	Targets not finalized until lottery but need targets for student recruitment process
Setup in SchoolMint	September	2020	October	2020	1 month	ED	
Lottery Date	April	2021	April	2021	NA	ED	May be dictated by PCSB? Check timing of other schools in area
Notify lottery "winners"	April	2021	April	2021	1 week	Comm Eng	Electronic and paper notification
Establish wait list management process	September	2020	October	2020	1 month	ED	
Call waitlist	April	2021	September	2021	6 months	Comm Eng	Assume enrollment in flux until one month into school
Marketing							
Add DC school to LEARN website	June	2019	June	2019	2 weeks	LEARN CSN	Time to coincide with formal occupation of new building
Establish social media accounts and process	July	2019	August	2019	1 month	ED	
Order DC school swag	July	2019	September	2019	3 months	ED	
Order school signage	September	2020	October	2020	6 weeks	ED	Assume temp signage is ordered when building under construction
Order business cards for leadership team	February	2021	February	2021	3 weeks	Dir Ops	
Pest Control							
Draft RFP	March	2021	March	2021	2 weeks	Dir Ops	
Post RFP / solicit bids	March	2021	April	2021	1 month	Dir Ops	
Review bids	April	2021	April	2021	2 weeks	Dir Ops	
Select vendor	April	2021	April	2021	1 week	Dir Ops	
Finalize scope of services and contract	May	2021	May	2021	3 weeks	Dir Ops	
Initial inspection	June	2021	July	2021	3 weeks	Dir Ops	Need to schedule to coincide with health department inspection?
Establish pest control binder	July	2021	July	2021	1 week	Dir Ops	
School Uniforms							
Uniform decision	June	2020	July	2020	6 weeks	Principal	
Vendor research	July	2020	August	2020	1 month	Principal	
Vendor selection	August	2020	August	2020	2 weeks	Principal	
Order uniforms	March	2021	April	2021	6 weeks	Dir Ops	
Uniform Fee/Distribution Decision & Process	September	2020	October	2020	1 month	Principal	
Establish process for STLS / econ disadvantaged students	September	2020	October	2020	1 month	Principal	
Ensure uniform policy included in student handbook	September	2020	October	2020	1 month	Principal	
Student Registration							
Schedule student registration events	September	2020	October	2020	1 month	Principal	
Establish student registration process	February	2021	March	2021	1 month	Principal	
Create enrollment packet - english	October	2020	January	2021	3 months	Principal	
Create enrollment packet - spanish	October	2020	January	2021	3 months	Principal	
Waste Removal							
Draft RFP	March	2021	March	2021	2 weeks	Dir Ops	
Post RFP / solicit bids	March	2021	April	2021	1 month	Dir Ops	
Review bids	April	2021	April	2021	2 weeks	Dir Ops	
Select vendor	April	2021	April	2021	1 week	Dir Ops	
Finalize scope of services and contract	May	2021	May	2021	3 weeks	Dir Ops	



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	MONTH	YEAR	MONTH	YEAR			
SPECIAL EDUCATION							
External Relationships							
Join DC Special Education Cooperative	August	2020	September	2020	1 month	LEARN CSN	LEARN CSN SpEd Director to lead all SpEd functions until DC SpEd Director is hired
Select agency to provide Service Providers	March	2021	May	2021	3 months	SpEd Dir	LEARN CSN SpEd Director to lead all SpEd functions until DC SpEd Director is hired
Select Medicaid Billing Provider	May	2021	May	2021	1 month	SpEd Dir	LEARN CSN SpEd Director to lead all SpEd functions until DC SpEd Director is hired
Select Legal Firm to represent LEARN in student related matters	April	2021	May	2021	2 months	SpEd Dir	LEARN CSN SpEd Director to lead all SpEd functions until DC SpEd Director is hired
Curriculum & Supports							
Purchase SEL curriculum and SpEd interventions	April	2021	June	2021	2 months	SpEd Dir	
Professional Development							
SEL	May	2021	July	2021	2 months	SpEd Dir	Begin in May if SpEd staff fully hired
MTSS	May	2021	July	2021	2 months	SpEd Dir	
SpEd	May	2021	July	2021	2 months	SpEd Dir	
TEACHING AND LEARNING							
Curriculum							
Develop academic / curricular plan	September	2019	December	2019	3 months	ED	Assume use existing LEARN curricular plans as baseline
Create curricular maps and draft unit plans	June	2020	September	2020	3 months	Principal	
Create curriculum	September	2020	March	2021	6 months	Principal	
Purchase curriculum	March	2021	May	2021	2 months	Principal	
Assessments							
Develop assessment plan	June	2020	September	2020	3 months	Principal	
Establish assessment calendar	June	2020	September	2020	3 months	Principal	
Purchase access to assessments	July	2021	July	2021	1 month	Principal	
Setup in assessment systems	July	2021	August	2021	1 month	Principal	
Policies							
Discipline	November	2019	December	2019	6 weeks	ED	
Grading	November	2019	December	2019	6 weeks	ED	
Promotion	November	2019	December	2019	6 weeks	ED	
TECHNOLOGY							
Interim network solution (pre-erate)							
Determine solution - internet	January	2019	January	2019	3 weeks	LEARN CSN	
Determine solution - phones	January	2019	January	2019	3 weeks	LEARN CSN	
eRate							
Solicit eRate Consultant Bids	August	2020	September	2020	1 month	LEARN CSN	
Select eRate Consultant	September	2020	September	2020	2 weeks	LEARN CSN	
Determine needs (for Form 470)	October	2020	November	2020	6 weeks	ED	
Post 470	December	2020	December	2020	1 month	ED	
Select Vendor / File 471	January	2021	February	2021	1 month	ED	Select after 30 day window from time of 470 posting
Network Infrastructure (via eRate)							
IT Vendor Bids	December	2020	January	2021	1 month	ED	30 day window when 470 posted
Select IT Vendor	January	2021	February	2021	1 month	ED	
Order IT Networking Equipment	June	2021	July	2021	6 weeks	Dir Ops	Assume vendor able to do service provider invoicing; erate approval likely not obtained until Aug/September
Install IT Networking Equipment	July	2021	August	2021	1 month	Dir Ops	Assume vendor able to do service provider invoicing; erate approval likely not obtained until Aug/September
Network Go Live Deadline	August	2021	August	2021	NA	Dir Ops	2 weeks before first day of school



2018 Charter Application
Section C, Part 1C
Planning Year

NOTE: When filtering, ALWAYS CHECK ** to maintain formatting

FUNCTIONAL AREA	START		DEADLINE		LEAD TIME	OWNER	NOTES
	MONTH	YEAR	MONTH	YEAR			
ISP/Phone Service (via erate)							
Vendor Bids	December	2020	January	2021	1 month	ED	30 day window when 470 posted
Select Vendor	January	2021	February	2021	1 month	ED	
Order Service	June	2021	July	2021	6 weeks	Dir Ops	Assume vendor able to do service provider invoicing; erate approval likely not obtained until Aug/September
Service Installation	July	2021	August	2021	1 month	Dir Ops	Assume vendor able to do service provider invoicing; erate approval likely not obtained until Aug/September
Network Go Live Deadline	August	2021	August	2021	NA	Dir Ops	2 weeks before first day of school
Software							
Additional setup to expand LEARN G Suite to include DC school	January	2019	January	2019	2 weeks	LEARN CSN	
Student Information System							
Determine requirements under DC authorizer	July	2020	August	2020	2 weeks	Principal	
Purchase SIS license / access	August	2020	October	2020	2 months	Principal	Longer lead time to include research of options, if necessary
SIS Setup	November	2020	November	2020	1 month	Principal	
SIS Training	January	2021	February	2021	1 month	Principal	
SIS Owner	January	2021	January	2021	1 week	Principal	Decide on point person to own rel with SIS company and training for staff
Selection							
Students	February	2021	April	2021	2 months	Principal	
Staff	March	2021	May	2021	2 months	Dir Ops	May need earlier for administrative staff
Purchase							
Students	May	2021	May	2021	3 weeks	Dir Ops	
Staff	May	2021	May	2021	3 weeks	Dir Ops	
Installation or Configuration							
Students	June	2021	August	2021	2 months	Dir Ops	Longer lead time, as rosters unavailable to setup until closer to first day of school
Staff	June	2021	July	2021	1 month	Dir Ops	
Hardware selection							
Students	December	2020	January	2021	1 month	Principal	
Staff	December	2020	January	2021	1 month	ED	
Classroom	December	2020	January	2021	1 month	Principal	
Clocks	March	2021	March	2021	1 month	Principal	auto-sync? Digital? Non-digital?
Copiers & printers	November	2020	December	2020	6 weeks	ED	
Hardware purchasing							
Students	June	2021	July	2021	1 month	Dir Ops	
Staff	May	2021	June	2021	1 month	Dir Ops	
Classroom	June	2021	July	2021	1 month	Dir Ops	
Clocks	April	2021	April	2021	2 weeks	Dir Ops	
Copiers & printers	December	2020	January	2021	1 month	ED	
Determine asset tracking system							
Receive / label / track hardware	January	2021	February	2021	1 month	Dir Ops	



Complete as applicable for each candidate interviewed. If wish to hire, submit with required information to your school's Human Resources representative to move forward with hiring process.

Candidate Summary		
Potential Employee Name:		Interview Date(s):
Position: <input type="checkbox"/> Contract <input type="checkbox"/> Employee Position Title:		Campus:
Certified:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Well-Qualified for the position:	<input type="checkbox"/> Yes; complete this summary and submit to HR.	<input type="checkbox"/> No. STOP. Do not advance candidate. <i>Retain this documentation in your files for 12 months from last interview date.</i>
Is this position reimbursable by Title dollars or other source?	<input type="checkbox"/> Yes; fill in below.	<input type="checkbox"/> No
If Yes,	<input type="checkbox"/> Partially	<input type="checkbox"/> Pending <input type="checkbox"/> Contingent
Source:		
Desired Compensation:		
Reason:		
Desired Start Work Date:	Need References Checked: <input type="checkbox"/> Yes <input type="checkbox"/> Partial^(a) <input type="checkbox"/> No^(a)	
Endorsed by:		
Areas of Strength:		
Area(s) for Development, if any:		
Referral Source or Name, if any:		
Relationship to <u>Any</u> LEARN Employee:		

Enclosed/attached please find the following required documents:

<input type="checkbox"/> Copy of Resume	<input type="checkbox"/> Copy of Completed Application	<input type="checkbox"/> ^(a) Reference Check Form(s), if any conducted
--	---	--

<input type="checkbox"/> Copy of Current Certification(s) List Type:	<input type="checkbox"/> Candidate Scorecard - see next page	<input type="checkbox"/> Other Please Specify:
---	---	---



You will need a copy of the job description and the LEARN Effectiveness Rating scale which includes a checklist of our desired key behaviors, i.e., high performance competencies.

Candidate SCORECARD	
Potential Employee Name:	Interview Date(s):
Position: <input type="checkbox"/> Contract <input type="checkbox"/> Employee Position Title:	Campus:

Score Candidate Against Each Criterion (How Well Match: 5 - Exceptional, 4 - Above Average, 3 - Match, 2 - Somewhat, 1 - Poor)

If a criterion is not applicable, enter 'NA' for Score. Add any 'Other Critical Abilities' before scoring. Avoid score inflation, '3' = well-qualified.

Criteria	Score	Comments / Notes (optional)
JOB ROLE ~ Capability AND Skills to Perform the Work as Described on Job Description		
● Essential Job Functions		
● Required Qualifications		
● Preferred Qualifications (if any)		
● Experience		
● Functional Knowledge & Skills		
● Required Certifications, Licenses (if any)		
COMPETENCIES / EFFECTIVENESS ~ Evidence of Mindset and Personal / Leadership Abilities to Excel at LEARN		
Key LEARN Behaviors - All levels		
Key LEARN Behaviors - People Managers only		
Other Critical Abilities (list if any, assign overall score) →		
TOTAL (Sum of all scores)		

Candidate level of interest in our job, key attraction(s):	Recommend for Hire: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Hold
	Any Concerns:

Special Instructions / Information for HR (if any):

Lawndale Educational and Regional Network Charter School (LEARN)

Accounting & Financial Policies and Procedures Manual

Effective Date(s) of Accounting Policies

The effective date of all accounting policies described in this manual:

August 2011	Original
May 22, 2017	Update
June 6, 2017	Update
August 27, 2018	Update

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INTRODUCTION

The following accounting manual is intended to provide an overview of the accounting policies and procedures applicable to the Lawndale Educational and Regional Network Charter School, which shall be referred to as “LEARN” throughout this manual.

LEARN is incorporated in the state of Illinois. LEARN is exempt from federal income taxes under IRC Section 501(c)(3) as a nonprofit corporation. LEARN’s tax-exempt mission is to

- provide a solid academic foundation so that each student has the ability and desire to earn a college degree. Our college prep elementary schools provide a rigorous educational program that is built upon an intimate understanding of each individual’s learning style and academic needs. We are guided by core principles which include: expectations of high achievement; a commitment to teaching excellence and innovation; mutual respect; the development of a safe and nurturing environment; active family participation; and the positive development of the whole child.

This manual shall document the financial operations of the LEARN. Its primary purpose is to formalize accounting policies and selected procedures for the accounting staff and to document internal controls. All LEARN staff are bound by the policies herein, and any deviation from established policy is prohibited.

GENERAL POLICIES

ORGANIZATIONAL STRUCTURE

The Role of the Board of Directors

LEARN is governed by its Board of Directors, which is responsible for the oversight of the organization by:

1. Planning for the future
2. Establishing broad policies
3. Identifying and proactively dealing with emerging issues
4. Interpreting the organization’s mission to the public
5. Soliciting prospective contributors
6. Contracting for the Chief Executive Officer
7. Establishing and maintaining programs and systems designed to assure compliance with terms of contracts and grants

The board is responsible for hiring and periodically evaluating the organization’s Chief Executive Officer, who shall be responsible for the day-to-day oversight and management of LEARN.

Committee Structure

The board of directors shall form committees in order to assist the board in fulfilling its responsibilities. These committees represent vehicles for parceling out the board's work to smaller groups, thereby removing the responsibility for evaluating all of the details of particular issues from the full board's consideration. Standing board-level committees of LEARN consist of the following:

1. Executive Committee
2. Finance Committee
3. Development Committee

Specific guidelines regarding the composition and election of the board of directors and committees are described in the organization's by-laws. However, roles of committees with direct responsibilities for the financial affairs of the organization are further described in this manual. These committees shall be referred to in appropriate sections of this manual.

Finance Committee Responsibilities

The Finance Committee is responsible for direction and oversight regarding the overall financial management of LEARN. Functions of the Finance Committee include:

1. Review and recommendation of the organization's annual budget (prepared by the staff) for final approval by the full board
2. Long-term financial planning
3. Establishment of investment policy and monitoring investment performance
4. Evaluation and approval of facilities decisions (i.e. leasing, purchasing property)
5. Monitoring actual vs. budgeted financial performance
6. Oversight of reserve funds
7. Perform the role of audit committee

The review of the organization's financial statements shall not be limited to the finance committee, but shall involve the entire board of directors.

The Roles of the Chief Executive Officer and Staff

The board of directors hires the Chief Executive Officer, who reports directly to the board of directors. The Chief Executive Officer is responsible for hiring and evaluating department directors for each of the organization's departments and principals for each campus. Each department director reports to the Chief Executive Officer.

Within each department, department directors/principals are responsible for hiring, with approval from the Chief Executive Officer, employees to work in that department/campus.

ACCOUNTING DEPARTMENT OVERVIEW

Organization

The accounting department is led by the Chief Financial Officer and a team of finance staff who manage and process financial information for LEARN. The positions comprising the accounting department of LEARN, and the abbreviations of each position used throughout this manual, are as follows:

- Chief Financial Officer (CFO)
- Financial Controller (CTR)
- Finance Manager (FM)
- Staff Accountant (SA)
- Finance Associate (APS)
- Payroll Manager (PM)
- Compliance Manager (CM)

Other officers and employees of LEARN who have financial responsibilities, and the abbreviations of each position used throughout this manual, are as follows:

- Chief Executive Officer (CEO)
- Department Directors (DD)
- Treasurer – Board-Level (TR)
- Campus Principals – (CP)
- Finance Committee (FC)
- Executive Committee (EC)
- Full Board of Directors (BOD)

Responsibilities

The primary responsibilities of the accounting department consist of:

- General Ledger
- Budgeting
- Cash and Investment Management
- Asset Management
- Grants and Contracts Administration
- Purchasing
- Accounts Receivable and Billing
- Cash Receipts and Disbursements
- Accounts Payable
- Payroll and Benefits
- Financial Statement Preparation
- External Reporting of Financial Information
- Bank Reconciliation
- Reconciliation of Sub-Ledgers
- Compliance with Government Reporting Requirements
- Annual Audit
- Leases
- Insurance

BUSINESS CONDUCT

Practice of Ethical Behavior

Unethical actions, or the appearance of unethical actions, are unacceptable under any conditions. The policies and reputation of LEARN depend to a very large extent on the following considerations.

Please see the LEARN Employee handbook for the policy on employee conduct.

Conflicts of Interest (See Appendix for Officers and Board Members Adopted Policy)

In addition, no employee, officer, or agent of LEARN shall participate in the selection, award, or administration of a contract involving LEARN if a real or apparent conflict of interest would be involved. Such a conflict would arise when the employee, officer, or agent, or any member of her or his immediate family, his or her partner, or an organization that employs or is about to employ any of the parties indicated herein, has a financial or other interest in the firm selected.

Compliance with Laws, Regulations and Organization Policies

LEARN does not tolerate the willful violation or circumvention of any Federal, state, local, or foreign law by an employee during the course of that person's employment; nor does the Organization tolerate the disregard or circumvention of LEARN policy or engagement in unscrupulous dealings. Employees should not attempt to accomplish by indirect means, through agents or intermediaries, that which is directly forbidden.

Implementation of the provisions of this policy is one of the standards by which the performance of all levels of employees will be measured.

Disciplinary Action

Failure to comply with the standards contained in this policy will result in disciplinary action that may include termination, referral for criminal prosecution, and reimbursement to the Organization or to the government, for any loss or damage resulting from the violation. Please see the LEARN Employee Handbook for the disciplinary action process.

FRAUD POLICY

Scope

This policy applies to any fraud or suspected fraud involving employees, officers or directors, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with LEARN. Any investigative activity required will be conducted without regard to the suspected wrongdoer's length of service, position/title, or relationship with LEARN.

Policy

Management is responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. Each member of the management team will be familiar with the types of improprieties that might occur within his or her area of responsibility, and be alert for any indication of irregularity.

Effective fiscal year 2019, LEARN will implement a Fraud Awareness Program that occurs annually with Principals, Office Managers and Department Heads.

Any fraud that is detected or suspected must be reported immediately to the CFO and CEO or, alternatively, to the Board Treasurer, who coordinates all investigations.

Actions Constituting Fraud

The terms fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

1. Any dishonest or fraudulent act
2. Forgery or alteration of any document or account belonging to LEARN
3. Forgery or alteration of a check, bank draft, or any other financial document
4. Misappropriation of funds, securities, supplies, equipment, or other assets of LEARN
5. Impropriety in the handling or reporting of money or financial transactions
6. Disclosing confidential and proprietary information to outside parties
7. Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services to LEARN. Exception: gifts less than a nominal in value established as \$100.
8. Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment
9. Any similar or related irregularity

Other Irregularities

Irregularities concerning an employee's moral, ethical, or behavioral conduct should be resolved by the departmental management and the Human Resources Department. If there is a question as to whether an action constitutes fraud, contact the CFO and CEO or the Board Treasurer for guidance.

Investigation Responsibilities

The Finance Committee has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Finance Committee may utilize whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Finance Committee will issue reports to appropriate designated personnel and, if appropriate, to the LEARN Board of Directors and/or the Executive Committee. Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final dispositions of the case.

If suspected fraud or other wrongdoing involves programs funded in whole or in part with federal funds, additional responsibilities, such as special reporting and disclosure to the awarding agency, may apply to the organization. It is the policy of LEARN to fully comply with all additional reporting, disclosure and other requirements pertaining to suspected acts of fraud as described in award documents.

Confidentiality

The Finance Committee and the CFO and CEO treat all information received confidentially. Any employee who suspects dishonest or fraudulent activity will notify the CFO and CEO or the Audit Committee Chair immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act (see **Reporting Procedures** section below).

Investigation results will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect LEARN from potential civil liability.

Authority for Investigation of Suspected Fraud

Members of the LEARN Finance Committee will have:

1. Free and unrestricted access to all LEARN records and premises, whether owned or rented; and
2. The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody or any such items or facilities when it is within the scope of their investigations.

Reporting Procedures

Great care must be taken in the investigation of suspected improprieties or irregularities so as to avoid mistaken accusations or alerting suspected individuals that an investigation is under way.

An employee who discovers or suspects fraudulent activity will contact the CFO and CEO or the Chair of the Audit Committee immediately. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer should be directed to the Audit Committee or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is "I am not at liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation", "the crime", "the fraud", "the forgery", "the misappropriation", or any other specific reference.

The reporting individual should be informed of the following:

1. Do not contact the suspected individual in an effort to determine facts or demand restitution.
2. Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the LEARN legal counsel or the Finance Committee.

WHISTLE BLOWING POLICY

LEARN is committed to operating in furtherance of its tax-exempt purposes and in compliance with all applicable laws, rules and regulations, including those concerning accounting and auditing, and prohibits fraudulent practices by any of its board members, officers, employees, or volunteers. This policy outlines a procedure for employees to report actions that an employee reasonably believes violate a law, or regulation or that constitutes fraudulent accounting or other practices. This policy applies to any matter which is related to LEARN's business and does not relate to private acts of an individual not connected to the business of LEARN.

If an employee has a reasonable belief that an employee or LEARN has engaged in any action that violates any applicable law, or regulation, including those concerning accounting and auditing, or constitutes a fraudulent practice, the employee is expected to immediately report such information to Human Resources. If the employee does not feel comfortable reporting the information to Human Resources, he or she is expected to report the information to the President & CEO, Board Chair and/or Board Treasurer.

All reports will be followed up promptly, and an investigation conducted. In conducting its investigations, LEARN will strive to keep the identity of the complaining individual as confidential as possible, while conducting an adequate review and investigation.

LEARN will not retaliate against an employee in the terms and conditions of employment because that employee: (a) reports to a supervisor, Human Resources, the President & CEO, the Board of Directors or to a federal, state or local agency what the employee believes in good faith to be a violation of the law; or (b) participates in good faith in any resulting investigation or proceeding, or (c) exercises his or her rights under any state or federal law(s) or regulation(s) to pursue a claim or take legal action to protect the employee's rights.

LEARN may take disciplinary action (up to and including termination) against an employee who in management's assessment has engaged in retaliatory conduct in violation of this policy.

In addition, LEARN will not, with the intent to retaliate, take any action harmful to any employee who has provided to law enforcement personnel or a court truthful information relating to the commission or possible commission by LEARN or any of its employees of a violation of any applicable law or regulation.

Supervisors will be trained on this policy and LEARN's prohibition against retaliation in accordance with this policy.

SECURITY

Accounting Department

The LEARN blank check stock shall be stored in a file cabinet in the Accounting Department. This cabinet will be locked with a key that is kept in the Accounting Department. Access to this file cabinet shall be by keys in the possession of the CTR.

Any checks or cash received are maintained in a small vault by the APS. The LEARN deposit stamp and deposit slips are also maintained in the vault. The APS, CTR and CFO have the combination to the vault.

Access to Electronically Stored Accounting Data

It is the policy of LEARN to utilize passwords to restrict access to accounting software and data. Only duly authorized accounting personnel with data input responsibilities will be assigned passwords that allow access to the system.

Accounting personnel are expected to keep their passwords secret and to change their passwords on a regular basis, no less frequently than quarterly. Administration of passwords shall be performed by a responsible individual independent of programming functions.

Each password enables a user to gain access to only those software and data files necessary for each employee's required duties.

Storage Back-Up of Accounting Files

It is the policy of LEARN to maintain daily back-up copies of electronic data files off-site in a secure environment. Access to back-up files shall be limited to individuals authorized by the CFO.

General Office Security

During normal business hours, all visitors are required to check in with the school main office. After hours, a security key is required for access to the offices of LEARN. Keys are issued only to employees of LEARN.

TECHNOLOGY AND ELECTRONIC COMMUNICATIONS

Purpose and Scope

The purpose of this policy is to identify guidelines for the use of LEARN technologies and communications systems. This policy establishes a minimum standard that must be upheld and enforced by users of the organization's technologies and communications systems.

The term "user" as used in these policies refers to employees (whether full-time, part-time or limited-term), independent contractors, consultants, and any other user having authorized access to, and using any of, the organization's computers or electronic communications resources.

Computer and electronic communications resources include, but are not limited to, host computers, file servers, stand-alone computers, laptops, printers, fax machines, phones, on-line services, E-mail systems, bulletin board systems, and all software that is owned, licensed or operated by LEARN. Please see the LEARN Employee Handbook for the Use of E-Mail and the Internet policy.

Acceptable Use of LEARN Property

Use of the organization's computers and electronic communications technologies is for programmatic and business activities of LEARN. All use of such resources shall be in an honest, ethical, and legal manner that conforms to applicable license agreements, contracts, and policies regarding their intended use. Although incidental and occasional personal use of the organization's communications systems are permitted, users automatically waive any rights to privacy.

In addition, the information, ideas, concepts and knowledge described, documented or contained in the organization's electronic systems are the intellectual property of LEARN. The copying or use of the organization's intellectual property for personal use or benefit during or after employment (or period of contract) with LEARN is prohibited unless approved in advance by the Chief Executive Officer.

All hardware (laptops, computers, monitors, mice, keyboards, printers, telephones, fax machines, etc) issued by LEARN is the property of the organization and should be treated as such. Users may not physically alter or attempt repairs on any hardware at any time. Users must report any problems with hardware to the IT department.

Password Security

Users are responsible for safeguarding their login passwords. Passwords may not be shared, nor should they be printed or stored on-line. Users should not leave their computers unattended without logging off.

Confidentiality

All information about individuals, families or organizations served by LEARN is confidential. No information may be shared with any person or organization outside LEARN without the prior written approval of the individual, family or organization and the CEO.

Copyrighted Information

Use of LEARN electronic communication systems to copy, modify, or transmit documents, software, information or other materials protected by copyright, trademark, patent or trade secrecy laws, without obtaining prior written permission from the owner of such rights in such materials, is prohibited.

Installation of Software

The installation of new software on the computers of LEARN without the prior approval of the CFO/CEO is prohibited. If an employee desires to install any new programs onto an LEARN computer, written permission should first be obtained.

Disciplinary Action for Violations

LEARN requires all users to adhere to this policy. Violations of this policy will result in disciplinary action, which could include termination of employment or cancellation of contracts. Please see the LEARN Employee Handbook for the disciplinary action process e-mail and internet use policy.

Reporting of Suspected Violations

Suspected violations of these policies should be immediately and confidentially reported to your immediate supervisor. If you prefer not to discuss it with your supervisor, you may contact the CEO, CFO or Board Treasurer.

GENERAL LEDGER AND CHART OF ACCOUNTS

The general ledger is defined as a group of accounts that supports the information shown in the major financial statements. The general ledger is used to accumulate all financial transactions of LEARN, and is supported by subsidiary ledgers that provide details for certain accounts in the general ledger. The general ledger is the foundation for the accumulation of data and reports.

Chart of Accounts Overview

The chart of accounts is the framework for the general ledger system, and therefore the basis for LEARN's accounting system. The chart of accounts consists of account titles and account numbers assigned to the titles. General ledger accounts are used to accumulate transactions and the impact of these transactions on each asset, liability, net asset, revenue, expense and gain and loss account.

LEARN's chart of accounts is comprised of six types of accounts:

1. Assets
2. Liabilities
3. Net Assets
4. Revenues
5. Expenses
6. Gains and Losses

Distribution of Chart of Accounts

All LEARN employees involved with account coding responsibilities (assignment or review of coding) or budgetary responsibilities will be issued a current chart of accounts. As the chart of accounts is revised, an updated copy of the chart of accounts shall be distributed to these individuals promptly.

Control of Chart of Accounts

LEARN's chart of accounts is monitored and controlled by the CFO and CTR. Responsibilities include the handling of all account maintenance, such as additions and deletions. Any additions or deletions of accounts should be approved by the CFO, who ensures that the chart of accounts is consistent with the organizational structure of LEARN and meets the needs of each division and department.

Account Definitions

General Ledger

Account Range

1000 - 1999

Category

Assets

Definition

Assets are probable future economic benefits obtained or controlled by the organization as a result of past transactions or events. Assets of LEARN are classified as current assets, fixed assets, contra-assets, and other assets.

Current assets are assets that are available or can be made readily available to meet the cost of operations or to pay current liabilities. Some examples are cash, temporary investments, and receivables that will be collected within one year of the statement of financial position date.

Fixed assets are tangible assets with a useful life of more than one year that are acquired for use in the operation of the organization and are not held for resale.

Contra-assets are accounts that reduce asset accounts, such as accumulated depreciation and reserves for uncollectible accounts receivable

Other assets include long-term assets that are assets acquired without the intention of disposing them in the near future. Some examples are security deposits, property and long-term investments.

2000 – 2999

Liabilities

Liabilities are probable future sacrifices of economic benefits arising from present obligations of the organization to transfer assets or provide services to other entities in the future as a result of past transactions or events. Liabilities of LEARN are classified as current or long-term.

Current liabilities are probable sacrifices of economic benefits that will likely occur within one year of the date of the financial statements or which have a due date of one year or less. Common examples of current liabilities include accounts payable, accrued liabilities, short-term notes payable, and deferred revenue.

Long-Term Liabilities are probable sacrifices of economic benefits that will likely occur more than one year from the date of the financial statements. An example is the non-current portion of a mortgage loan.

3000 - 3999

Net Assets

Net Assets is the difference between total assets and total liabilities. See the next section for LEARN's policies on classifying net assets.

4000 - 4999

Revenues

Revenues are inflows or other enhancements of assets, or settlements of liabilities, from delivering or producing goods, rendering services, or other activities that constitute an organization's ongoing major or central operations. Revenues of

LEARN include membership dues, conference registrations, and sales of publications.

Revenues of LEARN also include contributions received from donors and grants received from government agencies, private foundations and corporations.

5000 - 5999

Expenses

Expenses are outflows or other using up of assets or incurrences of liabilities from delivering or producing goods, rendering services, or carrying out other activities that constitute LEARN's ongoing major or central operations.

6000 – 6999

Gains and Losses

Gains are increases in net assets from peripheral or incidental transactions and from all other transactions and other events and circumstances affecting the organization except those that result from revenues or contributions.

Losses are decreases in net assets from peripheral or incidental transactions and from all other transactions and other events and circumstances affecting the organization except those that result from expenses.

Gains or losses occur when LEARN sells a fixed asset or writes off as worthless a fixed asset with remaining book value.

Classification of Net Assets

Net assets of the Organization shall be classified based upon the existence or absence of donor-imposed restrictions as follows:

Unrestricted Net Assets - Net assets that are not subject to donor imposed stipulations.

Temporarily Restricted Net Assets - Net assets subject to donor imposed stipulations that may or will be satisfied through the actions of the Organization and/or the passage of time.

Permanently Restricted Net Assets - Net assets subject to donor imposed stipulations that the Organization permanently maintain certain contributed assets. Generally, donors of such assets permit the Organization to use all or part of the income earned from permanently restricted net assets for general operations or for specific purposes.

Net assets accumulated by LEARN that are not subject to donor imposed restrictions, but which the board of directors of the Organization has earmarked for specific uses, shall be segregated in the accounting records as "board-designated" funds within the unrestricted category of net assets.

Fiscal Year of Organization

LEARN shall operate on a fiscal year that begins on July 1 and ends on June 30. Any changes to the fiscal year of the organization must be ratified by majority vote of LEARN's board of directors.

Journal Entries

All general ledgers entries that do not originate from a subsidiary ledger shall be supported by journal vouchers, which shall include a reasonable explanation of each such entry. Examples of such journal entries include:

1. Recording of noncash transactions
2. Corrections of posting errors
3. Non-recurring accruals of income and expenses

Certain journal entries, called recurring journal entries, occur in every accounting period. These entries may include, but are not limited to:

1. Depreciation of fixed assets
2. Amortization of prepaid expenses
3. Accretion of discounts on promises to give
4. Accruals of recurring expenses
5. Amortization of deferred revenue

Support for recurring journal entries shall be in the form of a schedule associated with the underlying asset or liability account or, in the case of short-term recurring journal entries or immaterial items, in the form of a journal voucher.

It is the policy of LEARN that all journal entries not originating from subsidiary ledgers shall be authorized in writing by the CTR by initialing or signing the entries.

POLICIES ASSOCIATED WITH REVENUES AND CASH RECEIPTS

REVENUE

Revenue Recognition Policies

LEARN receives revenue from several types of transactions. Revenue from each of these types of transactions is recognized in the financial statements of LEARN in the following manner:

1. **Federal, State and Local Reimbursement** - Recognized as income when received, unless accompanied by restrictions or conditions
2. **Grant income** - Monthly accrual based on incurrence of allowable costs (for cost-reimbursement awards) or based on other terms of the award (for fixed price, unit-of-service, and other types of awards)
3. **Sponsorships** - Recognized as income when received, unless accompanied by restrictions or conditions (see the next section on contribution income)
4. **Contributions** - Recognized as income when received, unless accompanied by restrictions or conditions (see the next section on contribution income)
5. **Student fees** - Recognized as income for the related school year

Immaterial categories of revenue may be recorded on the cash basis of accounting (i.e. recorded as revenue when received) as deemed appropriate by the CTR.

CONTRIBUTIONS RECEIVED

Definitions

The following definitions shall apply with respect to the policies described in this section:

Contribution - An unconditional transfer of cash or other assets to the Organization, or a settlement or cancellation of the Organization's liabilities, in a voluntary nonreciprocal transfer by another entity acting other than as an owner. Stock gifts are recorded as the average of the high/low on the date received.

Condition - A donor-imposed stipulation that specifies a future and uncertain event whose occurrence or failure to occur gives the promisor a right of return of the assets it has transferred to the Organization or releases the promisor from its obligation to transfer its assets.

Restriction - A donor-imposed stipulation that specifies a use for the contributed asset that is more specific than broad limits resulting from the nature of the Organization, the environment in which it operates, and the purposes specified in LEARN's articles of incorporation and bylaws. Restrictions on LEARN's use of an asset may be temporary or permanent.

Nonreciprocal Transfer - A transaction in which an entity incurs a liability or transfers assets to LEARN without directly receiving value from LEARN in exchange.

Promise to Give - A written or oral agreement to contribute cash or other assets to LEARN.

Exchange Transaction - A reciprocal transaction in which LEARN and another entity each receive and sacrifice something of approximately equal value.

Distinguishing Contributions from Exchange Transactions

LEARN receives income in the form of contributions, revenue from exchange transactions, and income from activities with characteristics of both contributions and exchange transactions. LEARN shall consider the following criteria, and any other relevant factors, in determining whether income will be accounted for as contribution income, exchange transaction revenue, or both:

1. LEARN's intent in soliciting the asset, as stated in the accompanying materials;
2. The expressed intent of the entity providing resources to LEARN (i.e. does the resource provider state its intent is to support LEARN's programs or that it anticipates specified benefits in exchange?);
3. Whether the method of delivery of the asset is specified by the resource provider (exchange transaction) or is at the discretion of LEARN (contribution);
4. Whether payment received by LEARN is determined by the resource provider (contribution) or is equal to the value of the assets/services provided by LEARN, or the cost of those assets plus a markup (exchange transaction);
5. Whether there are provisions for penalties (due to nonperformance) beyond the amount of payment (exchange transaction) or whether penalties are limited to the delivery of assets already produced and return of unspent funds (contribution); and
6. Whether assets are to be delivered by LEARN to individuals or organizations other than the resource provider (contribution) or whether they are delivered directly to the resource provider or to individuals or organizations closely connected to the resource provider.

Accounting for Contributions

LEARN shall recognize contribution income in the period in which the Organization receives restricted or unrestricted assets in nonreciprocal transfers, or unconditional promises of future nonreciprocal asset transfers, from donors. Contribution income shall be classified as increases in unrestricted, temporarily restricted, or permanently restricted net assets based on the existence or absence of such restrictions.

Unconditional promises to give shall be recorded as assets and increases in temporarily restricted net assets (contribution income) of LEARN in the period that LEARN receives evidence that a promise to support the Organization has been made. Unconditional promises to give that are to be collected within one year shall be recorded at their face value, less any reserve for uncollectible promises, as estimated by management. Unconditional promises to give that are collectible over time periods in excess of one year shall be recorded at their discounted net present value. Accretion of discount on such promises to give shall be recorded as contribution income in each period leading up to the due date of the promise to give. The interest rate that shall be used in calculating net present values of unconditional promises to give is the risk-free rate of return available to LEARN at the time the Organization receives a promise from a donor.

When the final time or use restriction associated with a contributed asset has been met, a reclassification between temporarily restricted and unrestricted net assets shall be recorded.

When it receives support in the form of volunteer labor, LEARN shall record contribution income and assets or expenses if one of the following two criteria is met:

1. The contributed service creates or enhances a nonfinancial asset (such as a building or equipment), or
2. The contributed service possesses all three of the following characteristics:
 - a. It is the type of service that would typically need to be purchased by LEARN if it had not been contributed,
 - b. It requires specialized skills (i.e. formal training in a trade or profession), and
 - c. It is provided by an individual possessing those specialized skills.

Contributed services that meet one of the two preceding criteria shall be recorded at the fair market value of the service rendered.

Receipts and Disclosures

LEARN and its donors are subject to certain disclosure and reporting requirements imposed under the Internal Revenue Code and the underlying Regulations. To comply with those rules, LEARN shall adhere to the following guidelines with respect to contributions received by the Organization.

For any separate contribution received by LEARN, it shall provide a receipt to the donor. The receipt shall be prepared by the LEARN Development Department. All receipts prepared by LEARN shall include the following information:

1. The amount of cash received and/or a description (but not an assessment of the value) of any noncash property received;
2. A statement of whether LEARN provided any goods or services to the donor in consideration, in whole or in part, for any of the cash or property received by the Organization from the donor, and
3. If any goods or services were provided to the donor by LEARN, a description and good faith estimate of the value of those goods or services.

When LEARN receives cash in excess of \$75, or noncash property with a value in excess of \$75, as part of a quid pro quo transaction, the Organization shall follow additional disclosure procedures. For purposes of this paragraph, a "quid pro quo" transaction is one in which LEARN receives cash or property in a transaction that is part contribution and part exchange transaction (i.e. the value of the goods or services provided to the donor by LEARN is less than the value of cash or property provided by the donor). In such instances, LEARN shall provide to the donor a receipt stating that only the amount contributed in excess of the fair market value of the goods or services provided by LEARN may be deducted as a charitable contribution. The receipt shall also include a good-faith estimate of the fair market value of the goods or services provided to the donor by LEARN.

All estimates of the fair market value of goods or services provided by LEARN shall be prepared by the development department.

It is the policy of LEARN to comply with all current federal and state rules regarding solicitation and collection of charitable contributions, whether specifically addressed in this manual or not, as well as all future revisions to those rules.

ACCOUNTS RECEIVABLE POLICIES

Overview

The following is a list of items billed and/or accrued and received by LEARN and the frequency with which each is billed:

Annual Billings

1. None

Quarterly Billings

1. Federal, State and Local Grants/Reimbursements (See separate section on “Policies Associated with Federal Awards” for billing policies associated with federal grant agreements)
2. Pledges Receivable as applicable

Monthly Billings

1. Grants and contracts (See separate section on “Policies Associated with Federal Awards” for billing policies associated with federal grant agreements)
2. Pledges Receivable as applicable

Responsibilities for Billing and Collection

LEARN’s Accounting Department/School Campus are responsible for the submission of documentation for federal, state and local reimbursements as well as the collection of outstanding receivables. (Note: Cash receipts, credit memo, and collection policies will be discussed in subsequent sections).

Accounts Receivable Entry Policies

Posting of customer invoices to the accounts receivable subsidiary ledger shall be performed by individuals independent of the cash receipts function of LEARN. Pledges receivable are maintained in Raisers Edge subsidiary ledger. All other receivables are maintained in an Excel subsidiary ledger.

Posting of credit memos and other adjustments to customer accounts receivable shall also be performed by an individual independent of the cash receipts function of LEARN.

Monitoring and Reconciliations

On a monthly basis, a detailed accounts receivable report is generated and reconciled to the general ledger by the accounting department. All differences are immediately investigated and resolved, and the reconciliation is reviewed by the CTR and CFO.

Collections

A Charter School does not have the same accounts receivable or collections process as a typical business or non-profit organization due to the type of funding. Therefore, collections are performed on a monthly basis as needed based on the review of the outstanding items shown on the accounts receivable report.

Credits and Other Adjustments to Accounts Receivable

From time to time, credits against accounts receivable from transactions other than payments and bad debts will occur. Examples of other credits include adjustments for billing errors. All credits shall be processed by an employee who is independent of the cash receipts function. In addition, all credits less than a \$1,000 shall be authorized by the CTR and all credits greater than a \$1,000 shall be authorized by the CFO.

Accounts Receivable Write-Off Authorization Procedures

It is the policy of LEARN to ensure that all available means of collecting accounts receivable have been exhausted before write-off procedures are initiated. Write-offs are initiated by the Department associated with the amount to be written off, in conjunction with the accounting department. If an account receivable is deemed uncollectible, the following approvals are required before the write-off is processed:

<u>Amount</u>	<u>Authorized in writing by</u>
Less than \$1,000	CFO
\$1,000 or more	CEO

If write-off procedures have been initiated, the following accounting treatment applies:

1. Current year invoices that are written off will either be charged against an appropriate revenue or revenue adjustment account or against the original account credited.

Reserve for Uncollectible Accounts

From time to time, but no less than annually the CFO and CEO will determine if there are any uncollectible accounts. If any individual accounts are deemed uncollectible these amounts will be reserved and receivables will be reported net of that amount.

CASH RECEIPTS

Overview

Cash (including checks payable to the organization) is the most liquid asset an organization has. Therefore, it is the objective of LEARN to establish and follow the strongest possible internal controls in this area.

Processing of Checks and Cash Received

Cash receipts processing are centralized to ensure that cash received is appropriately directed, recorded and deposited on a timely basis.

Effective fiscal year 2017:

For cash receipts received at a Campus, the office manager receiving the checks or cash fills out a cash deposit form, check deposit form or credit card deposit form. A receipt is given to the parent/guardian at the time of the transaction. The checks or cash and a copy of the signed form is submitted to the LEARN finance department. The cash and signed form are sent to the finance department periodically as appropriate.

Cash receipts at the CMO either mailed or from a Campus are deposited at the bank by an employee who is not involved in the bank reconciliation process or has bank authorization wire/deposit access. All checks received via mail are reviewed by the CTR and CFO prior to deposit. During the bank reconciliation process, the CTR and CFO match the deposit slip to the bank statement.

Effective fiscal year 2018:

For cash receipts received at a Campus, the office manager receiving the checks or cash fills out a triplicate receipt at the time of the transaction. A copy of the receipt is given or mailed to the parent/guardian. The office manager will email the SA and CTR at the end of each day to notify the finance department of the total amount of cash and checks on site. The checks or cash and a copy of the receipt with the cash deposit form, check deposit form or credit card deposit form is submitted to the LEARN finance department periodically as appropriate. The Campus will also maintain a copy of the receipt.

Cash Receipts, either mailed or from a Campus, are opened and a listing of cash/checks received shall be prepared in an open area, in the presence of other employees, and is counted/reviewed by the CTR or CFO. The individual preparing the daily list of receipts shall be someone that is not involved in the recording of cash receipts or bank reconciliation process. A triplicate receipt is filled out for any student fees that were submitted directly to the LEARN CMO and is mailed to the parent/guardian. A deposit slip is prepared from the cash/checks received and compared to the daily receipts listing for discrepancies. Deposits are taken to the bank by an individual other than the employee who prepared the daily cash receipts listing and who does not have bank authorization access or has access to record cash receipts in the ledger.

Endorsement of Checks

It is the policy of LEARN that all checks received that are payable to the Organization shall immediately be restrictively endorsed by the individual who prepares the daily receipts listing. The restrictive endorsement shall be a rubber stamp that includes the following information:

1. For Deposit Only
2. LEARN
3. The bank name
4. The bank account number of LEARN

Timeliness of Bank Deposits

It is the policy of LEARN that bank deposits will be made on a weekly basis, unless the total amount received for deposit is less than \$500. In no event shall deposits be made less frequently than bi-weekly.

Reconciliation of Deposits

On a periodic basis, the SC, who does not prepare the initial cash receipts listing or bank deposit, shall reconcile the listings of receipts to bank deposits reflected on the monthly bank statement. Any discrepancies shall be immediately investigated.

Processing of Credit Cards

LEARN accepts MasterCard, Visa and American Express credit cards for payment, all of which are authorized through the participating credit card various third party processors. This is done by following the credit card authorization instructions from the participating credit card company.

All credit card processing administrative functions shall be performed by one individual designated by the CFO. This individual shall be independent of the accounts receivable function.

POLICIES ASSOCIATED WITH EXPENDITURES AND DISBURSEMENTS

PURCHASING POLICIES AND PROCEDURES

Overview

THE POLICIES DESCRIBED IN THIS SECTION APPLY TO ALL PURCHASES MADE BY LEARN.

ADDITIONAL POLICIES APPLICABLE ONLY TO THOSE PURCHASES MADE UNDER FEDERAL AWARDS ARE DESCRIBED IN THE SECTION “POLICIES ASSOCIATED WITH FEDERAL AWARDS.”

It is the policy of LEARN to follow a practice of ethical, responsible and reasonable procedures related to purchasing, agreements and contracts, and related forms of commitment. The policies in this section describe the principles and procedures that all staff shall adhere to in the completion of their designated responsibilities.

Responsibility for Purchasing

All principals shall have the authority to initiate purchases on behalf of their school, within the guidelines described in this policies manual. In addition, department directors may delegate purchasing authority to responsible individuals within their department. Department directors shall inform the accounting department of all individuals that may initiate purchases or prepare purchase requisitions. The accounting department shall maintain a current list of all authorized purchasers of LEARN within The Financial Edge.

The campus/department designees shall be responsible for processing purchase requisitions to initiate purchase process including budget allocation. Campus Principal/Department Director must approve all purchase requisitions. The CTR and/or CFO must confirm availability of funds based on budget allocation assigned to purchase requisition. The CTR and/or CFO shall make recommendations to Campus Principal/Department Director on any proposed purchases where budgetary or other conditions may result in denial.

Non-Discrimination Policy

All vendors/contractors who are the recipients of Organization funds, or who propose to perform any work or furnish any goods under agreements with LEARN shall agree to these important principles:

1. Vendors/Contractors will not discriminate against any employee or applicant for employment because of race, religion, color, sexual orientation or national origin, except where religion, sex, or national origin is a bona fide occupational qualification reasonably necessary to the normal operation of the vendors/contractors.
2. Vendors/contractors agree to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this non-discrimination clause. Notices, advertisement and solicitations placed in accordance with Federal law, rule or regulation shall be deemed sufficient for meeting the intent of this section.

Use of Purchase Orders

It is the policy of LEARN to utilize The Financial Edge WebPortal purchasing system. A properly completed purchase requisition shall be required for each purchase decision for goods, net unit cost in which items are received and inventoried. A properly completed Purchase Requisition shall contain the following information, at a minimum:

1. Specifications or statement of services required starting with campus/department
2. Vendor name, address, point of contact and phone number
3. Source of funding (if applicable)
4. Budget account number
5. Quote/Supporting documentation scanned to Finance via WebPortal or email
6. Special conditions (if applicable)
7. Total amount of order
8. Request for payment to be made by corporate credit card (if applicable)

The Financial Edge Web Portal automatically and systematically assigns requisition numbers. In addition, the Financial Edge Web Portal tracks date and approvals through to final approval. The system also provides email notification to the recipient to track progress of approvals.

Once the purchase requisition has received final approval, the originator will be notified via email. The originator will request the generation of a purchase order by the campus school/office manager. Once the purchase order is generated, the order can be placed with the vendor.

Authorizations and Purchasing Limits

The Financial Edge Web Portal requires all purchase requisitions to route through a campus/department specific approval distribution. The requisition is submitted by the preparer and routed to the Principal/Director for first approval. **Effective July 2017**, the CFO is the second and final required approver through the system for all purchases. The CEO is the third and final approver for all purchases in excess of \$5,000 prior to placing order. (Prior to July 2017, the threshold was \$1,000) All approvals occur systematically through The Financial Edge WebPortal purchasing module. The finance committee reviews the operating and capital budget in detail and sends to the board for review and approval. Any significant unbudgeted purchases are sent to the Treasurer and Board Chair for approval.

All contracts between LEARN and outside parties must be reviewed and approved by the School Principal, the CFO, as well as the CEO. The CEO is authorized to enter into all contracts on behalf of LEARN. These policies shall also apply to renewals of existing contracts.

Required Solicitation of Quotations from Vendors

Purchase decisions in excess of \$5,000 for labor, equipment, supplies or services purchased, leased or contracted for shall be made only after receiving, whenever possible, oral quotations from at least two (2) vendors.

Purchase decisions exceeding \$10,000 for labor, equipment, supplies or services purchased, leased or contracted for shall be made only after receiving whenever possible, written quotations from at least two (2) vendors. Specific selections shall be recommended, via the Department Directors, to the CFO and Assistant Director of Operations for approval with written quotations attached for review. Recommendations shall be based on consideration of all applicable criteria as described under "Evaluation of Alternative Vendors" below.

All Purchase decisions of \$100,000 or more shall be made by obtaining competitive proposals from at least three (3) responsible vendors. Sealed bids shall be utilized when required by a Federal awarding agency.

Solicitations for goods and services (requests for proposals) should provide for all of the following:

1. A clear and accurate description of the technical requirements for the material, product or service to be procured. In competitive procurements, such a description shall not contain features, which unduly restrict competition.
2. Requirements which the bidder/offeror must fulfill and all other factors to be used in evaluating bids or proposals (see the next section entitled "Evaluation of Alternative Vendors" for required criteria)
3. A description, whenever practicable, of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards.
4. The specific features of "brand name or equal" descriptions that bidders are required to meet when such items are included in the solicitations.
5. The acceptance, to the extent practicable and economically feasible, of products and services dimensioned in the metric system of measurement.
6. Preference, to the extent practicable and economically feasible, for products and services that conserve natural resources and protect the environment and are energy efficient.
7. A description of the proper format, if any, in which proposals must be submitted, including the name of the LEARN person to whom proposals should be sent.
8. The date by which proposals are due.
9. Required delivery or performance dates/schedules.

10. Clear indications of the quantity(ies) requested and unit(s) of measure.

Extensions of Due Dates and Receipt of Late Proposals

Solicitations should provide for sufficient time to permit the preparation and submission of offers before the specified due date. However, in the event that a prospective offeror requests an extension to a due date specified in a solicitation, and such an extension is both justified and compatible with the requirements of LEARN, an extension may be granted by the purchasing representative.

Vendor proposals are considered late if received after the due date and time specified in the solicitation. All such late proposals shall be marked "Late Proposal" on the outside of the envelope and retained, unopened, in the procurement folder. Vendors that submit late proposals shall be sent a letter notifying them that their proposal was late and could not be considered for award.

Evaluation of Alternative Vendors

Alternative vendors shall be evaluated on a weighted scale that considers the following criteria:

1. Adequacy of the proposed methodology of the vendor
2. Skill and experience of key personnel
3. Demonstrated company experience
4. Other technical specifications (designated by department requesting proposals)
5. Compliance with administrative requirements of the request for proposal (format, due date, etc.)
6. Vendor's financial stability
7. Vendor's demonstrated commitment to the nonprofit sector
8. Results of communications with references supplied by vendor
9. Ability/commitment to meeting time deadlines
10. Cost
11. Minority- or women-owned business status of vendor
12. Other criteria (to be specified by department requesting proposal)

Not all of the preceding criteria may apply in each purchasing scenario. However, in each situation requiring consideration of alternative vendors, the department responsible for the purchase shall establish the relative importance of each criterion prior to requesting proposals and shall evaluate each proposal on the basis of the criteria and weighting that have been determined.

After a vendor has been selected and approved by the department director, the final selection shall be approved by the Chief Executive Officer prior to entering into a contract.

Affirmative Consideration of Minority, Small Business and Women-Owned Businesses

Positive efforts shall be made by LEARN to utilize small businesses, minority-owned firms, and women's business enterprises, whenever possible. The following steps shall be taken in furtherance of this goal:

1. Ensure that small business, minority-owned firms, and women's business enterprises are used to the fullest extent practicable.
2. Make information on forthcoming opportunities available and arrange time frames for purchases and contracts to encourage and facilitate participation by small business, minority-owned firms and women's business enterprises.
3. Consider in the contract process whether firms competing for larger contracts tend to subcontract with small businesses, minority-owned firms and women's business enterprises.
4. Encourage contracting with consortiums of small businesses, minority owned firms and women's business enterprises when a contract is too large for one of these firms to handle individually.
5. Use the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Department of Commerce's Minority Business Development Agency in the minority-owned firms and women's business enterprises.

Special Purchasing Conditions

Emergencies:

Where equipment, materials, parts, and/or services are needed, quotations will not be necessary if the health, welfare, safety, etc., of staff and protection of Organization property is involved.

Single Distributor/Source:

Where there is only one (1) distributor for merchandise needed and no other product meets the stated needs or specifications, quotations will not be necessary.

Federally-Funded Programs:

Purchases that will be charged to programs funded with federal awards will be subject to additional policies. These policies are described in a separate section, "Policies Associated with Federal Awards."

Vendor Files and Required Documentation

The Accounting Department Finance Associate shall create a vendor folder for each new vendor from whom LEARN purchases goods or services.

Upon making the initial purchase from any vendor (regardless of whether a contract is involved), the APS shall send a blank Form W-9 to that vendor, along with a request for the vendor to complete and sign the W-9. Completed, signed Forms W-9 or substitute documentation shall be filed in each vendor's folder. Vendors who do not return a completed, signed Form W-9 shall be issued a Form 1099 at the end of each calendar year.

See the section on "Payroll and Related Policies" for guidance on determining whether a vendor should be treated as an employee.

Ethical Conduct in Purchasing

Ethical conduct in managing the Organization's purchasing activities is an absolute essential. Staff must always be mindful that they represent the Board of Directors and share a professional trust with other staff and the general membership.

Staff shall discourage the offer of, and decline, individual gifts or gratuities of value in any way that might influence the purchase of supplies, equipment, and/or services. Staff shall notify their immediate supervisor if they are offered such gifts. Gifts to the Organization, viewed as normal business incentives to obtain future Organization-approved business such as for meeting sites, are acceptable donations.

Conflicts of Interest Prohibited (See Appendix for Officers & Board Members Adopted Policy)

No officer, board member, employee, or agent of LEARN shall participate in the selection or administration of a vendor if a real or apparent conflict of interest would be involved. Such a conflict would arise if an officer, board member, employee or agent, or any member of his/her immediate family, his/her spouse/partner, or an organization that employs or is about to employ any of the parties indicated herein, has a financial or other interest in the vendor selected.

Officers, board members, employees and agents of LEARN shall neither solicit nor accept gratuities, favors, or anything of monetary value from vendors or parties to sub-agreements. However, unsolicited gifts of a nominal value not to exceed \$25 may be accepted with the approval of the Chief Executive Officer.

Receipt and Acceptance of Goods

The recipient of ordered items or designated individual shall inspect all goods received. Upon receipt of any item from a vendor, the following actions shall be taken in a timely manner:

1. Review bill of lading for correct delivery point and verify quantities
2. Examine boxes/containers for exterior damage
3. Note any discrepancies within The Financial Edge and receipt within the system and communicate to the vendor.

POLITICAL INTERVENTION

Prohibited Expenditures

Consistent with its tax-exempt status under the Internal Revenue Code, it is the policy of LEARN that the Organization shall not incur any expenditure for political intervention. For purposes of this policy, political intervention shall be defined as any activity associated with the direct or indirect support or opposition of a candidate for elective public office at the federal, state or local level. Political intervention does not include lobbying activities, defined as the direct or indirect support or opposition for legislation, which is not prohibited under the Internal Revenue Code for LEARN. Examples of prohibited political expenditures include, but are not limited to, the following:

1. Contributions to political action committees
2. Contributions to the campaigns of individual candidates for public office
3. Contributions to political parties
4. Expenditures to produce printed materials (including materials included in periodicals) that support or oppose candidates for public office
5. Expenditures for the placement of political advertisements in periodicals

Endorsements of Candidates

It is the policy of LEARN not to endorse any candidates for public office in any manner, either verbally or in writing. This policy extends to the actions of management and other representatives of LEARN, when these individuals are acting on behalf of, or are otherwise representing, the Organization.

Prohibited Use of Organization Assets and Resources

It is the policy of LEARN that no assets or human resources of the organization shall be utilized for political activities, as defined above. This prohibition extends to the use of Organization assets or human resources in support of political activities that are engaged in personally by board members, members of management, employees, or any other representatives of LEARN. While there is no prohibition against these individuals engaging in political activities personally (on their own time, and without representing that they are acting on behalf of the Organization), these individuals must at all times be aware that Organization resources cannot at any time be utilized in support of political activities.

ACCOUNTS PAYABLE MANAGEMENT

Overview

LEARN strives to maintain efficient business practices and good cost control. A well-managed accounts payable function can assist in accomplishing this goal from the purchasing decision through payment and check reconciliation.

It is the policy of LEARN that the recording of assets or expenses and the related liability is performed by an employee independent of ordering and receiving. The amounts recorded are based on the vendor invoice for the related goods or services. The vendor invoice should be supported by an approved requisition, purchase order and/or check request, and should be reviewed by CTR/CFO and compared to approved purchase order or check request prior to being processed for payment. Invoices and related general ledger account distribution codes are reviewed prior to posting to the subsidiary system.

The primary objective for accounts payable and cash disbursements is to ensure that:

1. Disbursements are properly authorized
2. Invoices are processed in a timely manner
3. Vendor credit terms and operating cash are managed for maximum benefits

Recording of Accounts Payable

All valid accounts payable transactions, properly supported with the required documentation, shall be recorded as accounts payable in a timely manner.

Accounts payable are typically processed on a daily basis. Information is entered into the system from approved purchase orders or check requests with appropriate documentation attached.

It is the policy of LEARN that only original invoices will be processed for payment unless duplicated copies have been verified as unpaid by researching the vendor records. No vendor statements shall be processed for payment.

Accounts Payable Cut-Off

For purposes of the preparation of the Organization's monthly financial statements, all vendor invoices that are received, approved and supported with proper documentation by the fifth day of the following month shall be recorded as accounts payable as of the end of the immediately preceding month if the invoice pertains to goods or services delivered by month-end.

Establishment of Control Devices

Control of invoices is established by the APS as soon as invoices are received. Vendors will be instructed to e-mail all invoices directly to the finance department.

Upon receipt of invoices, each invoice shall be stamped with the “date received”. Any invoices received that don’t have a corresponding approved purchase order or check request will be routed to the correct department head to submit a requisition or for initial approval.

Preparation of a Voucher Package

Prior to any account payable being submitted for payment, a package called a “voucher package” shall be assembled. Each voucher package shall contain the following documents:

1. Vendor invoice (Check request or employee expense report)
2. Approved requisition with appropriate coding
3. Weekly receiving report (**Effective Fiscal Year 2018**)
4. Any other supporting documentation deemed appropriate

Processing of Voucher Packages

The following procedures shall be applied to each voucher package by the CTR:

1. Check the mathematical accuracy of the vendor invoice.
2. Compare the nature, quantity and prices of all items ordered per the vendor invoice to the purchase order, packing slip and receiving report
3. Document the general ledger distribution, using the Organization’s current chart of accounts
4. Ensure the approval of the Principal/Department Director on the purchase order.

Payment Discounts

To the extent practical, it is the policy of LEARN to take advantage of all prompt payment discounts offered by vendors. When availability of such discounts is noted, and all required documentation in support of payment is available, payments will be scheduled so as to take full advantage of the discounts.

Employee Expense Reports

Reimbursements for travel expenses, business meals, or other approved costs will be made only upon the receipt of a properly approved and completed expense reimbursement form (see further policies under “Travel and Business Entertainment”).

Reconciliation of A/P Subsidiary Ledger to General Ledger

At the end of each monthly accounting period, the total amount due to vendors per the accounts payable subsidiary ledger shall be reconciled to the total per the accounts payable general ledger account (control account). All differences are investigated and adjustments are made as necessary. The reconciliation and the results of the investigation of differences are reviewed and approved by the CTR and CFO.

Also on a monthly basis, the Controller/APS shall perform the following procedures:

1. Review statements received for unprocessed invoices.
2. Review the Open Purchase Order/Requisition report for open P.O.'s and requisitions that is more than 60 days old and follow up.

TRAVEL AND EXPENSE REIMBURSEMENT POLICY (UPDATED WITH CHANGES EFFECTIVE FISCAL YEAR 2018)

Statement of Purpose and Responsibilities

The following establishes policies governing the reimbursement of travel, entertainment and other business expenses incurred on behalf of LEARN, as well as the issuance and use of credit cards. It is LEARN's policy to reimburse employees for ordinary, necessary and reasonable expenses when directly related to the conduct of LEARN business in accordance with these guidelines and applicable law.

Directly related expenses are those in which there is the expectation of deriving some current or future benefit for LEARN's mission or the Organization, the employee is actively engaged in a business meeting or activity necessary to the performance of the employee's job duties, or, in the case of entertainment, there is a clear business purpose.

Employees are expected to exercise prudent business judgment regarding expenses covered by this Policy. Reimbursement for expenses that are not in compliance with this Policy requires the prior written approval of LEARN's CFO or CEO.

LEARN employees are responsible for complying with this Policy. Employees submitting expenses that are not in compliance with this Policy risk delayed partial or forfeited reimbursement.

Documentation

Requests for reimbursement of business expenses must be submitted within 30 days of the date incurred. Exceptions will require the approval of the CFO or CEO for reimbursement. LEARN requires timely submission of expenses both for budgeting and financial reporting purposes.

Requests for reimbursement of business expenses must be submitted on the appropriate expense reimbursement request form. A separate expense report is required for each business trip and each expense shall be separately identified. Forms shall be dated and signed by the employee.

While original receipts are recommended for all expenses submitted for reimbursement, they are required for all expenses greater than \$25.00. Requests for exceptions to this policy should document extenuating circumstances and be approved by the CFO or CEO.

LEARN complies with IRS regulations, which require that all business expenses be substantiated with adequate records. This substantiation must include information relating to:

1. The amount of the expenditure
2. The time and place of the expenditure
3. The business purpose of the expenditure; and
4. The names and the business relationships of individuals other than the employee for whom the expenditures were made.

Requests for reimbursement lacking complete information will be returned to the requesting employee.

Approvals

Expense reimbursement forms, together with required documentation, must be submitted to the employee's immediate supervisor for review and signature approval. The expense reports are then submitted to the CFO & CEO for approval, as applicable. The CFO or CEO may approve expense reimbursement in the absence of the employee's supervisor.

Supervisors approving expense reports are responsible for ensuring that the expenses reported are proper and reimbursable under this Policy, the expense report has been filled out accurately and has the required documentation; and the expenses are reasonable and necessary.

Expense reimbursement requests from the CEO are to be approved by the CFO.

Reimbursable Expenses

The following are reimbursable expenses, as long as they are in compliance with the applicable provisions of this Policy, and are for business purposes:

- Train fare, bus fare, taxicabs and related tips, airfare
- Personal mileage, if using own vehicle
- Toll and parking charges
- Program costs
- Meals (Per Diem, see below)
- Car rental or other equipment rental
- Conference and convention fees
- Hotel or motel charges and related tips
- Reasonable business entertainment expenses
- Other reasonable and necessary business expenses, not specifically excluded by this section

The following expenses are not reimbursable:

- Traffic fines
- Excessive tips
- Alcohol, unless consumed during legitimate business-related entertainment activities
- First class airfare, unless medically necessary
- In-flight movies/refreshments
- Hotel room movies and other forms of personal entertainment

No policy can anticipate every situation that might give rise to legitimate business expenses. Reasonable and necessary expenses, which are not listed above, may be incurred. Each employee and supervisor must use his/her best professional judgment in determining if an unlisted expense is reimbursable under this Policy.

Meals (per diem)

Per diem allowances are reimbursable for approved overnight travel.

LEARN per diem rates are determined by LEARN and are within the U.S. General Services Administration Guidelines, which vary by city location. In addition to meals these rates include incidental expenses such as laundry, dry cleaning and service tips (e.g., housekeeping or porter tips). Incidental expenses, unless specifically cited in this policy, will not be reimbursed.

Per diem reimbursements are based on departure and return times over the entire 24-hour day and are prorated accordingly.

If a free meal is served on the plane, included in a conference registration fee, built in to the standard, single hotel room rate or replaced by a legitimate business meal, the per diem allowance for that meal may not be claimed.

Receipts are not required for per diem allowances. Per diem allowances are reimbursed after the trip is completed.

Credit Card Usage without Purchase Order/Check Request

LEARN understands that during the normal course of business there will be times when purchases will need to be made via credit card without prior approval. This authority is granted only to School Principal and CMO Directors with corporate cards. A requisition should be placed for any purchase exceeding \$1,000.

In addition, corporate credit card can be used for business travel related to approved professional development training, conferences and seminars. Please ensure enough time is allotted to obtain approval for approved purchases being paid by credit card.

It is imperative all receipts related to corporate card purchases are submitted to CMO on a timely basis. They should be submitted via email. Delay in providing receipts can delay payments of corporate cards which impacts not only the specific persons card, but the credit rating of LEARN Charter School Network. Any failure to submit expense reports with receipts timely or abuse of card usage can result in loss of card privileges.

Special Rules Pertaining to Air Travel

The following additional rules apply to air travel:

1. Air travel should be at coach class; First class air travel shall not be reimbursed unless there is a documented medical reason
2. Memberships in airline flight clubs is not reimbursable
3. Cost of flight insurance is not reimbursable
4. When returning on a Sunday or departing on a Saturday in order to obtain a cost savings in airfare due to the Saturday-night stayover, travelers should provide a total cost comparison (showing that the lower airfare plus an extra night lodging, meals & incidentals is less costly than airfare without the Saturday night stayover)
6. Cost of upgrade certificates is not reimbursable
7. Cost of canceling and rebooking flights is not reimbursable, unless it can be shown that it was necessary or required for legitimate business reasons (such as changed meeting dates, etc.)
8. Travelers must identify and pay for all personal flights, even if such flights are incorporated into a flight schedule that serves business purposes (i.e. LEARN will not reimburse for the personal legs of a trip)

Spouse/Partner Travel

It is the policy of LEARN not to reimburse any employee or board member for separate travel costs (air fare, etc.) associated with his/her spouse or partner. The cost of a shared hotel room need not be allocated between employee/director and spouse/partner for purposes of this policy.

Policy Exceptions

Generally, any exception to this policy must have the prior written approval by the CFO or CEO. Requests for exception should document extenuating circumstances or proposed overall savings to LEARN.

CASH DISBURSEMENTS (CHECK-WRITING) POLICIES

Check Preparation

It is the policy of LEARN to print vendor checks and expense reimbursement checks on a weekly basis. Checks shall be prepared by persons independent of those who initiate or approve expenditures, as well as those who are authorized check signers.

All vendor and expense reimbursement checks shall be produced in accordance with the following guidelines:

1. Expenditures must be supported in conformity with the purchasing, accounts payable, and travel and business entertainment policies described in this manual
2. Timing of disbursements should generally be made to take advantage of all early-payment discounts offered by vendors
3. Generally, all vendors shall be paid within 30 days of submitting a proper invoice upon delivery of the requested goods or services
4. Total cash requirements associated with each check run is monitored in conjunction with available cash balance in bank prior to the release of any checks
5. All supporting documentation is attached to the corresponding check prior to forwarding the entire package to an authorized check signer
6. Checks shall be utilized in numerical order (unused checks are stored in a locked safe in the accounting department)
7. Checks shall never be made payable to "bearer" or "cash"
8. Checks shall never be signed prior to being prepared
9. Paid check stub is attached to the paid invoice

Check Signing

Checks of \$5,000 and less can be signed by the CFO. Checks of \$5,000 must be signed by the CEO. (New Approved Board Resolution – See Appendix) No checks shall be signed prior to the check being completed in its entirety (no signing of blank checks).

Check signers should examine all original supporting documentation to ensure that each item has been properly checked prior to signing a check. Checks should not be signed if supporting documentation appears to be missing or there are any questions about a disbursement.

Mailing of Checks

After signature, checks are returned to the individual who prepared them, who then mails checks immediately. Checks shall not be mailed by individuals who authorize expenditures.

Voided Checks and Stop Payments

Checks may be voided due to processing errors by making proper notations in the check register and defacing the check by clearly marking it as "VOID". All voided checks shall be retained to aid in preparation of bank reconciliations.

Stop payment orders may be made for checks lost in the mail or other valid reasons. Stop payments are submitted to the bank by accounting personnel with this authority.

Record-Keeping Associated with Independent Contractors

LEARN shall obtain a completed Form W-9 or equivalent substitute documentation from all vendors to whom payments are made. A record shall be maintained of all vendors to whom a Form 1099 is required to be issued at year-end. Payments to such vendors shall be accumulated over the course of a calendar year.

PAYROLL AND RELATED POLICIES

Classification of Workers as Independent Contractors or Employees

It is the policy of LEARN to consider all relevant facts and circumstances regarding the relationship between LEARN and the individual in making determinations about the classification of workers as independent contractors or employees. This determination is based on the degree of control and independence associated with the relationship between LEARN and the individual. Facts that provide evidence of the degree of control and independence fall into three categories:

1. Behavioral control
2. Financial control
3. The type of relationship of the parties

Facts associated with each of these categories that will be considered by LEARN in making employee/contractor determinations shall include:

1. Behavioral control:
 - a. Instructions given by LEARN to the worker that indicates control over the worker (suggesting an employee relationship), such as:
 - (1) When and where to work
 - (2) What tools or equipment to use
 - (3) What workers to hire or to assist with the work
 - (4) Where to purchase supplies and services
 - (5) What work must be performed by a specified individual
 - (6) What order or sequence to follow
 - b. Training provided by LEARN to the worker (i.e. employees typically are trained by their employer, whereas contractors typically provide their own training)
2. Financial control:
 - a. The extent to which the worker has unreimbursed business expenses (i.e. employees are more likely to be fully reimbursed for their expenses than is a contractor)
 - b. The extent of the worker's investment in the facilities/assets used in performing services for LEARN (greater investment associated with contractors)
 - c. The extent to which the worker makes services available to the relevant market
 - d. How LEARN pays the worker (i.e. guaranteed regular wage for employees vs. flat fee paid to some contractors)
 - e. The extent to which the worker can realize a profit or loss.

3. Type of Relationship:
 - a. Written contracts describing the relationship that LEARN and the individual intend to create
 - b. Whether LEARN provides the worker with employee-type benefits, such as insurance, paid leave, etc.
 - c. The permanency of the relationship
 - d. The extent to which services performed by the worker are a key aspect of the regular business of LEARN

If an individual qualifies for independent contractor status, the individual will be sent a Form 1099 if total compensation paid to that individual for any calendar year, on the cash basis, is \$600 or more. The amount reported on a Form 1099 is equal to the compensation paid to that person during a calendar year (on the cash basis). Excluded from "compensation" are reimbursements of business expenses that have been accounted for by the contractor by supplying receipts and business explanations.

If an individual qualifies as an employee, a personnel file will be created for that individual and all documentation required by the LEARN personnel policies shall be obtained. The policies described in the remainder of this section shall apply to all workers classified as employees.

Payroll Administration

LEARN operates on a bi-weekly payroll. For all LEARN employees, a personnel file is established and maintained by Human Resources with current documentation, as described in the LEARN's Employee Handbook.

A Personnel Action Form (PAF) is submitted to the PM for all of the following:

1. New hires
2. Terminations
3. Changes in salaries and pay rates
4. Voluntary payroll deductions
5. Court-ordered payroll deductions

Employees change voluntary payroll deductions and changes in income tax withholding status by logging into their individual electronic payroll account. Documentation of all changes in payroll data shall be maintained in each employee's personnel file.

Payroll Taxes

The Accounting Department is responsible for ensuring all required tax forms are properly completed and submitted, and that all required taxes are withheld and paid. The Accounting Department may utilize the services of an outside payroll service center for the processing of payroll, as determined by the CFO.

Preparation of Timesheets

Each campus must submit to the Accounting Department a signed and approved timesheet and the goal is to receive by noon on the Monday before payroll. Timesheets shall be prepared in accordance with the following guidelines:

1. Each timesheet shall reflect all hours worked during the pay period (time actually spent on the job performing assigned duties), whether compensated or not.
2. Employees shall identify and record hours worked based on the nature of the work performed;
3. Compensated absences (vacation, holiday, sick leave, etc.) should be clearly identified as such;
4. Timesheets shall be signed by the employee prior to submission.

After preparation, timesheets shall be approved by Campus Principal/Department Directors or their designees, prior to submission to the accounting department. Corrections identified by an employee's supervisor (Department Director) shall be authorized by the employee by placing the employee's initials next to the change.

Processing of Timesheets

Processing of timesheets in the accounting department is performed by the PM. The PM checks all timesheets for mathematical accuracy, and then exports all timesheets into the payroll system.

The PM may not change or correct timesheets without approved notification from the respective employees supervisor or from the PM's supervisor.

Tampering with, altering, or falsifying time records, recording time on another employee's time record or willfully violating any other timesheet policy or procedure may result in disciplinary action, up to and including discharge.

Review of Payroll

All payroll information is sent to payroll@learncharter.org. An outside payroll processor enters the payroll into our Paylocity payroll processing software. The Payroll Manager reviews all information processed and checks the labor distribution reports prior to submission of payroll. The CFO and CEO are provided with a payroll register summary report for review. The CFO also reviews the payroll entry and attached labor distribution documentation. The CFO signs the payroll entry after review. **Effective fiscal year 2018**, the CFO will review and approve the labor distribution report prior to finalization of payroll.

Distribution of Payroll

Payroll checks shall be distributed by individuals who do not approve time sheets, are not responsible for hiring and firing, and do not control the preparation of payroll. Most employees receive direct deposits and all payroll information is accessed through employee's web based accounts.

POLICIES PERTAINING TO SPECIFIC ASSET AND LIABILITY ACCOUNTS

CASH AND CASH MANAGEMENT

Cash Accounts

General Checking Account (operating account):

The primary operating account provides for routine business check disbursements. All cash and credit card deposits, whether received at the LEARN office, are made to this account.

Cash transfers are done on an as needed basis to cover disbursements. Excess funds in this account are transferred into short-term investments or higher interest-bearing cash equivalents.

Payroll Account:

The payroll account is separate from the operating account. The payroll account is managed with a minimum balance. As such, only the amount needed to cover each payroll is transferred into this account from the operating account, based on the amount calculated and communicated by the outside payroll service center.

Authorized signers on the payroll account will be the same as those on the operating account.

Bank Reconciliations

Bank account statements are received each month and forwarded to the CFO and CTR.

After this review is complete, the entire bank statement is forwarded to the accounting department, where reconciliation between the bank balance and general ledger balance is prepared by someone who is not an authorized check signer.

All bank reconciliations, including any adjusting journal entries resulting from preparing bank reconciliations, are reviewed and posted by the CTR and CFO on a monthly basis. The bank statement is reviewed for unusual or unexplained items, such as unusual endorsements on checks, indications of alterations to checks, etc. Unusual or unexplained items shall be reported immediately to the audit committee.

Bank reconciliations and copies of resulting journal entries are filed in the current year's accounting files.

Cash Flow Management

The CFO monitors cash flow needs on a weekly basis to eliminate idle funds and to ensure that payment obligations can be met. Cash transfers between accounts are performed on an as-needed basis.

Stale Checks

Effective FY2018, it is the policy of LEARN to re-class checks that are more than 6 months old that have not cleared the Organization's bank. These checks will be recorded as a liability and LEARN will follow the Illinois Unclaimed Property Act.

Wire Transfers

The CFO and the CEO shall be the only LEARN employees authorized to transact wire transfers from LEARN bank accounts. To prevent anyone other than the CFO and the CEO from transacting wire transfers, a system shall be employed that requires the use of passcodes and the calculation of a test-key for each wire transfer. Passcodes, issued only to the CFO and Chief Executive Officer, are assigned by the bank and are changed periodically.

Confirmations of all wire transfers are delivered to the CTR.

PREPAID EXPENSES

Accounting Treatment

It is the policy of LEARN to treat payments of expenses that have a time-sensitive future benefit as prepaid expenses and to amortize these items over the corresponding time period. For purposes of this policy, payments of less than \$1,000 shall be expensed as paid and not treated as prepaid expenses, regardless of the existence of a future benefit.

Prepaid expenses with future benefits that expire within one year from the date of the financial statements shall be classified as current assets. Prepaid expenses that benefit future periods beyond one year from the financial statement date shall be classified as non-current assets.

Procedures

As part of the account coding process performed during the processing of accounts payable, all incoming vendor invoices shall be reviewed for the existence of time-sensitive future benefits. If future benefits are identified, the payment shall be coded to a prepaid expense account code.

The accounting department shall maintain a schedule of all prepaid expenses. The schedule shall indicate the amount and date paid, the period covered by the prepayment, the purpose of the prepayment, and the monthly amortization. This schedule shall be reconciled to the general ledger balance as part of the monthly closeout process.

INVESTMENT POLICIES (Currently under review by the Finance Committee)

Introduction

It is the policy of LEARN to treat all assets of the organization, including those funds that are legally unrestricted, as though they are held by LEARN in a fiduciary capacity for the purpose of accomplishing the organization's tax-exempt mission. As such, the policies described in this section are to be interpreted in light of that overall sense of stewardship, and the investment standards of LEARN shall be those of a prudent investor.

Delegation of Authority

The board of directors of LEARN has delegated supervisory authority over its investing activities to the Finance Committee of the board. The Finance Committee is responsible for regularly reporting on the organization's investments to the full board of directors.

The Finance Committee is authorized to retain one or more Investment Counselors to assume the investment management function. In that regard, the Finance Committee may enter into agreements with, delegate investment authority to, pay compensation to, and receive reports from one or more Investment Counselors.

Investment Objectives

LEARN's investment objectives are the preservation and protection of the organization's assets, as well as the maintenance of liquid reserves to meet obligations arising from unanticipated activities, by earning an appropriate return on investments.

Accounting Treatment

All purchased investments shall initially be recorded at cost. All investments acquired by donation to LEARN shall initially be recorded at their fair market value as of the date of donation. Donated investments shall be recorded as unrestricted, temporarily restricted, or permanently restricted income and net assets based on the existence or absence of such restrictions, as defined earlier.

Subsequent to acquisition, it shall be the policy of LEARN to carry all equity securities with readily determinable fair market values and all debt securities at their market values. Adjustments to market value shall be made in the accounting records and financial statements of LEARN on a monthly basis.

Adjustments to market value result in unrealized gains and losses on investments. Such gains and losses resulting from contributed investments shall be classified as unrestricted, temporarily restricted, or permanently restricted based on the existence or absence of explicit restrictions on such appreciation and depreciation from the donor, as defined earlier.

Procedures and Reporting

The following procedures will be followed to ensure that investments are properly managed and that these investment policies are consistent with the mission of LEARN and accurately reflect the current financial condition of the Organization:

1. The CTR shall maintain a schedule of investments and reconcile this schedule with the general ledger and with investment account statements on a monthly basis. The schedule of investments shall include the following information with respect to each investment:
 - a. Date acquired
 - b. Method of acquisition (purchase or donation)
 - c. Cost or basis at acquisition
 - d. Description of investment
 - e. Interest rate (if applicable)
 - f. Date of maturity (if applicable)
 - g. Holder/issuer of security
 - h. Current market value
 - i. Unrealized gain or loss
 - j. Accrued interest receivable (if applicable)
 - k. Income received, year-to-date (i.e. interest, dividends, etc.)
2. The CFO and Investment Counselor shall prepare a schedule of investments for presentation on a quarterly basis for the Finance Committee and on an annual basis for the Board of Directors.
3. The quarterly investment reports shall detail the portfolio's composition and performance for the quarter and year-to-date, along with a comparison to budget and to the prior year.
4. The annual investment report shall be presented to the Board of Directors at the time the LEARN audit is presented, outlining in detail the investment portfolio's composition and performance for the fiscal year, along with a comparison to appropriate market indices. The report will show results for the most recently-completed fiscal year and for last three years.
5. Investment policies shall be reviewed annually by the CFO and the CEO, working with the Finance Committee, to determine any appropriate modifications.
6. Recommendations for any revisions or modifications to the investment policy will be made by the Finance Committee to the Board of Directors for their approval.

FIXED ASSET MANAGEMENT

Capitalization Policy

Physical assets acquired with unit costs in excess of \$1,000 are capitalized as fixed assets on the financial statements. Items with unit costs below this threshold shall be expensed in the year purchased, unless part of a project which costs exceed \$1,000.

Capitalized fixed assets are accounted for at their historical cost and all such assets, except land and certain works of art and historical treasures, are subject to depreciation over their estimated useful lives, as described later.

Contributed Assets

Assets with fair market values in excess of \$1,000 (per unit) that are contributed to LEARN shall be capitalized as fixed assets on the financial statements. Contributed items with market values below this threshold shall be expensed in the year contributed.

Capitalized contributed assets are accounted for at their market value at the time of donation and all such assets, except land and certain works of art and historical treasures, are subject to depreciation over their estimated useful lives, as described later.

Establishment and Maintenance of a Fixed Asset Listing

All capitalized fixed assets shall be recorded in a fixed asset schedule. This schedule shall include the following information with respect to each asset:

1. Date of acquisition
2. Cost
3. Description (including color, model, and serial number)
4. Location of asset
5. Depreciation method
6. Estimated useful life
7. Source of the funding if applicable

Effective for the fiscal year end June 30, 2017, a physical inventory of all assets capitalized under the preceding policies will be taken on an annual basis by LEARN. This physical inventory shall be reconciled to the fixed asset schedule and adjustments made as necessary. All adjustments resulting from this reconciliation will be approved by the CFO and Assistant Director of Operations.

Receipt of Newly-Purchased Equipment and Furniture

At the time of arrival, all newly-purchased equipment and furniture shall be reviewed for obvious physical damage. If an asset appears damaged or is not in working order, it shall be returned to the vendor immediately. In addition, descriptions and quantities of assets per the packing slip or bill of lading shall be compared to the assets delivered. Discrepancies should be resolved with the vendor immediately.

Depreciation and Useful Lives

All capitalized assets are maintained in the special fixed assets account group and are not to be included as an operating expense. Fixed assets are depreciated over their estimated useful lives using the straight-line method.

In the year of acquisition, depreciation is recorded based on the number of months the asset is in service, starting the month after put in service.

Estimated useful lives of capitalized assets shall be determined by the Accounting Department in conjunction with the department or employee that shall utilize the asset. The following is a list of the estimated useful lives of each category of fixed asset for depreciation purposes:

Furniture and fixtures	Up to 10 yrs
Computer hardware and peripherals	2-5 yrs
Computer software	2-3 yrs
Leased assets	life of lease
Leasehold Improvements	remaining lease term

Alternatively, at the direction of the CFO, capitalized assets may be depreciated over useful lives expressed in terms of units of production or hours of service in place of the preceding useful lives expressed in terms of time.

For accounting and interim financial reporting purposes, depreciation expense will be recorded on a monthly basis.

Repairs of Fixed Assets

Expenditures to repair capitalized assets shall be expensed as incurred if the repairs do not materially add to the value of the property or materially prolong the estimated useful life of the property.

Expenditures to repair capitalized assets shall be capitalized if the repairs increase the value of property, prolong its estimated useful life, or adapt it to a new or different use. Such capitalized repair costs shall be depreciated over the remaining estimated useful life of the property. If the repairs significantly extend the estimated useful life of the property, the original cost of the property shall also be depreciated over its new, extended useful life.

Dispositions of Fixed Assets

In the event a non-expendable asset is sold, scrapped, donated or stolen, adjustments need to be made to the fixed asset listing and property log. If money is received for the asset, then the difference between the money received and the "book value" (purchase price less depreciation) of the asset will be recorded as a loss if the money received is less than the book value and a gain if the money received is more than the book value.

Write-Offs of Fixed Assets

The CFO approves the disposal of all capitalized fixed assets that may be worn-out or obsolete. Property that is discovered to be missing or stolen will be reported immediately to the Assistant Director of Operations and the CTR and/or CFO. If not located, this property will be written off the books with the proper notation specifying the reason.

LEASES

Classification of Leases

It is the policy of LEARN to classify all leases in which the Organization is a lessee as either capital or operating leases. LEARN shall utilize the criteria described in Financial Accounting Standards Board Accounting Standards Codification 840 in determining whether a lease is capital or operating in nature. Under those criteria, a lease shall be treated as a capital lease if, at the time of entering into the lease, any of the following factors are present:

1. The lease transfers ownership to LEARN at the end of the lease term;
2. The lease contains a bargain purchase option;
3. The lease term is equal to 75% or more of the estimated economic life of the leased property; or
4. The present value of the minimum lease payments is 90% or more of the fair value of the leased property (using, as the interest rate, the lesser of LEARN's incremental borrowing rate or, if known, the lessor's implicit rate).

All leases that do not possess any of the four preceding characteristics shall be treated as operating leases. In addition, all leases that are immaterial in nature shall be accounted for as operating leases.

Accounting for Leases

All leases that are classified as operating leases and immaterial capital leases shall be accounted for as expenses in the period in which the obligation to make a lease payment is incurred. For leases with firm commitments for lease payments that vary over the term of the lease (i.e. a lease with fixed annual increases that are determinable upon signing the lease), the amount that LEARN shall recognize as monthly lease expense shall equal the average monthly lease payment over the entire term of the lease. Differences between the average monthly payment and the actual monthly payment shall be accounted for as an asset or liability of LEARN.

All leases that are classified as capital leases shall be treated as fixed asset additions of LEARN. As such, upon the inception of a capital lease, LEARN shall record a fixed asset and a liability under the lease, based on the net present value of the minimum lease payments (or the fair value of the leased asset, if it is less than the present value of the lease payments). Periodic lease payments shall be allocated between a reduction in the lease obligation and interest expense. The fixed asset recorded under a capital lease shall be depreciated over the term of the lease, using the [straight-line] method of depreciation.

LEARN shall also maintain a control list of all operating and capital leases. This list shall include all relevant lease terms.

ACCRUED LIABILITIES

Identification of Liabilities

The accounting department shall establish a list of commonly incurred expenses that may have to be accrued at the end of an accounting period. Some of the expenses that shall be accrued by LEARN at the end of an accounting period are:

- Salaries and wages
- Payroll taxes
- Interest on notes payable

In addition, LEARN shall record a liability for deferred revenue (revenue received but not yet earned) in accordance with the revenue recognition policies described elsewhere in this manual. Adjustments to deferred revenue accounts shall be made monthly.

NOTES PAYABLE

Record-Keeping

It is the policy of LEARN to maintain a schedule of all notes payable, mortgage obligations, lines of credit, and other financing arrangements. This schedule shall be based on the underlying loan documents and shall include all of the following information:

1. Name and address of lender
2. Date of agreement or renewal/extension
3. Total amount of debt or available credit
4. Amounts and dates borrowed
5. Description of collateral, if any
6. Interest rate
7. Repayment terms
8. Maturity date
9. Address to which payments should be sent
10. Contact person at lender

Accounting and Classification

An amortization schedule shall be maintained for each note payable. Based upon the amortization schedule, the principal portion of payments due with the next year shall be classified as a current liability in the statement of financial position of LEARN. The principal portion of payments due beyond one year shall be classified as long-term/non-current liabilities in the statement of financial position.

Demand notes and any other notes without established repayment dates shall always be classified as current liabilities. Unpaid interest expense shall be accrued as a liability at the end of each accounting period.

A detailed record of all principal and interest payments made over the entire term shall be maintained with respect to each note payable. Periodically, the amounts reflected as current and long-term notes payable per the general ledger shall be reconciled to these payment schedules and the amortization schedules, if any, provided by the lender. All differences shall be investigated.

Non-Interest-Bearing Notes Payable

As a charitable organization, LEARN may from time to time receive notes payable that do not require the payment of interest, or that require the payment of a below-market rate of interest for the type of obligation involved. In such cases, it shall be the policy of LEARN to record contribution income for any unpaid interest.

For demand loans, recording of interest expense and contribution income shall be performed at the end of each accounting period, based on the outstanding principal balance of the loan during that period, multiplied by the difference between a normal interest rate for that type of loan and the rate, if any, that is required to be paid by LEARN.

POLICIES ASSOCIATED WITH FINANCIAL AND TAX REPORTING

FINANCIAL STATEMENTS

Standard Financial Statements of the Organization

Preparing financial statements and communicating key financial information is a necessary and critical accounting function. Financial statements are management tools used in making decisions, in monitoring the achievement of financial objectives, and as a standard method for providing information to interested parties external to the organization. Financial statements may reflect year-to-year historical comparisons or current year budget to actual comparisons.

The basic financial statements of LEARN that are maintained on an organization-wide basis shall include:

1. **Statement of Financial Position** - reflects assets, liabilities and net assets of the organization and classifies assets and liabilities as current or non-current/long-term
2. **Statement of Activities** - presents support, revenues, expenses, and other changes in net assets of the organization, by category of net asset (unrestricted, temporarily restricted and permanently restricted)
3. **Statement of Cash Flows** - reports the cash inflows and outflows of the organization in three categories: operating activities, investing activities, and financing activities
4. **Statement of Functional Expenses** – presents the expenses of the organization in both a natural, or objective, format and by function (i.e. which program or supporting service was served)

Frequency of Preparation

The objective of the accounting department is to prepare accurate financial statements in accordance with generally accepted accounting principles and distribute them in a timely and cost-effective manner. In meeting this responsibility, the following policies shall apply:

A standard set of financial statements described in the preceding section shall be produced on a monthly basis, by the 15th of each month. The standard set of financial statements described in the preceding section shall be supplemented by the following schedules:

1. Individual statements of activities on a departmental and functional basis (and/or program/grant basis)
2. Comparisons of actual year-to-date revenues and expenses with year-to-date budgeted amounts

Review and Distribution

All financial statements and supporting schedules shall be reviewed and approved by the CFO prior to being issued by the Accounting Department.

After approval by the CFO, a complete set of monthly financial statements, including the supplemental schedules described above, shall be distributed to the following individuals:

1. Chief Executive Officer
2. Campus Principals/Department Directors and any other employee with budget-monitoring responsibilities

Financial statements may include an additional supplemental schedule prepared or compiled by the CTR/CFO. The purpose of this schedule is to provide known explanations for material budget variances in accordance with LEARN's budget monitoring policies described later in this manual (under the "Financial Management Policies" section).

Special Quarterly Distribution

On a quarterly basis, a complete set of LEARN financial statements and supplemental schedules shall be distributed to the entire board of directors at the scheduled board meetings.

Quarterly financial statements distributed to the board shall include an additional supplemental schedule prepared or compiled by the CFO. The purpose of this schedule is to provide explanations for material budget variances in accordance with LEARN's budget monitoring policies described later in this manual (under the "Financial Management Policies" section).

Annual Financial Statements

Annual audited financial statements shall be provided to the full Board of Directors. LEARN's Finance Committee will review in detail prior to submitting to the Board of Directors.

GOVERNMENT RETURNS

Overview

To legitimately conduct business, LEARN must be aware of its tax and information return filing obligations and comply with all such requirements of federal, state and local jurisdictions. Filing requirements of LEARN include, but are not limited to, filing annual information returns with IRS, state charitable solicitation reports, annual reports for corporations, property tax returns, income tax returns, sales tax returns, information returns for retirement plans, annual reporting of compensation paid, and payroll tax withholding tax returns.

Filing of Returns

It is the policy of LEARN to become familiar with the obligations in each jurisdiction and to comply with all known filing requirements. The CFO shall be responsible for identifying all filing requirements and assuring that LEARN is in compliance with all such requirements.

It is also the policy of LEARN to file complete and accurate returns with all authorities. LEARN shall make all efforts to avoid filing misleading, inaccurate or incomplete returns.

Filings made by LEARN include, but are not limited to, the following returns:

1. **Form 990** - Annual information return of tax-exempt organizations, filed with IRS. Form 990 for LEARN is due on the fifteenth day of the fifth month following year-end. An automatic 3-month extension of time to file Form 990 may be obtained filing Form 8868. Upon expiration of the first 3-month extension, a second 3-month extension may be requested using Form 8868.
2. **Form 990-T** - Annual tax return to report LEARN's unrelated trade or business activities (if any), filed with IRS. Form 990-T is due on the fifteenth day of the fifth month following year-end. An automatic 6-month extension of time to file Form 990-T may be obtained by filing Form 8868.
3. **Form 5500** - Annual return for LEARN's employee benefit plans. Form 5500 is due July 31, but a request for extension of time to file may be filed. **(Working on Completing)**
4. **Payroll Tax and Payroll Information Returns** - Annual report of employee and non-employee compensation, based on calendar-year compensation, on the cash basis. These information returns are due to employees and independent contractors by January 31 and to federal government by February 28.
5. **Form 1065/1120** - Annual returns filed for other related entities.

LEARN's fiscal and tax year-end is June 30. All annual tax and information returns of LEARN (Form 990, Form 990-T) are filed on the accrual basis of reporting.

Federal and all applicable state payroll tax returns are prepared by the Organization's external Payroll Administrator.

It is the policy of LEARN to comply with all state payroll tax requirements by withholding and remitting payroll taxes to the state of residency of each LEARN employee.

Public Access to Information Returns

Under regulations that became effective in 1999, LEARN is subject to federal requirements to make the following forms "widely available" to all members of the general public:

1. The three most recent annual information returns (Form 990), [excluding the list of significant donors (Schedule B) that is attached to the Form 990, but including the accompanying Schedule A], and
2. LEARN's original application for recognition of its tax-exempt status, filed with IRS, and all accompanying schedules and attachments.

It is the policy of LEARN to adhere to the following guidelines in order to comply with the preceding public disclosure requirements:

Anyone appearing in person at the offices of LEARN during normal working hours making a request to inspect the forms will be granted access to a file copy of the forms. In addition, LEARN shall respond to all email or regular mail requests in the same manner. The CFO shall be responsible for maintaining this copy of each form and for making it available to all requesters.

UNRELATED BUSINESS ACTIVITIES

Identification and Classification

It is the policy of LEARN to properly identify and classify income-producing activities that are unrelated to the Organization's tax-exempt purpose using the guidelines described in the Internal Revenue Code and underlying regulations. Such income accounts shall be segregated in separate accounts in the general ledger of LEARN in order to facilitate tracking and accumulation of unrelated trade or business activities.

Reporting

It is the Policy of LEARN to file IRS Form 990-T to report taxable income from unrelated trade or business activities. Form 990-T is not subject to any public access or disclosure requirements. Accordingly, it is the policy of LEARN not to distribute copies of Form 990-T to anyone other than management of the Organization.

FINANCIAL MANAGEMENT POLICIES

BUDGETING

Overview

Budgeting is an integral part of managing any organization in that it is concerned with the translation of organizational goals and objectives into financial and human resource terms. A budget should be designed and prepared to direct the most efficient and prudent use of the organization's financial and human resources. A budget is a management commitment of a plan for present and future organizational activities that will ensure survival. It provides an opportunity to examine the composition and viability of the organization's programs and activities simultaneously in light of the available resources.

Preparation and Adoption

It is the policy of LEARN to prepare an annual budget on the accrual basis of accounting. To prepare the Organization budget, the CTR and/or CFO shall gather proposed budget information from all Campus Principals/Department Directors and others with budgetary responsibilities and prepares the first draft of the budget. The CFO meets with each Principal/Department Head to discussed proposed budget amounts.

After appropriate revisions and a compilation of all campus and CMO budgets by the CFO, a draft of the organization-wide budget, as well as individual campus budgets, is presented to the CEO for discussion, revision, and initial approval.

The revised draft is then submitted to the Finance Committee of the Board of Directors, and finally to the entire Board of Directors for adoption.

It is the policy of LEARN to adopt a final budget at least 30 days before the beginning of the Organization's fiscal year. The purpose of adopting a final budget at this time is to allow adequate time for the accounting department to input the budget into the accounting system and establish appropriate accounting and reporting procedures (including any necessary modifications to the chart of accounts) to ensure proper classification of activities and comparison of budget versus actual once the year begins.

Forecasting

Throughout the year the CFO works with the Principals/Department Heads to prepare forecasts for the entire network to plan for changes that have occurred since the budget.

ANNUAL AUDIT

Role of the Independent Auditor

It is the policy of LEARN to arrange for an annual audit of the Organization's financial statements to be conducted by an independent accounting firm. The independent accounting firm selected by LEARN will be required to communicate directly with the Organization's Finance Committee upon the completion of their audit. In addition, members of the Finance Committee and Executive Committee are authorized to initiate communication directly with the independent accounting firm.

Audited financial statements, including the auditor's opinion, will be submitted and presented to the Finance Committee and then presented to the Board of Directors.

How Often to Review the Selection of the Auditor

LEARN shall review the selection of its independent auditor in the following circumstances:

1. Anytime there is dissatisfaction with the service of the current firm
2. When a fresh perspective and new ideas are desired
3. Every 5 years to ensure competitive pricing and a high quality of service (this is not a requirement to change auditors every five years; simply to re-evaluate the selection)

Selecting an Auditor

The selection of an accounting firm to conduct the annual audit is a task that should be taken very seriously. The following factors shall be considered by LEARN in selecting an accounting firm:

1. The firm's reputation in the nonprofit community
2. The depth of the firm's understanding of and experience with not-for-profit organizations and federal reporting requirements under OMB Circular A-133
3. The firm's demonstrated ability to provide the services requested in a timely manner
4. The ability of firm personnel to communicate with Organization personnel in a professional and congenial manner

If LEARN decides to prepare and issue a written Request for Proposal (RFP) to be sent to prospective audit firms, the following information shall be included:

1. Period of services required
2. Type of contract to be awarded (fixed fee, cost basis, etc.)
3. Complete description of the services requested (audit, management letter, tax returns, etc.)
4. Identification of meetings requiring their attendance, such as staff or Board of Director meetings
5. Organization chart of LEARN
6. Chart of account information
7. Financial information about the organization
8. Copy of prior year reports (financial statements, management letters, etc.)
9. Identification of need to perform audit in accordance with OMB Circular A-133

10. Other information considered appropriate
11. Description of proposal and format requirements
12. Due date of proposals
13. Overview of selection process (i.e. whether finalists will be interviewed, when a decision shall be made, etc.)
14. Identification of criteria for selection

Minimum Proposal Requirements from prospective CPA firms shall be:

1. Firm background
2. Biographical information (resumes) of key firm member who will serve LEARN
3. Client references
4. Information about the firm's capabilities
5. Firm's approach to performing an audit
6. Copy of the firm's most recent quality/peer review report, including any accompanying letter of findings
7. Other resources available with the firm
8. Expected timing and completion of the audit
9. Expected delivery of reports
10. Cost estimate including estimated number of hours per staff member
11. Rate per hour for each auditor
12. Other information as appropriate

In order to narrow down the proposals to the top selections, the CFO shall meet with the prospective engagement teams from each proposing firm to discuss their proposal. Copies of all proposals shall be forwarded to each member of the Finance Committee. After the CFO narrows down the field of prospective auditors to three firms, final interviews of each firm are conducted by the Finance Committee, who makes the final recommendation to the board of directors for approval.

Preparation for the Annual Audit

LEARN shall be actively involved in planning for and assisting with the Organization's independent accounting firm in order to ensure a smooth and timely audit of its financial statements. In that regard, the accounting department shall provide assistance to the independent auditors in the following areas:

Planning - The CTR is responsible for delegating the assignments and responsibilities to accounting staff in preparation for the audit. Assignments shall be based on the list of requested schedules and information provided by the independent accounting firm.

Involvement - Organization staff will do as much work as possible in order to assist the auditors and, therefore, reduce the cost of the audit.

Interim Procedures - To facilitate the timely completion of the annual audit, the independent auditors may perform selected audit procedures prior to the Organization's year-end. By performing significant portions of audit work as of an interim date, the work required subsequent to year-end is reduced.

Organization staff will as much as possible in order to provide requested schedules and documents and to otherwise assist the auditors during any interim audit fieldwork that is performed.

Throughout the audit process, it shall be the policy of LEARN to make every effort to provide schedules, documents and information requested by the auditors in a timely manner.

Concluding the Audit

Upon receipt of a draft of the audited financial statements of LEARN from its independent auditor, the CTR and CFO shall perform a detailed review of the draft, consisting of the following procedures:

1. Carefully read the entire report for typographical errors
2. Trace and agree each number in the financial statements and accompanying footnotes to the accounting records and/or internal financial statements of LEARN
3. Review each footnote for accuracy and completeness

Any questions or errors noted as part of this review shall be communicated to the independent auditor in a timely manner and resolved to the satisfaction of the CFO.

It shall also be the responsibility of the CFO to review and respond in writing to all management letter or other internal control and compliance report findings and recommendations made by the independent auditor.

Finance Committee Responsibilities in relation to the Audit

In accordance with the LEARN by-laws, there shall be a Finance Committee consisting of three members. The term of office shall be for three years, with one member being elected by the LEARN Board of Directors each year.

The Finance Committee's responsibilities include, but shall not be limited to, the following:

1. Appointment of, and communication with, the Organization's independent auditors
2. Review and approval of the annual, audited financial statements
3. Discussion of internal control matters with the independent auditor
4. Responding to any reported instances of fraud involving LEARN or its employees
5. Conducting a quarterly analysis of the Organization's financial statements
6. Making policy and other recommendations to the LEARN board of directors regarding matters arising out of the audit

In fulfilling these duties and responsibilities, the Finance Committee is entitled to examine any and all documents within the control of LEARN and its employees. In addition, the Finance Committee shall have the authority to contract with independent contractors in the fulfillment of the committee's responsibilities.

INSURANCE

Overview

It is fiscally prudent to have an active risk management program that includes a comprehensive insurance package. This will ensure the viability and continued operations of LEARN.

It is the policy of LEARN to maintain adequate insurance coverage for general liability, as well as coverage for property, employee benefits, auto, directors and officers, employment practices, workers compensation, cyber, crime and fidelity and student accidents.

LEARN shall maintain a detailed listing of all insurance policies in effect. This listing shall include the following information, at a minimum:

1. Description (type of insurance)
2. Agent and insurance company, including all contact information
3. Coverage and deductibles
4. Premium amounts and frequency of payment
5. Policy effective dates
6. Date(s) premiums paid

RECORD RETENTION

Policy

It is the policy of LEARN to retain records as required by law and to destroy them when appropriate. The destruction of records must be approved by the CFO. The formal records retention policy of LEARN is as follows and **will be implemented during fiscal year 2018:**

Accident reports/claims (settled Cases)	7 Years
Accounts payable ledgers and schedules	7 Years
Accounts receivable ledgers and schedules	7 Years
Audit reports	Permanently
Bank reconciliations	3 Years
Bank Statements	3 Years
Chart of Accounts	Permanently
Cancelled Checks	7 Years
Contracts, mortgages, notes and leases:	
Expired	7 Years
Still in effect	Permanently
Correspondence:	
General	2 Years
Legal and important matters only	Permanently
Routine with customers and/or vendors	2 Years
Deeds, mortgages and bills of sales	Permanently
Depreciation schedules	Permanently
Duplicate deposit slips	3 Years
Employment applications	3 Years
Expense analyses/expense distribution schedule	7 Years
Financial statements:	
Year end	Permanently
Other	Optional
Garnishments	7 Years
General ledgers/year end trial balance	Permanently
Insurance policies (expired)	3 Years
Insurance records (policies, claims, etc.)	Permanently
Internal audit reports	3 Years +
Internal reports	3 Years
Inventories of products, materials and supplies	7 Years
Invoices (to customers, from vendors)	7 Years
Journals	Permanently
Minute books of directors, bylaws and charters	Permanently
Notes receivable ledgers and schedules	7 Years
Payroll records and summaries	7 Years
Personnel records (terminated)	7 Years
Petty cash vouchers	3 Years
Physical inventory tags	3 Years
Property records (incl. depreciation schedules)	Permanently
Purchase orders:	
Purchasing department copy	7 Years
Other copies	1 Year

Receiving sheets	1 Year
Retirement and pension records	Permanently
Requisitions	1 Year
Student Records	7 Years
Subsidiary ledgers	7 Years
Tax returns and worksheets, examination reports and other documents relating to determination of income tax liability	Permanently
Time sheets/cards	7 Years
Trademark registrations and copyrights	Permanently
Training manuals	Permanently
Voucher register and schedules	7 Years
Withholding tax statements	7 Years

FUNCTIONAL EXPENSE ALLOCATIONS

Overview

As one of its financial management objectives, LEARN strives to determine the actual costs of carrying out each of its program service and supporting activities. In this regard, it is the policy of LEARN to charge expenses to the appropriate category of program service or supporting activity. Expenses that serve multiple functions or are not readily identifiable with one function shall be allocated between functions whenever possible.

Program and supporting service functions of LEARN are:

Programs:

1. School Operations

Supporting Services:

1. Management and general
2. Fundraising

Direct Charging of Costs

Certain internal costs shall be directly charged to the appropriate LEARN function based upon underlying documentation.

With the exception of salaries, which are recorded with each payroll cycle, all other costs identified above shall be initially charged to one account when incurred, then allocated and recorded to the appropriate functions via annual journal entries.

Allocation of Overhead Costs

On a monthly basis, an allocation of overhead to each campus/program service and supporting activity area shall be recorded via a journal entry. Overhead in general shall be allocated based on a per pupil basis or as defined in the budget.

POLICIES PERTAINING TO FEDERAL AWARDS

ADMINISTRATION OF FEDERAL AWARDS

Definitions

There are several types of agreements through which LEARN may receive financial assistance from a donor/grantor agency:

Grant: A financial assistance award given to the organization to carry out its programmatic purpose.

Contract: A mutually binding legal agreement where the organization agrees to provide supplies or services and the donor agrees to pay for them.

Cooperative Agreement: A legal agreement where the organization implements a program with the direct involvement of the donor.

Throughout this manual, federal assistance received in any of these forms will be referred to as a federal "award."

Preparation and Review of Proposals

Individual departments are responsible for preparing proposals for projects that the department intends to pursue. However, all proposals shall be reviewed by the CFO prior to submission to government agencies or other funding sources. Final proposals shall be reviewed and approved in writing by the CEO.

Post-Award Procedures

After an award has been made, the following steps shall be taken:

1. Verify the specifications of the grant or contract. The Accounting Department shall review the terms, time periods, award amounts and expected expenditures associated with the award. A CFDA (*Catalog of Federal Domestic Assistance*) number shall be determined for each award. All reporting requirements under the contract or award shall be summarized.
2. Create new general ledger fund account numbers. New accounts shall be established for the receipt and expenditure categories in line with the grant or contract budget.
3. Gather documentation. A file is established for each grant or contract. The file contains the proposal, all correspondence regarding the grant or contract, the final signed award document and all reports submitted to the funding sources.

Compliance with Laws, Regulations and Provisions of Awards

LEARN recognizes that as a recipient of Federal funds, the Organization is responsible for compliance with all applicable laws, regulations, and provisions of contracts and grants. To ensure that the Organization meets this responsibility, the following policies apply with respect to every grant or contract received directly or indirectly from a Federal agency:

1. For each Federal award, an LEARN employee within the department responsible for administering the award will be designated as "Grant/Project Manager" (GPM).
2. Each GPM shall attend a class on grant management prior to beginning their role as a GPM (or as early in their functioning as a GPM as practical). Thereafter, all GPM's shall attend refresher/update courses on grant management every two years.
3. The GPM shall take the following steps to identify all applicable laws, regulations, and provisions of each grant and contract:
 - a. Read each award and prepare a summary of key compliance requirements and references to specific laws and regulations.
 - b. Review the "OMB Circular A-133 Compliance Supplement" (updated annually) published by the Office of Management and Budget (OMB) for compliance requirements unique to the award and for compliance requirements common to all Federal awards.
 - c. Review the section of the Catalog of Federal Domestic Assistance applicable to the award.
4. The Accounting Department shall forward copies of applicable laws regulations to the GPM (such as OMB Circulars, pertinent sections of compliance supplements, and other regulations).
5. The GPM and/or the LEARN Accounting Department shall identify and communicate any special changes in policies and procedures necessitated by Federal awards as a result of the review of each award.
6. The GPM shall take all reasonable steps necessary to identify applicable changes in laws, regulations, and provisions of contracts and grants. Steps taken in this regard shall include, but not be limited to, reviewing subsequent grant and contract renewals, reviewing annual revisions to the "OMB Circular A-133 Compliance Supplement", and communications with Federal awarding agency personnel.
7. The GPM shall cooperate with the Organization's Independent Auditors by informing the CPA firm as to applicable laws, regulations, and provisions of contracts and grants and communicating known instances of noncompliance with laws, regulations, and provisions of contracts and grants to the auditors.

Billing and Financial Reporting

LEARN strives to provide management, staff and funding sources with timely and accurate financial reports applicable to federal awards. These reports include monthly and cumulative expenditures, a project budget, and a balance remaining column.

LEARN shall prepare and submit financial reports as specified by the financial reporting clause of each grant or contract award document. Preparation of these reports shall be the responsibility of FM, subject to review and approval by CFO.

The following policies shall apply to the preparation and submission of billings to federal agencies under awards made to LEARN:

1. It is the policy of LEARN to request reimbursement after expenditures have been incurred, unless an award specifies another method.
2. Each award normally specifies a particular billing cycle; therefore, a schedule is established for each grant and contract to ensure that reimbursement is made on a timely basis along with any other reporting that is required in addition to the financial reports.
3. Requests for reimbursement of award expenditures will use the actual amounts as posted to the general ledger as the source for all invoice amounts.
4. All financial reports required by each federal award will be prepared and filed on a timely basis. To the extent LEARN's year-end audit results in adjustments to amounts previously reported to federal agencies, revised reports shall be prepared and filed in accordance with the terms of each federal award.

LEARN shall maintain separate billing records in addition to the official general ledger accounting records. Billing records shall be reconciled to the general ledger on a monthly basis.

At the time invoices (requests for reimbursement) are prepared, revenue and accounts receivable shall be recorded on the books of LEARN by SA.

If a federal award authorizes the payment of cash advances to LEARN, the CFO may request that a request for such an advance be made. Upon receipt of a cash advance from a federal agency, LEARN shall reflect a liability equal to the advance. As part of the monthly close-out and invoicing process, the liability shall be reduced, and revenue recognized, in an amount equal to the allowable costs incurred for that period.

Procurement Under Federal Awards

Procurement of goods and services whose costs are charged to federal awards received by LEARN are subject to all of the specific LEARN purchasing policies described earlier, under "Purchasing Policies and Procedures." In addition, procurements associated with Federal awards are subject to the following supplemental policies:

1. LEARN shall avoid purchasing items that are not necessary for the performance of the activities required by a Federal award.
2. Where appropriate, an analysis shall be made of lease and purchase alternatives to determine which would be the most economical and practical procurement for the Federal government.
3. Documentation of the cost and price analysis associated with each procurement decision shall be retained in the procurement files pertaining to each Federal award.
4. For all procurements in excess of the small purchase acquisition threshold (currently \$5,000), procurement records and files shall be maintained the include all of the following:
 - a. The basis for contractor selection.
 - b. Justification for lack of competition when competitive bids or offers are not obtained.
 - c. The basis for award cost or price.
5. LEARN shall make all procurement files available for inspection upon request by a Federal Awarding Agency.
6. All contracts with vendors shall require the vendor to certify in writing that it has not been suspended or disbarred from doing business with any federal agency.
7. All contracts with vendors will be reviewed by the FM and CFO prior to signing by a LEARN official in order to assure that all appropriate provisions have been included in the contract.

In addition, no employee, officer, or agent of LEARN shall participate in the selection, award or administration of a contract supported by Federal funds if a real or apparent conflict of interest would be involved. Such a conflict would arise when the employee, officer, or agent, any member of her or his immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in the firm selected for an award.

Equipment and Furniture Purchased With Federal Funds

LEARN may occasionally purchase equipment and furniture that will be used exclusively on a program funded by a Federal agency. In addition to those policies on Asset Management described earlier, equipment and furniture charged to Federal awards will be subject to certain additional policies as described below.

For purposes of Federal award accounting and administration, "equipment" shall include all assets within the capitalization threshold utilized by LEARN, described under Asset Management.

All purchases of "equipment" with federal funds shall be approved in advance in writing by the federal awarding agency. In addition, the following policies shall apply regarding equipment purchased and charged to federal awards:

1. Any equipment that is owned by the Federal government and given to LEARN for use in a program shall be marked as such.
2. Adequate insurance coverage will be maintained with respect to equipment and furniture charged to Federal awards.
3. At the conclusion of the award, LEARN shall gain an understanding with the federal agency regarding disposition of the equipment.
4. The LEARN Grant Manager shall determine whether a specific award with a Federal agency includes additional equipment requirements or thresholds and requirements that differ from those described above.

Standards for Financial Management Systems

In accordance with OMB Circular A-110, it is the policy of LEARN to maintain a financial management system that provides for the following:

1. Accurate, current and complete disclosure of the financial results of each federally-sponsored project or program in accordance with the reporting requirements of Circular A-110 and/or the award.
2. Records that identify adequately the source and application of funds for federally-sponsored activities. These records shall contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, outlays, income and interest.
3. Effective control over and accountability for all funds, property and other assets. LEARN shall adequately safeguard all such assets and assure they are used solely for authorized purposes.
4. Comparison of outlays with budget amounts for each award. Whenever possible, financial information shall be related to performance and unit cost data.

5. Processes to minimize the time elapsing between the transfer of funds to LEARN from the U.S. Treasury and the issuance or redemption of checks, warrants or payments by other means for program purposes by the recipient.
6. Processes for determining the reasonableness, allocability and allowability of costs in accordance with the provisions of the applicable Federal cost principles and the terms and conditions of the award.
7. Accounting records including cost accounting records that are supported by source documentation.

Budget and Program Revisions

It is the policy of LEARN to request prior approval from Federal awarding agencies for any of the following program or budget revisions:

1. Change in the scope or objective of the project or program, even if there is no associated budget revision requiring prior written approval.
2. Change in a key person (project director, etc.) specified in the application or award document.
3. The absence for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director or principal investigator.
4. The need for additional Federal funding.
5. The transfer of amounts budgeted for indirect costs to absorb increases in direct costs, or vice versa, if approval is required by the Federal awarding agency.
6. The inclusion, unless waived by the Federal awarding agency, of costs that require prior approval in accordance with OMB Circular A-122.
7. The transfer of funds allotted for training allowances (direct payment to trainees) to other categories of expense.
8. Unless described in the application and funded in the approved awards, the subaward, transfer or contracting out of any work under an award (However, this provision does not apply to purchases of supplies, materials, equipment or general support services).

Close Out of Federal Awards

LEARN shall follow the close out procedures as described in the grant agreements as specified by the granting agency.

CHARGING OF COSTS TO FEDERAL AWARDS

Overview

It is the policy of LEARN that only costs that are reasonable, allowable and allocable to a Federal award shall be charged to that award directly or indirectly. All unallowable costs shall be appropriately segregated from allowable costs in the general ledger in order to assure that unallowable costs are not charged to Federal awards.

Segregating Unallowable From Allowable Costs

The following steps shall be taken to identify and segregate costs that are allowable and unallowable with respect to each federal award:

1. The budget and grant or contract for each award shall be reviewed for costs specifically allowable or unallowable.
2. Accounting personnel shall be familiar with the allowability of costs provisions of OMB Circular A-122, "Cost Principles for Non-Profit Organizations", particularly:
 - a. The list of specifically unallowable costs found in Attachment B (Selected Items of Cost), such as alcoholic beverages, bad debts, contributions, fines and penalties, lobbying, etc.
 - b. Those costs requiring advance approval from Federal agencies in order to be allowable in accordance with Attachment B, such as foreign travel, equipment purchases, etc.
3. No costs shall be charged directly to any Federal award until the cost has been determined to be allowable under the terms of the award and/or OMB Circular A-122.
4. For each Federal award, an appropriate set of general ledger accounts shall be established in the chart of accounts of LEARN to reflect the categories of allowable costs identified in the award or the award budget.
5. All items of miscellaneous income or credits, including the subsequent write-offs of uncashed checks, rebates, refunds, and similar items, shall be reflected for grant accounting purposes as reductions in allowable expenditures if the credit relates to charges that were originally charged to a Federal award or to activity associated with a Federal award. The reduction in expenditures shall be reflected in the year in which the credit is received (i.e. if the purchase that results in the credit took place in a prior period, the prior period shall not be amended for the credit.)

Criteria for Allowability

It is the policy of LEARN that all costs must meet the following criteria in order to be treated as allowable direct or indirect costs under a Federal award:

1. The cost must be “reasonable” for the performance of the award, considering the following factors:
 - a. Whether the cost is of a type that is generally considered as being necessary for the operation of the organization or the performance of the award;
 - b. Restraints imposed by such factors as generally accepted sound business practices, arm’s length bargaining, Federal and state laws and regulations, and the terms and conditions of the award;
 - c. Whether the individuals concerned acted with prudence in the circumstances;
 - d. Consistency with established policies and procedures of the Organization, deviations from which could unjustifiably increase the costs of the award.
2. The cost must be “allocable” to an award by meeting one of the following criteria:
 - a. The cost is incurred specifically for a Federal award;
 - b. The cost benefits both the Federal award and other work, and can be distributed in reasonable proportion to the benefits received; or
 - c. The cost is necessary to the overall operation of the Organization, but, where a direct relationship to any particular program or group of programs cannot be demonstrated.
3. The cost must conform to any limitations or exclusions of OMB Circular A-122 or the Federal award itself.
4. Treatment of costs must be consistent with policies and procedures that apply to both Federally financed activities and other activities of the Organization.
5. Costs must be consistently treated over time.
6. The cost must be determined in accordance with generally accepted accounting principles.
7. Costs may not be included as a cost of any other federally financed program in the current or prior periods.
8. The cost must be adequately documented.

Direct Costs

Direct costs include those costs that are incurred specifically for one award or non-Federal function. LEARN identifies and charges these cost exclusively to each award or program.

Each invoice shall be coded with the appropriate account number reflecting which program received direct benefit from the expenditure. Invoices are approved by the appropriate project director and reviewed by the Director of Finance and Operations.

Time sheets or personnel activity reports, described earlier, are also submitted reflecting employees' work and which programs directly benefited from their effort. Time sheets or personnel activity reports shall serve as the basis for charging salaries directly to Federal awards and non-Federal functions.

Equipment purchased for exclusive use on a federal award and reimbursed by a federal agency shall be accounted for as a direct cost of that award (i.e. such equipment shall not be capitalized and depreciated).

Indirect Costs

Indirect costs are those costs that either benefit more than one award (overhead costs) or non-federal function or that are necessary for the overall operation of LEARN (management and general costs).

LEARN maintains an annual indirect cost budget. Each year a new indirect cost budget is prepared and submitted to LEARN's Cognizant Agency for approval. The indirect cost rate approved is used when determining the overhead applied to each federal award.

Examples of the types of expenditures normally included in the indirect cost pool are:

1. General administration
2. Salaries and benefits of the executive officers, finance, accounting and administrative personnel
3. Depreciation of equipment and buildings
4. Office rent and maintenance
5. General office repairs and maintenance

LEARN's independent auditor has the responsibility of reviewing LEARN's indirect cost rates. These rates are submitted to LEARN's Oversight Agency and will be binding on all other federal agencies and their contracting officers unless specifically prohibited by statute.

Accounting for Specific Elements of Cost

LEARN shall utilize the following methods of charging specific elements of cost to federal awards as direct or indirect costs:

Salaries and Wages – Salaries and wages shall be charged directly and indirectly based on the functions performed by each employee, as documented on each employee's timesheet, as follows:

Direct costs – The majority of the employees of LEARN charge their time directly since their work is specifically identifiable to specific grants or other (non-federal) programs or functions of the organization.

Indirect costs – The following staff charge 100 percent of their salary costs indirectly:

- Secretary/receptionist
- Director of Administration
- Office manager
- Accounting department staff

Mixed charges – The following employees may charge their salary costs to both direct and indirect activities:

- Chief Executive Officer
- Administrative assistants

Compensated absences (vacation leave earned, sick leave used, and holiday pay) are considered part of salary costs. The accounting system of LEARN records salaries associated with compensated absences as a direct or indirect cost in the same manner that salary costs are recorded.

Employee Benefits – LEARN incurs costs for the following statutory and non-statutory employee benefits:

- FICA
- Unemployment insurance
- Worker's compensation
- Health insurance
- Dental insurance
- Life Insurance
- Contributions to pension plan

Since the LEARN accounting system tracks employee benefit costs by individual employee, each such benefit cost shall be charged directly and indirectly in the same proportion as each individual's salary.

Occupancy Expenses – Monthly rent expense and related pass-through expenses shall be allocated directly and indirectly, based on approximate square footage of space utilized, as follows:

Direct costs – The cost of space occupied by staff whose salaries are directly charged to federal awards is charged directly to those same awards

Indirect costs – The costs of space occupied by staff whose salaries are indirectly charged is also charged indirectly. The cost of space for staff whose salaries are charged on a mixed basis (directly and indirectly) shall be allocated on a mixed basis in the same ratio as their salaries are allocated.

The cost of space associated with common areas, such as hallways, restrooms, and conference rooms, shall be accounted for as an indirect cost.

Utilities – Utilities costs incurred by LEARN include electricity and water. Such utilities costs shall be charged directly and indirectly in the same proportion as occupancy costs.

Supplies and Materials – To the maximum extent possible, office supplies and materials are charged directly to the grant or program/function that uses the supplies or materials, based on the completion of a supplies usage form. All supplies and materials used by staff who are engaged in indirect activities shall be charged indirectly.

Postage and Shipping – To the maximum extent possible, postage and shipping costs shall be charged directly to the grant or program/function that benefits from the postage or shipping costs, based on the postage log kept near the postage machine and the UPS/FedEx shipping logs.

Photocopying and Printing – Photocopying costs include all paper and copy supplies, copier maintenance charges and the actual lease cost of the copier. Photocopying costs shall be charged directly and indirectly based on the user codes input into the copier prior to making photocopies.

All printing costs are charged directly to the benefiting grant or program/function.

Communications – Communications costs include the costs of local telephone service and long-distance telephone charges, including charges associated with telephone calls, facsimile transmissions, and Internet dial-up connections.

Local telephone service costs are charged directly and indirectly based upon the number of telephone units assigned to LEARN. Each telephone unit of LEARN is identified to either a direct or an indirect activity, as determined annually based on an approximation of time charges of employees associated with each telephone unit. No telephone units shall be charged as mixed-use units due to the immateriality of the costs involved. For example, if LEARN has 100 telephone units and 15 of those units are assigned to employees who work directly on a particular grant, 15 percent of each month's local telephone service costs shall be allocated to that grant.

Long-distance telephone calls are charged either directly or indirectly based upon whether a direct or indirect activity benefits from the transmission.

Outside Services – LEARN incurs outside service costs for its annual audit, legal fees, and for staff development specialists. Outside service costs shall be charged as follows:

Audit fees – Cost of the financial statement audit and preparation of Form 990 shall be charged as an indirect cost. Additional audit costs associated with that portion of the audit associated with OMB Circular A-133 shall be charged directly to the audited programs, based on estimates received from the independent CPA firm.

Legal fees – Legal fees shall be charged directly to the program/function that benefits from the services. Legal fees that are not identifiable with specific direct grants or programs shall be charged indirectly.

Staff Development Specialists – Costs associated with staff development specialists shall be charged directly to the program/function that benefits from the services. Fees that are not identifiable with specific direct grants or programs shall be charged indirectly.

Insurance – To the extent that insurance premiums are associated with insurance coverage for specific grants or programs, those premium costs shall be charged directly. All insurance costs that are not identifiable with specific direct grants or programs (such as the Organization’s general liability coverage) shall be charged indirectly.

Credits – The applicable portion of any credits resulting from cash discounts, volume discounts, refunds, and write-off of stale outstanding checks, trade-ins, scrap sales or similar credits shall be credited directly or indirectly in the same manner as the purchase that resulted in the credit.

Cost Sharing and Matching

It is the policy of LEARN to value contributed services and property that are to be used to meet a cost sharing or matching requirement at their fair market values at the time of contribution, unless award documents or Federal agency regulations identify specific values to be used.

LEARN shall claim contributions as meeting a cost sharing or matching requirement of a Federal award only if all of the following criteria are met:

1. They are verifiable from LEARN records
2. They are not included as contributions for any other federally-assisted project or program.
3. They are necessary and reasonable for proper and efficient accomplishment of project or program objectives.
4. They are allowable under OMB Circular A-122.
5. They are not paid by the Federal government under another award, except where authorized by Federal statute to be used for cost sharing or matching.
6. They are provided for in the approved budget when required by the Federal awarding agency.
7. They conform to all provisions of OMB Circular A-110.
8. In the case of donated space, the space is subject to an independent appraisal to establish its value.

Contributed services used for cost sharing or matching purposes shall be valued at rates consistent with those rates paid for similar work in the Organization (match up experience and skill level), including an estimate of reasonable fringe benefits. In cases in which the required skills are not found in the Organization, rates used shall be consistent with those paid for similar work in the labor market in which LEARN competes.

It is the policy of LEARN to require volunteers to document and account for their contributed time in a manner similar to the time-keeping system followed by LEARN employees.

Appendix

LEARN Charter School CARDHOLDER AGREEMENT

Introduction

LEARN Charter School (the “Organization”) has entered into an agreement with American Express (“Amex”) that provides designated employees with an American Express Card (“Amex Card”) in order to purchase materials on behalf of the Organization. The Amex Card program is designed to simplify the purchasing process.

The policies contained in this Cardholder Agreement (the “Agreement”) and the Organization’s other financial policies and procedures must be followed by Cardholders.

Policy violations, which include failure to submit receipts in the manner described below or use of the Amex Card for personal expenses, will result in revocation of Cardholder privileges.

General Policy Guidelines

Issuance: An Amex Card may be issued to you, as a designated employee, at the sole discretion of the Organization.

Ownership and Cancellation of the Amex Card: The Amex Card remains the property of American Express. However, the Cardholder *is ultimately responsible for all expenses charged to the Amex Card*. Amex or the Organization may suspend or cancel Cardholder privileges at any time. The Cardholder will surrender the Amex Card upon request to the Organization’s Chief Financial Officer or any authorized agent of Amex.

Spending Limits: Each Amex Card is designed to simplify purchasing processes for the Organization. Although there are no specific spending limitations of the Amex Card, all purchases on the Amex Card must be made with consideration to the Organization’s budget. This means that all purchases greater than \$1,000.00 must be entered into Web Portal for proper approval BEFORE you are able to use your Amex to make the purchase. NO PERSONAL EXPENSES ARE TO BE CHARGED TO THE AMEX CARD.

Amex Card Abuse and Restrictions: As noted above, violations of the Amex Card policies will result in revocation of Cardholder privileges. Policy violations include, but are not limited to:

- Making purchases for personal use;
- Making purchases that are an inappropriate use of Organization funds (e.g. food and drink purchases that are not approved prior to purchase);
- Failing to submit proper supporting documentation (i.e. receipts) greater than \$25.00 to the Organization’s Finance Department on a timely basis (as detailed below);
- Failing to return the Amex Card when reassigned or terminated or upon request.

Usage

Your Amex Card must always be treated with the same level of care as your own personal credit cards. Keep your Amex Card in a secure location. Since you, as the Cardholder, are ultimately responsible for the card, you should know where it is and what purchases are being made at all times.

Guard the Amex Card number carefully! Do not post the account number at your desk, save it on your computer, or write it in your day planner. Ensure that all charge receipts are properly secured. If you will be absent from the office for an extended period of time, your manager may request that a new Amex Card be issued to a different employee for the duration of the absence.

Just like your personal credit cards, if the Amex Card or number is lost or stolen, Amex must be notified immediately at 1-800-528-2122 **AND** you must immediately email the Organization's Chief Financial Officer.

Receipts

It is the Cardholder's responsibility to obtain point-of-sale original transaction receipts (or to print receipts from online purchases) from the merchant or supplier for all transactions, every time the Amex Card is used. These receipts should show the sales tax charged as a separate line item and all efforts should be made to qualify for an exemption from paying sales tax by providing the vendor with the appropriate tax-exempt certificate. The Organization's Finance Department will email the Cardholder the Amex statement of activity on a monthly basis. **All individual cardholder reconciliations, including receipts, must be compiled, reviewed and delivered to the Organization's Finance Department by the 15th business day upon receiving your statement from the Finance Department.**

FAILURE TO FOLLOW ALL POLICIES NOTED ABOVE WILL RESULT IN AN INFRACTION OF THIS CREDIT CARD AGREEMENT.

A PERMANENT REVOCATION OF CARDHOLDER PRIVILEGES WILL OCCUR IF THE USER FAILS TO TURN IN A RECEIPT FOR ALL TRANSACTIONS TWICE.

THERE WILL BE NO EXCEPTIONS TO THESE POLICIES.

Returns or Exchanges / Disputed Items

It is the Cardholder's responsibility to follow-up on any erroneous charges, returns, or adjustments, and to ensure proper credit is given on subsequent statements.

You may dispute a charge you disagree with that is posted on your monthly Amex Card statement. Reasons to dispute a charge include, but are not limited to, goods lost in transit from the vendor, charges posted incorrectly, goods returned or damaged, or an incorrect item or quantity of items received.

The below steps should be followed when a Cardholder notes a discrepancy on his or her monthly Amex Card statement or has a dispute with a vendor:

1. Cardholder should call Amex Customer Service (1-800-528-2122) immediately to report the discrepancy or dispute so Amex can issue the proper credits to the Cardholder's account.
2. The Cardholder should also report the dispute via email to the Organization's Chief Financial Officer

Lost/Stolen Amex Cards

If the Amex Card is lost or stolen, contact Amex Customer Service at 1-800-528-2122. The Cardholder is also required to contact the Organization's Chief Financial Officer to report the lost/stolen Amex Card.

The undersigned Cardholder applicant and manager request that an Amex Card be issued to the applicant. The Cardholder applicant has read the above Agreement and agrees to be bound by these terms and conditions.

Cardholder

Date

President and CEO

Date

Instructions for Cardholder:

- Read and sign agreement.
- Retain one copy of this agreement for your records.
- Forward the original signed agreement to the Finance Department.
- Final Executed document will be scanned and emailed to each Cardholder.

**LEARN Charter School Network (LEARN)
Code of Ethics and Conflict of Interest Policy
Effective June 10, 2010**

For Officers and Board Members

Article I – Purpose

1. The purpose of this Board conflict of interest policy is to protect LEARN's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or board member of LEARN or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify "independent" board members.

Article II -- Definitions

1. **Interested person** -- Any officer or board member (or family member of any of the foregoing), who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Family Member** is a spouse, parent, child or spouse of a child, brother, sister, or spouse of a brother or sister, of an interested person.
3. **Financial interest** -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which LEARN has a transaction or arrangement,
 - b. A compensation arrangement with LEARN or with any entity or individual with which LEARN has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which LEARN is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

4. **Independent Board Member** -- A board member shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form.

Article III -- Procedures

1. **Duty to Disclose** -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.

2. **Recusal of Self** – Any board member may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. **Determining Whether a Conflict of Interest Exists** -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board or Executive Committee shall determine whether LEARN can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in LEARN's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V – Compensation

a. A voting member (or family member) of the Board who receives compensation, directly or indirectly, from LEARN for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member (or family member) of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from LEARN for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member (or family member) of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from LEARN, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each officer and board member shall annually sign a statement which affirms such person:

a. Has received a copy of the conflict of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands LEARN is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.

3. If at any time during the year, the information in the annual statement changes materially, the board member shall disclose such changes and revise the annual disclosure form.

4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure LEARN operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to LEARN's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, LEARN may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Signature: _____

Name:

Date:

LEARN Charter School Network
Finance Committee Meeting - January 17, 2017

Change in Check Signing and Requisition Approval Levels (To implement when Controller is hired):

- authorize Chief Financial Officer to sign checks up to and including \$5,000.
- authorize change in requisition process to increase required CEO approval level from \$1,000 and above to \$5,000 and above.

APPROVED BY FINANCE COMMITTEE ON 1/17/17. Members Present:

Janice Lucchesi

Marco Quintana

Loren Beadle



Proposed Location

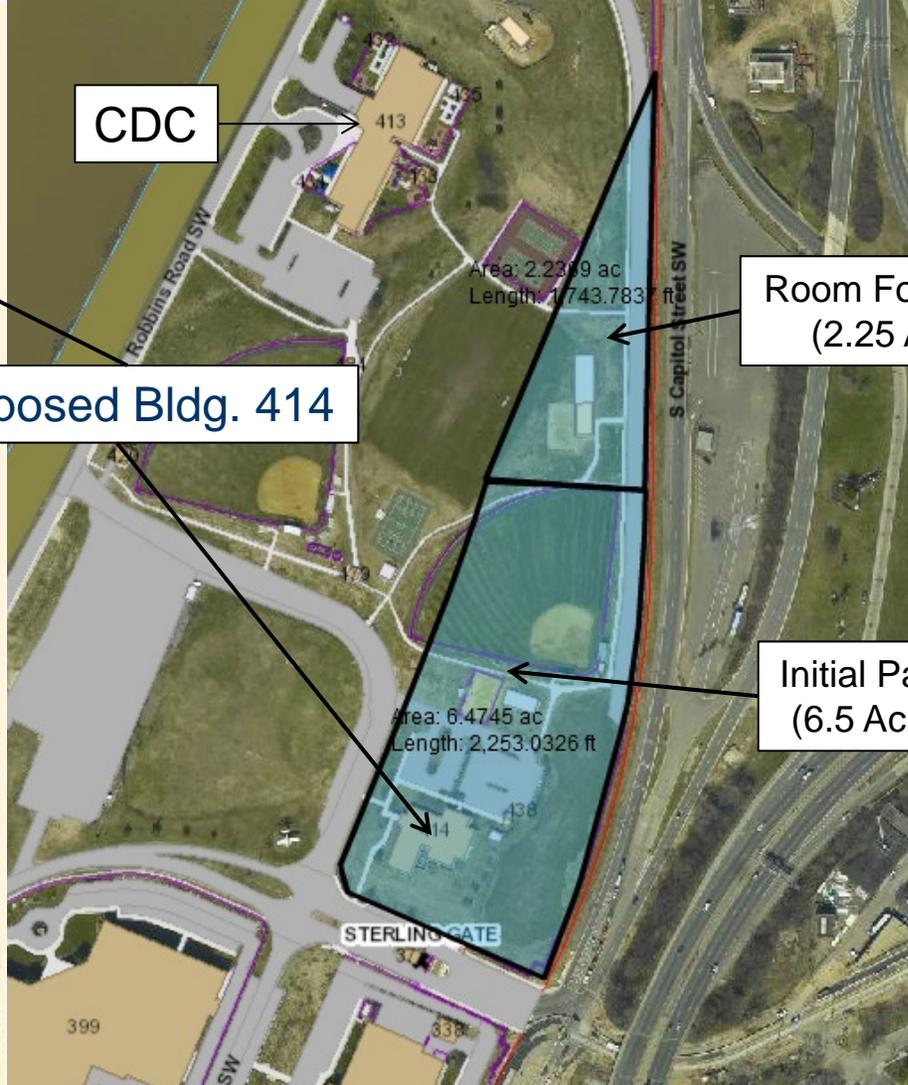


Room For Growth



CDC

Proposed Bldg. 414



Room For Growth (2.25 Acres)

Initial Parcel (6.5 Acres)

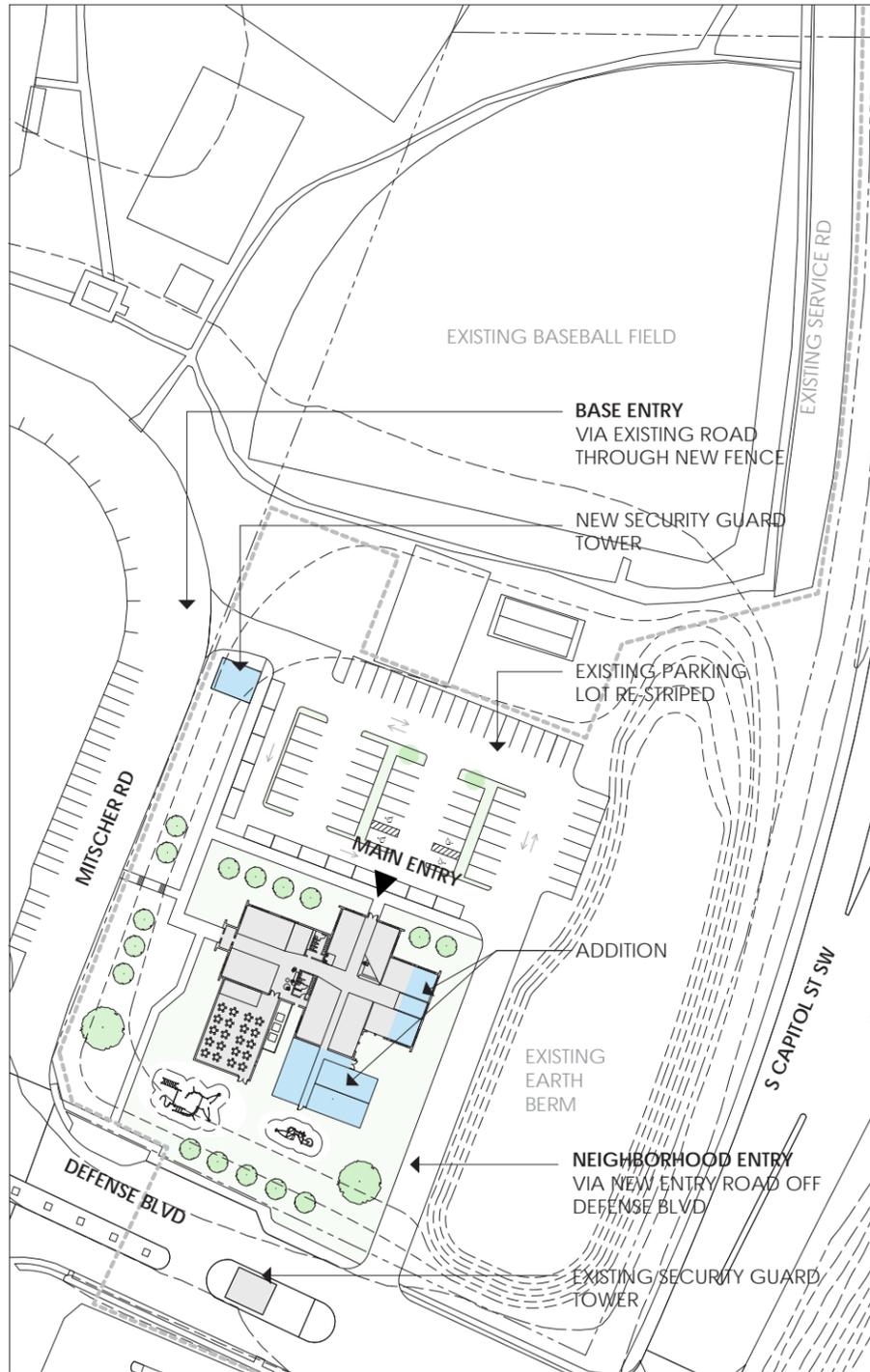
PHASE III
35,286 SF OF NEW CONSTRUCTION
712 STUDENTS

PHASE I
10,208 SF OF RENOVATION
5,333 SF ADDITION
220 STUDENTS

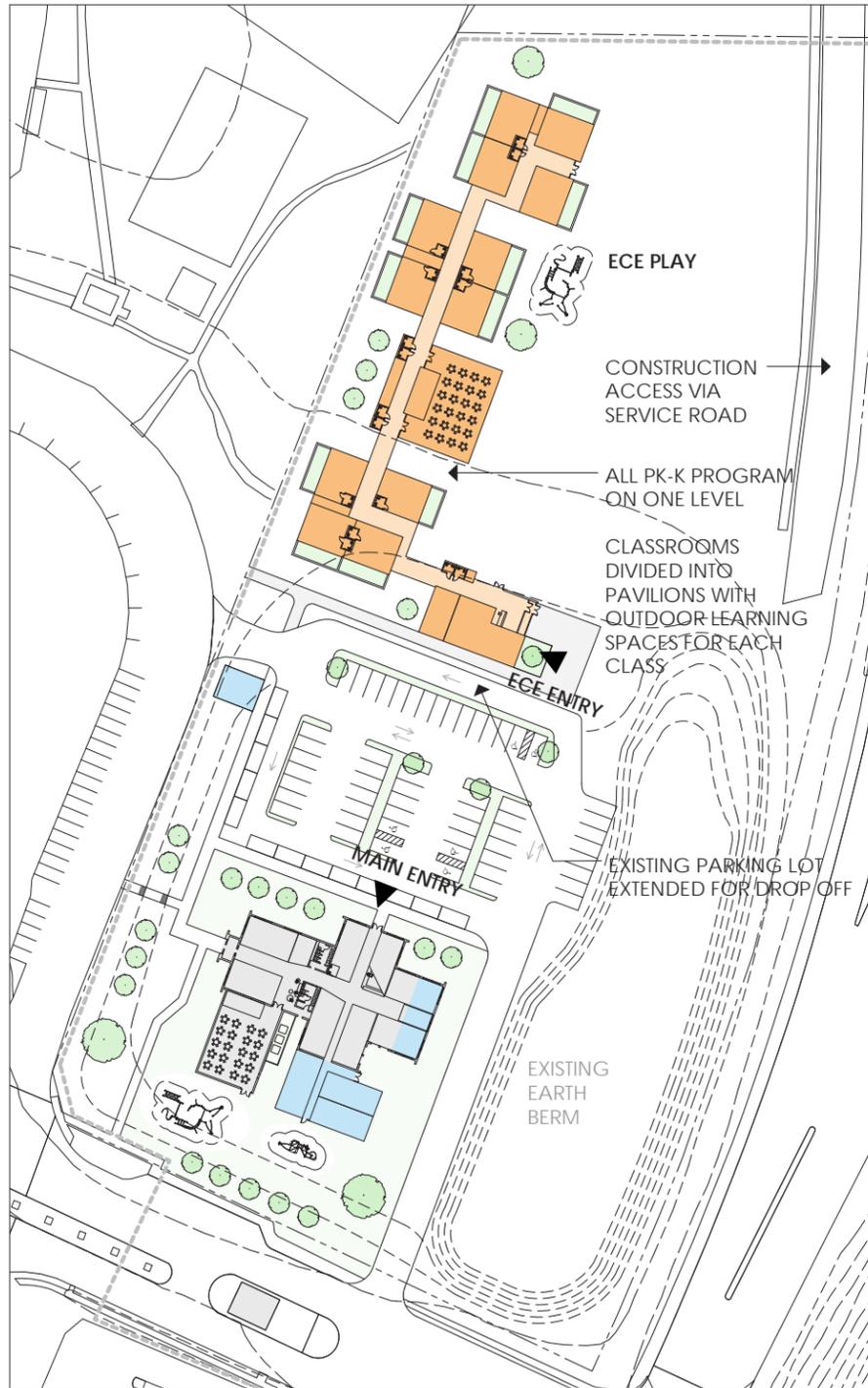
PHASE II
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600 STUDENTS



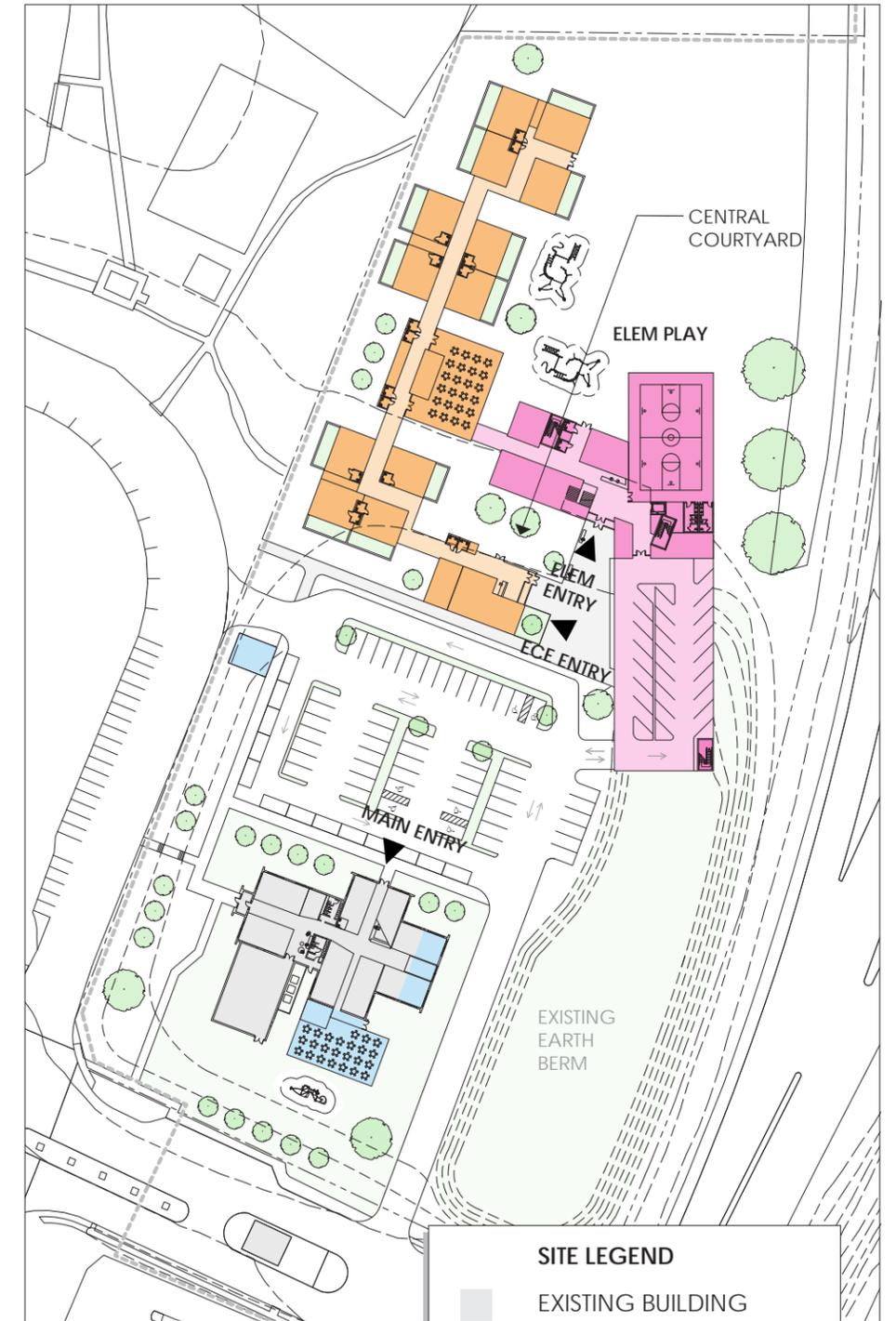
PHASE III | PHASE II



PHASE I
 EXISTING BUILDING = 10,208 SF
 ADDITION = 5,333 SF
 PARKING SPACES = 72 TOTAL



PHASE II
 NEW ECE BUILDING = 21,700 SF
 PARKING SPACES = 67 TOTAL



PHASE III
 NEW ELEM BUILDING = 35,286 SF
 NEW PARKING = 9,800 SF
 PARKING SPACES = 89 TOTAL

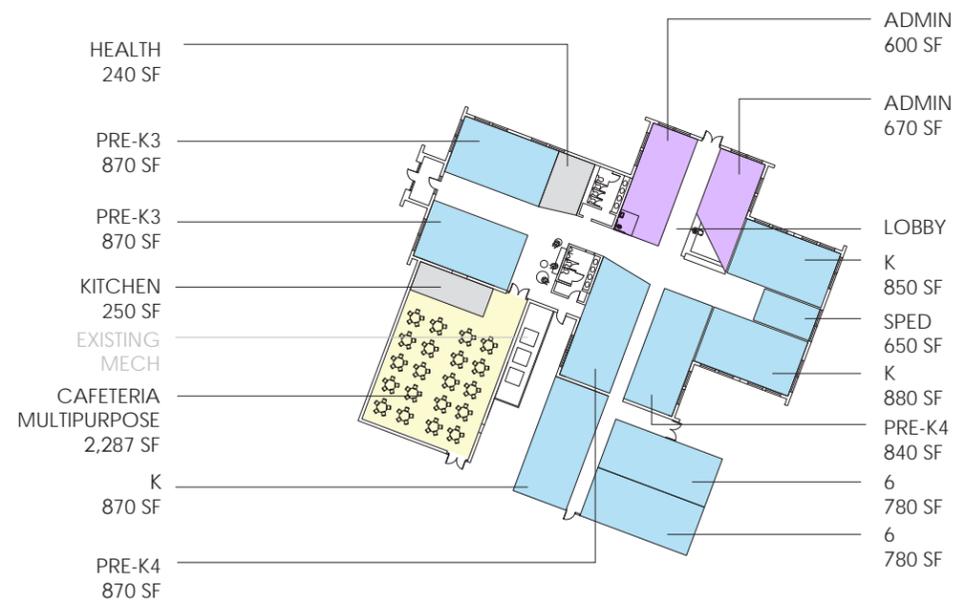
SITE LEGEND

- EXISTING BUILDING
- PHASE 1
- PHASE 2
- PHASE 3
- FENCE

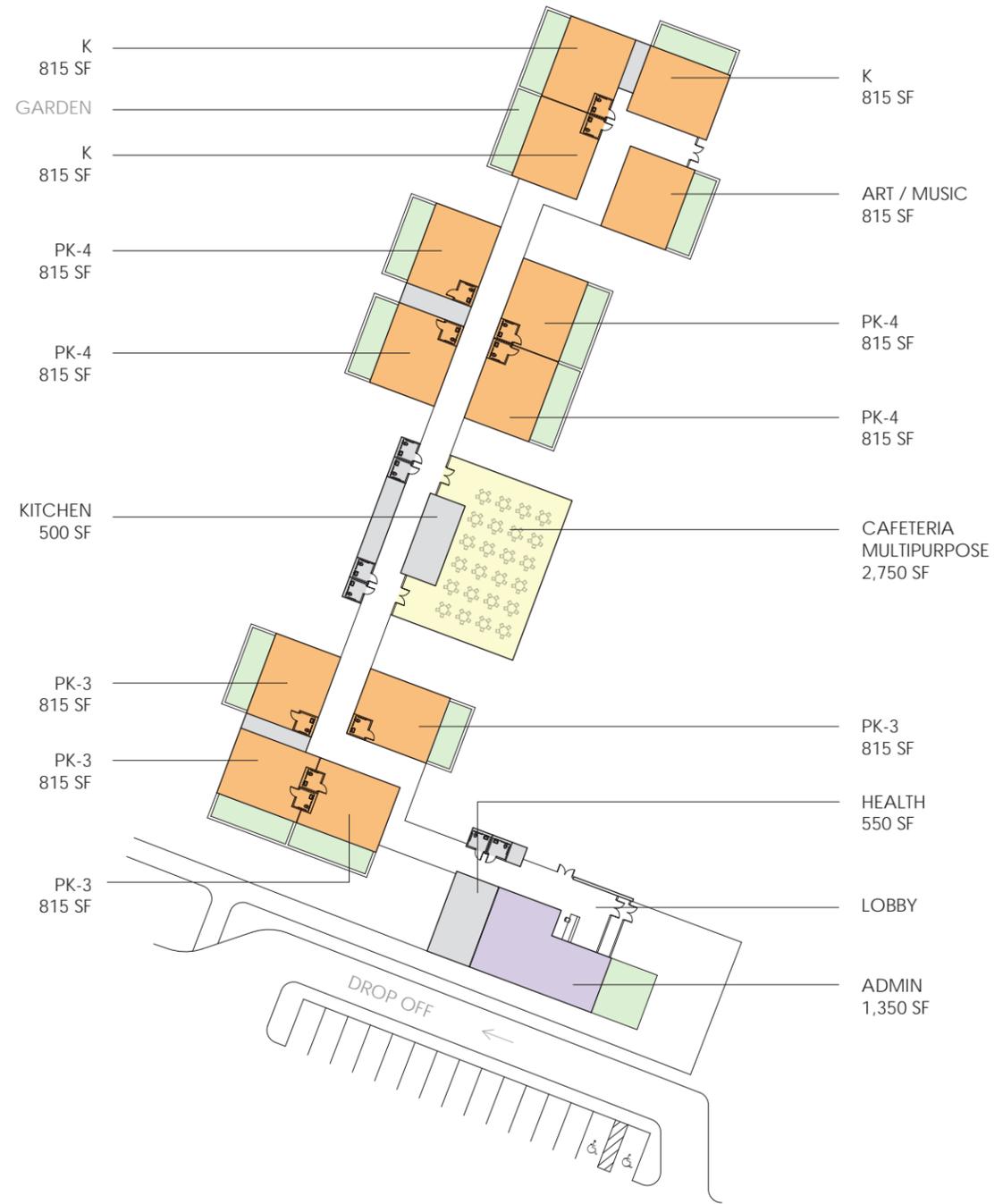
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PLAN LEGEND

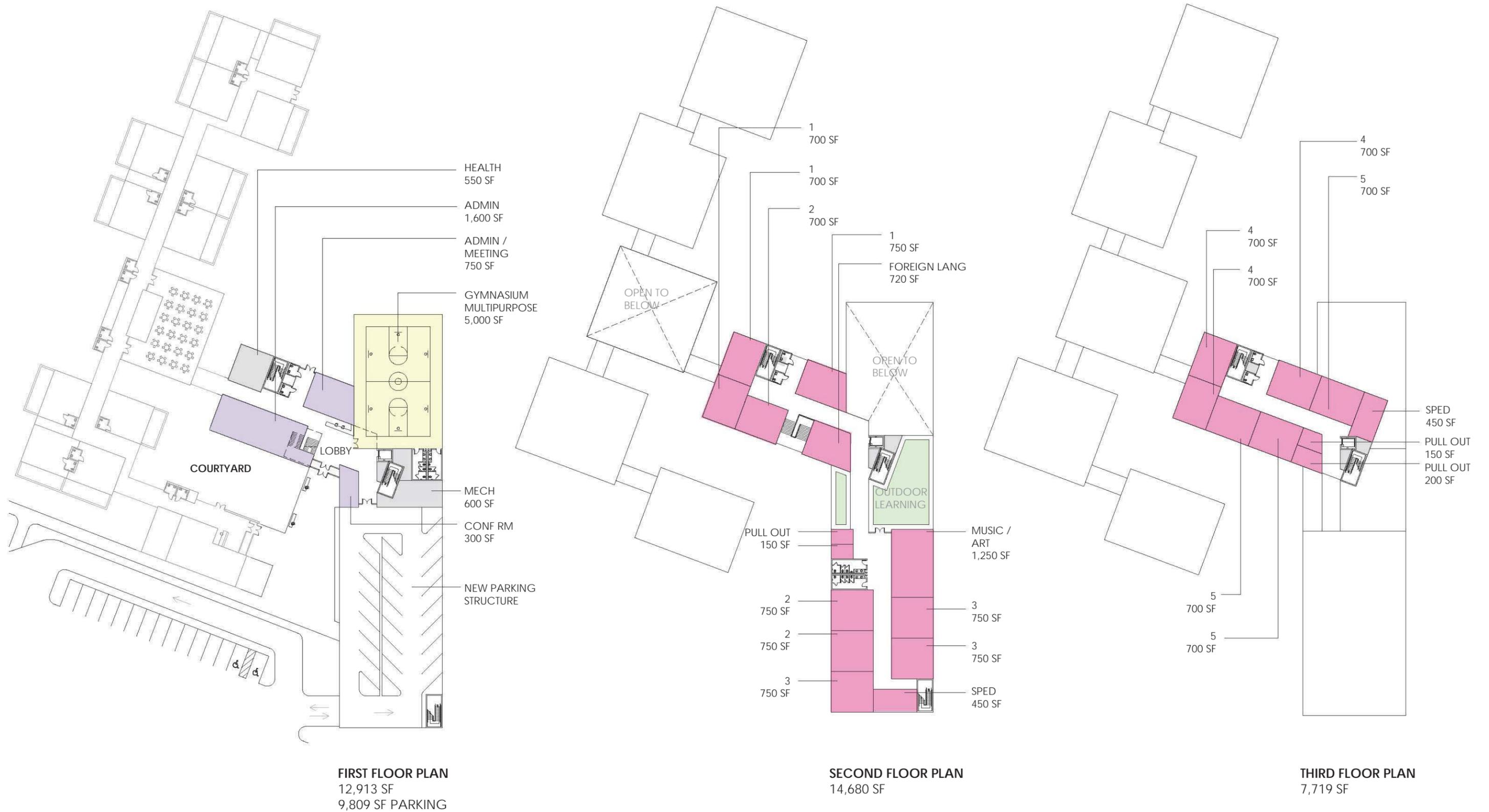
- ADMINISTRATION
- CAMPUS RESOURCES
- SHARED SPACES
- PHASE 1 CLASSROOMS
- PHASE 2 CLASSROOMS
- PHASE 3 CLASSROOMS



PHASE 1
 EXISTING BUILDING = 10,208 SF
 ADDITION = 5,333 SF



PHASE 1I
 NEW ECE BUILDING = 21,700 SF







PHASE I

Description	Unit Cost	Quantity	Unit	Subtotal	Notes
Renovation Costs	\$175	10,208.0	SF	\$1,786,400	Assumes Major New Mechanical and Electrical Work Covered by JBAB if required Covered by JBAB
New Constructon Costs	\$300	5,333.0	SF	\$1,599,900	
Playgrounds and Paving	\$30	2,000.0	SF	\$60,000	
Landscaping Allowance	\$8,000	1.0	SF	\$8,000	
Utility Allowance	\$0	1.0	ITEM	\$0	
Permit Fees	\$0	1.0	ITEM	\$0	
Subtotals	\$30			\$3,254,300	
Soft Costs					
Description	Unit Cost	Quantity	Unit	Subtotal	Notes
A/E Design fees	\$171,258	1.0	6.00%	\$171,258	
Kitchen Equipment by Owner	\$50,000	1.0		\$50,000	
5% Construction Contingency	\$142,715	1.0	5.00%	\$162,715	
Phase I Total					\$3,638,273

PHASE II

Description	Unit Cost	Quantity	Unit	Subtotal	Notes
New Constructon Costs	\$325	21,700.0	SF	\$7,052,500	
Playgrounds and Paving	\$30	4,000.0	SF	\$120,000	
Landscaping Allowance	\$50,000	1.0	SF	\$50,000	
Subtotals	\$30			\$7,222,500	
Soft Costs					
Description	Unit Cost	Quantity	Unit	Subtotal	Notes
A/E Design fees	\$505,575	1.0	7.00%	\$505,575	
Kitchen Equipment by Owner	\$50,000	1.0		\$50,000	
5% Construction Contingency	\$361,125	1.0	5.00%	\$361,125	
Phase II Total					\$8,139,200

PHASE III

Description	Unit Cost	Quantity	Unit	Subtotal	Notes
New Constructon Costs	\$325	35,286.0	SF	\$11,467,950	Assumes Major New Mechanical and Electrical Work
Garage and Paving	\$125	9,800.0	SF	\$1,225,000	
Landscaping Allowance	\$30,000	1.0	SF	\$30,000	
Subtotals	\$125			\$12,722,950	
Soft Costs					
Description	Unit Cost	Quantity	Unit	Subtotal	Notes
A/E Design fees	\$890,607	1.0	7.00%	\$890,607	
Gym Equipment by Owner	\$50,000	1.0		\$50,000	
5% Construction Contingency	\$636,148	1.0	5.00%	\$636,148	
Phase III Total					\$14,299,704

Letters of Support

Date 19 Aug. 2018

Scott Pearson
Executive Director
The D.C. Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, D.C., 20010

Dear Mr. Cruz, Esteemed Members of the Board and Mr. Pearson:

I am writing to express my strong support for the LEARN Charter School Network proposal to open a new public charter school in Washington, D.C.

LEARN's mission is to provide children with the academic foundation and ambition to earn a college degree. As a college-preparatory elementary school, LEARN is dedicated to ensuring college readiness for every child. LEARN accomplishes this goal through a focus on the whole child, an extended school day and school year, small group learning, individualized instruction, and a dedicated staff with high expectations for every scholar. Similar to LEARN's existing campuses in Illinois, the new LEARN charter school in Washington, D.C. will be a tuition-free, open-enrollment public school that values and welcomes a diverse student population.

I support LEARN Because: As a child of an Air Force member who was stationed on Joint Base Bolling Anacostia, I remember my mother's fear that we would end up at the wrong school. For this reason, I spent my high school years in Woodbridge, VA. While the school I attended was great, my brothers and I rarely saw my father due to his long commute. When I found that my husband, a member of the Army, would be serving at JBAB, I vowed our family would not have the same experience. Now my daughter spends over 2 hours a day on a bus going to first grade. I want to ensure that our families have an outstanding educational option without compromising valuable family time. I believe that LEARN has the experience in serving both the military community and their expertise will be a great benefit to our communities.

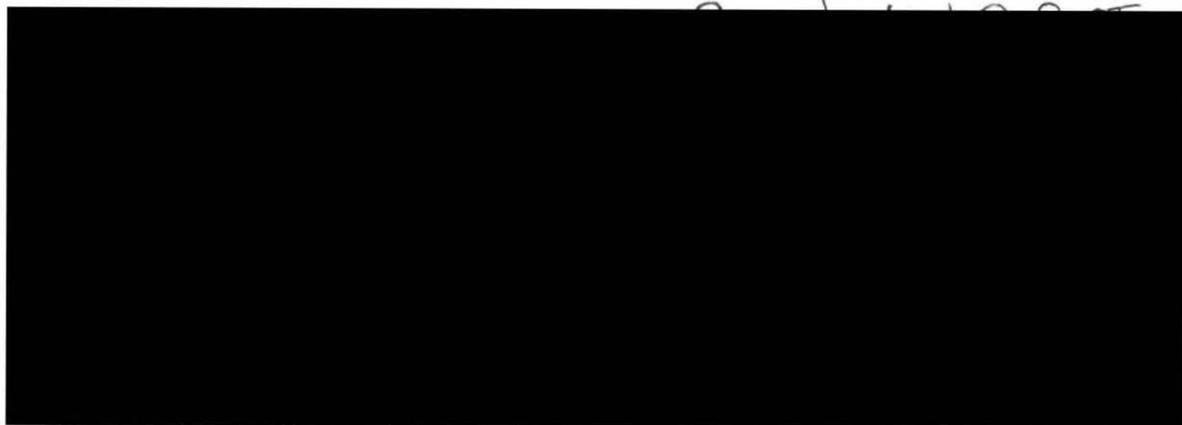
I urge the D.C. Public Charter School Board to approve LEARN's proposal so that more students can benefit from the excellent education LEARN provides.

Sincerely,



Signature

Ann Shealy
Name (printed)



plunteer



August 18, 2018

DC Public Charter School Board
3333 14th St. NW, Suite 210
Washington, DC 20010

Dear DC Charter School Board,

On behalf of the Charter School Growth Fund (CSGF), I am writing to express our strong support of LEARN's application for the opening of a high quality public charter schools in Fall 2021 in Washington, DC.

The Charter School Growth Fund (CSGF) is a non-profit that invests in the nation's highest-performing charter school operators to dramatically expand their impact on underserved students. Founded by national philanthropists to transform K-12 education, we have funded over 80 charter school management organizations (CMOs) that represent some of the most innovative and successful public school networks in the United States.

The Charter School Growth Fund has partnered with LEARN since their initial growth and invested over \$6.5M to date in LEARN's expansion from one campus to serving over 4K students across 10 campuses. We work closely with LEARN's leadership and applaud their continued success in providing a strong elementary academic foundation which has led to many consecutive years of 100% of their graduating 8th grade class matriculating to college prep high schools where at least 75% of students are accepted to college. LEARN's deep commitment to educating the "whole child" paired with a rigorous academic regimen have helped their students earn acceptance into the top Chicago area high schools.

We believe that LEARN is uniquely positioned to deliver on the unique needs of the proposed school uniting military and Ward 8 families. LEARN is one of the few organizations that has a proven track record of deeply understanding and meeting the needs of military-families while simultaneously understanding and meeting the needs of the families and children in communities similar to Ward 8. Their experience operating the highly successful LEARN 6 and 10 North Chicago Campuses where they serve families associated with the Great Lakes Naval Base provide a wealth of experience to bring to the proposed school in DC. Their deep presence in the North Lawndale community of Chicago, which mirrors many of the demographic and community contextual elements of Ward 8, demonstrate that they will be successful in preparing Ward 8 students for DC's top high schools.

We respectfully ask that the DC Public Charter Board give strong consideration to the application providing LEARN the opportunity to serve students in DC.

Sincerely,

A handwritten signature in black ink, appearing to read "Darryl Cobb", written over a circular stamp or seal.

Darryl Cobb
Partner
Charter School Growth Fund

Dear D.C. Public Charter School Board:

My name is Catie Perkins and I'm a member of the Ward 8 POST. I was incredibly impressed with the LEARN campus that our POST team visited. Their experience working with military children as well as with children from a low income neighborhood in a big city would be so beneficial in helping build the best school possible in Ward 8. To be able to merge children from these two drastically different backgrounds sounds like a challenging task and I couldn't think of a better group of people to do it than the leaders that we met from LEARN.

The Ward 8 POST visited the LEARN campus in North Chicago, located on the Naval Base. The outside of the building was not pretty....not so surprising after having lived on military bases myself! But when I walked inside the school, it was full of smiling faces and I could picture my own kids in each classroom that we visited. The students that we spoke to were proud of their school. They told us about fun family events held at the school. They spoke about fair forms of discipline. Everyone was at ease and answered any question we asked.

The leaders of LEARN were inspiring. The President and CEO, Mr. White, seems like he is completely dedicated to making sure the LEARN children thrive. Ms. Denison, the Chief Advancement and External Affairs Officer has been in contact with the Ward 8 POST members and keeping us up to date on any progress. Their whole team sat with us during our visit and each of them were so inspiring with their enthusiasm and commitment to the schools that they run.

During our first Ward 8 POST meetings we would talk about our dream school and what it would include. It was our 'unicorn school'. When we were faced with making a decision towards the end of our meetings, we read through financial reports, academic test results and the mission statements and goals of LEARN and other schools. Being able to see the schools in person and meeting the leaders, teachers and students was incredibly beneficial. We got a real feel for each school and how they are run. One school stood out and more closely resembled our 'unicorn school'. That being said, I cannot urge the D.C. Public Charter School Board enough to approve LEARN's proposal.

Sincerely,

Catie Perkins

A black rectangular redaction box covering the signature area, positioned below the name 'Catie Perkins'.

ILLINOIS STATE CHARTER SCHOOL COMMISSION

August 20, 2018

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

Dear Mr. Pearson:

I am writing a letter of support on behalf of LEARN Charter School Network's desire to open a new public charter school serving military and civilian children in Washington, D.C.. The LEARN 9-Waukegan Charter School is in Good Standing with the Illinois State Charter School Commission.

LEARN 9-Waukegan was authorized by the Illinois State Charter School Commission in April 2015 and opened in August 2015. The school currently serves 422 students in grades Kindergarten through sixth grade; the school will serve up to 600 students, K-8, at capacity. LEARN 9-Waukegan "Met" the standards across all domains – *academic, fiscal and organizational* in the most recent 2016-17 Annual Performance Review.

A testimony of LEARN's commitment to excellence is demonstrated by its school and network-level leadership teams. This past year, the Commission initiated a consultancy focused on achieving gains in reading and assessing the school's bilingual education program. Early indicators show significant growth in reading and precipitated a curriculum change to better support English Language Learners. The Commission's School Support Team was impressed not only by the exceptionally-qualified instructional team, but that their focus was not simply to check a box, but to dramatically improve student outcomes. As an authorizer, the Commission recognizes the autonomy of its charter schools; yet, we believe a school's receptiveness to support is a reflection of its intentionality to not only meet goals, but surpass them.

If you should need any additional information for LEARN's consideration, feel free to contact me directly at 312.814.1258.

Sincerely,



Shenita Johnson
General Counsel/Managing Director

28 August 2018

Scott Pearson
Executive Director
The D.C. Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, D.C., 20010

Dear Mr. Cruz, Esteemed Members of the Board and Mr. Pearson:

I am writing to express my strong support for the LEARN Charter School Network proposal to open a new public charter school in Washington, D.C.

LEARN's mission is to provide children with the academic foundation and ambition to earn a college degree. As a college-preparatory elementary school, LEARN is dedicated to ensuring college readiness for every child. LEARN accomplishes this goal through a focus on the whole child, an extended school day and school year, small group learning, individualized instruction, and a dedicated staff with high expectations for every scholar. Similar to LEARN's existing campuses in Illinois, the new LEARN charter school in Washington, D.C. will be a tuition-free, open-enrollment public school that values and welcomes a diverse student population.

I Support LEARN Because:

As the parents of young children living on Joint Base Anacostia-Bolling (JBAB), we have witnessed first hand the lengths that other base families go to in sending their children to good schools throughout Washington, DC. We see elementary school-aged children boarding school buses at 7 AM and returning home at 4 PM or later. With the proposed LEARN Charter School located on JBAB, commute times for children would be greatly reduced. This is especially useful for the military parents who may have odd or non-traditional working hours. Additionally, this school would be very supportive of the unique needs of military families to include frequent moves and deployments of parents. We hope to secure another tour of duty here in the Washington, DC area and the proposed LEARN Charter School would cement our desire to continue to live in Washington, DC and JBAB.

I urge the D.C. Public Charter School Board to approve LEARN's proposal so that more students can benefit from the excellent education LEARN provides.

Sincerely,

A large black rectangular redaction box covers the signature area, obscuring the name and any handwritten notes or dates.

July 15, 2018

Dear D.C. Public Charter School Board and Community Members,

I am a parent, current active duty military officer and member of the Ward 8 Parent Operator Selection Team (POST). I became involved in the Ward 8 POST project, because there was a lack of public and private elementary school options for my daughter on or near Joint Base Anacostia-Bolling (JBAB) which understood the intricacies of a military child's lifestyle, challenges, and at-risk considerations. The Ward 8 POST team brought together military and civilian local Ward 8 families in an effort to find a school that would meet the needs of the community children as a whole. We engaged community members, designed a Request for Proposal (RFP) based on what the local community desired in a local school, and ultimately sought out potential schools across the Nation in an effort to find a match.

I am writing in support of LEARN as the preferred operator to craft the right school for JBAB and the surrounding community families. The Ward 8 POST team parents put in-depth effort, care, and mindfulness into our RFP process and school site visits to find a school team that matched our pillars of what we were looking for as parents. LEARN Charter schools understands the Ward 8 military-civilian community dynamic, and I believe offers the best chance for a JBAB charter school success model.

I ask the board and community members to trust the work and the journey that the community Ward 8 POST team completed together and to use this information when considering LEARN for Ward 8 and JBAB families.

Thank you for your time, service, and consideration.

Sincerely,

A solid black rectangular box redacting the signature of Angela Meyer.

Angela Meyer
Ward 8 POST Parent

August 28, 2018

Scott Pearson
Executive Director
The D.C. Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, D.C., 20010

Dear Mr. Cruz, Esteemed Members of the Board and Mr. Pearson:

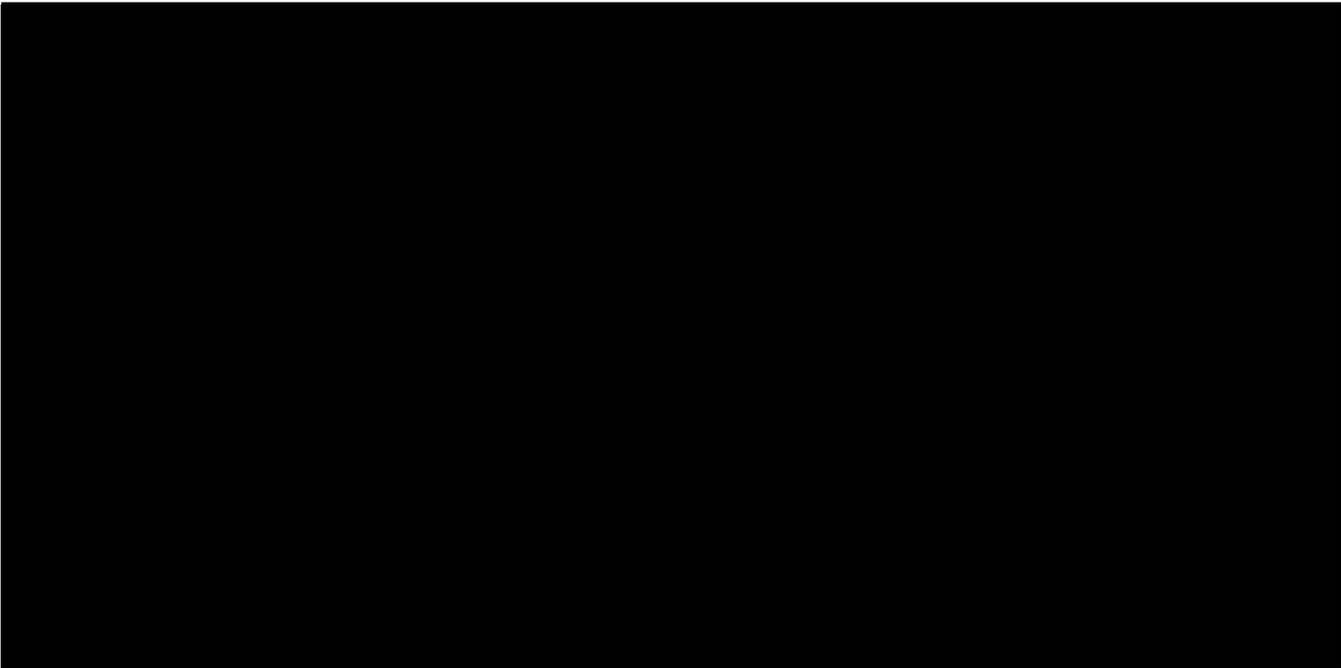
I am writing to express my strong support for the LEARN Charter School Network proposal to open a new public charter school in Washington, D.C.

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I Support LEARN Because: I am a strong proponent of opportunities that equip DC students with the tools required to become productive citizens; furthermore, I am in favor of all opportunities that bring enrichment directly to Ward 8.

I urge the D.C. Public Charter School Board to approve LEARN's proposal so that more students can benefit from the excellent education LEARN provides.

Sincerely,





...for the sake of the child

909 Mountain Lion Circle, Harker Heights, TX 76548 • (254) 953-1923 • (254) 953-1925 fax • www.MilitaryChild.org • CFC #10261

August 13, 2018

DC Public Charter School Board
33314th Street NW, Suite 210
Washington, DC, 20010

Dear DC Charter School Board,

It is with great pleasure that the Military Child Education Coalition (MCEC) provides this letter of support for the LEARN Charter Network application to open a high quality public charter school. The proposed LEARN Network school has been thoughtfully designed to meet the academic and social-emotional needs of military-connected students and their urban public school peers in Washington DC. It is our understanding that the school will be located in a facility to be built on the Joint Base Anacostia–Bolling (JBAB) military installation, offering a new, high quality neighborhood school experience for the children housed on this installation.

There is both a high need and a high demand for a new public charter school in DC designed to address the unique transitional challenges of military-connected children. Over 47% of students attend charter schools in DC; however, due to the often unpredictable timing of their transitions, a very small percentage of military families have access to this school choice option. The lack of a high quality public charter school with adequate space reserved for military-connected students has resulted in reduced mission readiness and financial hardship for Active Duty service members. Many families have chosen to voluntarily separate (geographic bachelorhood) or reside off installation with long commutes rather than move their children to installation housing at JBAB. A high concentration of military families has also elected to home-educate their children preventing military spouses from joining the local workforce. Military-connected children enrolled in the DC Public School system currently experience long commutes to dozens of different schools separating children from their neighborhood peers and causing great expense to the military installation.

The potential new DC LEARN Network school will have the capacity to hold 50% of their seats for military-connected students and open the remaining 50% to students in the community ensuring military-connected students are not isolated from their civilian peers. LEARN has a strong history of academic performance with both populations in the Chicago area, and they have secured a Federal Charter School Program Replication grant to implement their academic program in DC, maintaining their history of high standards and expectations.

The Military Child Education Coalition (MCEC) is a 501(c)(3) global, nonprofit organization focused for two decades exclusively on the well-being and needs of America's approximately four million military and veteran-connected children, specifically in the areas of academic opportunity and excellence, school transition support, and developmental needs. We strongly support the Public Charter School application for LEARN and look forward to working with them in the Capital region.

For the Sake of the Child,

A handwritten signature in black ink that reads "John Ballantyne". The signature is fluid and cursive.

John Ballantyne
Senior Vice President and Chief Operating Officer

Dear D.C. Public Charter School Board:

My name is Reginald Workman and I'm a member of the Ward 8 POST. I support LEARN because of their strong commitment to the military side of programming and their ability to help children from underprivileged and underserved communities. I think that the transition to the District of Columbia, especially Ward 8, would be a great benefit to that community.

I urge the D.C. Public Charter School Board to approve LEARN's proposal so that more students can benefit from the excellent education LEARN provides.

Sincerely,

Reginald Workman



Date 17 Aug 18

Scott Pearson
Executive Director
The D.C. Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, D.C., 20010

Dear Mr. Cruz, Esteemed Members of the Board and Mr. Pearson:

I am writing to express my strong support for the LEARN Charter School Network proposal to open a new public charter school in Washington, D.C.

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I Support LEARN Because: I am a military spouse and mother of two. Our career will likely bring us back to Washington D.C. where my children will benefit from a school like LEARN. I believe in its mission for our community as a whole.

I urge the D.C. Public Charter School Board to approve LEARN's proposal so that more students can benefit from the excellent education LEARN provides.

Sincerely,

