

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (this “MOU”) by and between CAMBRIDGE PREPARATORY ACADEMY DC, INC d/b/a SOMERSET PREPARATORY ACADEMY PUBLIC CHARTER SCHOOL, a non-profit corporation organized and existing under the Nonprofit Corporation Act of the District of Columbia (“Somerset”), and KIPP DC, a non-profit corporation organized and existing under the Nonprofit Corporation Act of the District of Columbia with a business address at 2600 Virginia Ave NW, Suite 900, Washington, DC 20037 (“KIPP DC”), is dated as of November 30, 2018 (“Effective Date”).

RECITALS:

A. Somerset operates a public middle school and high school at 3301 Wheeler Road, S.E. (the “Schools”) under a charter granted by the D.C. Public Charter School Board (“PCSB”).

B. Somerset is, as of the 2018-19 academic year, enrolled with 424 students in 6th to 12th grade.

C. Somerset will relinquish its charter on December 1, 2018 meaning that Somerset will cease operations on June 30, 2019.

D. A complete closure of the Schools, and the associated dislocation of the Schools’ students, may be avoided if Somerset selects a replacement charter operator.

E. Somerset has conducted a comprehensive search to find a replacement operator that will best meet the particular needs of the community that Somerset now educates.

F. Somerset has determined that KIPP DC’s unique supports (such as KIPP through College and Career, high-quality academic programs, and previous experience successfully partnering with Arts and Technology Academy) best meet the needs of Somerset’s students and their parents and families. Thus, subject to PCSB approval, Somerset has selected KIPP DC to replace it at the 3301 Wheeler Rd SE site. Somerset made this decision through a unanimous board vote.

G. Somerset’s school building at 3301 Wheeler Road SE (the “Building”), is currently subleased from the Charter School Incubator Initiative (the “CSII”), and CSII currently leases the Building from the District of Columbia (the “Lease”).

H. Somerset and KIPP DC desire to enter into this MOU in order to set forth their respective obligations with respect to (i) the transition of Somerset’s students and educational program to KIPP DC, and (ii) securing the required approvals from the Office of the State Superintendent of Education (“OSSE”), the PCSB and other applicable DC government entities.

1. TRANSITION OF THE EDUCATION PROGRAM

1.1 Current Students.

(a) KIPP DC agrees to accept all of Somerset’s current students for the 2019-2020 school year without requiring those students to go through any lottery or other screening process to qualify for

a seat at the School, subject only to compliance with the legal requirement for incumbent students that their parents demonstrate residency in the District of Columbia each school year. No grades will be closed.

(b) Current Somerset Prep students will be able to attend the KIPP DC school at the current Somerset Prep facilities for middle and high school grades through SY2020-2021, and will not be required to attend another campus of KIPP DC, unless a suitable high school facility east of the river is ready before that time.

(c) KIPP DC will work to accept and transfer all credits that meet KIPP DC's credit and graduation requirements. In particular, KIPP DC agrees that credit recovery credits earned via Edgenuity and dual enrollment with the CARE program when a student earned a C or higher will transfer. KIPP DC will provide all current high school students and their guardians with a letter that details what credits transferred; why any credit that does not transfer failed to do so; and a detailing of what credits are needed for graduation.

1.2 Community Outreach & Engagement.

(a) The parties shall establish a Transition Team consisting of leadership from both Somerset and KIPP DC whose mandate will be to familiarize Somerset parents and students with KIPP DC, including holding meetings with KIPP DC and organizing visits to KIPP DC's other facilities. The Transition Team will use reasonable efforts to consider and address any concerns from parents and students and will include parent and/or student representation on the Transition Team, as appropriate.

(b) KIPP DC will conduct a comprehensive outreach program for current students and families to ensure that they remain at the Schools for the 2019-20 school year. This outreach program will include one-on-one meetings, information sessions, tours of current KIPP DC schools, and a parent liaison who will be available to start within two weeks after the Effective Date. The goal of the outreach program will be to maximize the reenrollment and attendance of current Somerset students at the Schools and to attempt to retain 100% of the Schools' current student population for the 2019-2020 school year.

(c) KIPP DC commits to collaborating with Somerset to create a community engagement plan that will provide transparency around the school turnaround process, and continue to build KIPP DC's relationships with all community stakeholders. Specifically, KIPP DC and Somerset will jointly attend community meetings throughout the transition period, and will update stakeholders on the transition progress, including enrollment updates, job opportunities and potential community partnerships.

1.3 Tailoring Approach to Somerset Students and Families. KIPP DC will implement the plan and deploy the resources at the Schools described in the proposal attached hereto as Exhibit A with the objective of ensuring the Schools remains a great option for existing students and families.

1.4 Digital Media Arts Program. KIPP DC commits to maintaining and growing the Schools' Digital Media Arts program for students at the elementary, middle, and high school levels.

1.5 Administrators, Teachers and Staff. All administrators, teachers and staff will be given the opportunity to (a) learn about KIPP DC, its mission and structure; and (b) interview for open

positions (both at the Schools and throughout KIPP DC's network) for the 2019-20 school year. KIPP DC agrees to conduct such interviews in a manner that will allow KIPP DC to inform Somerset's administrators, teachers and staff whether they will be offered employment and the terms of their employment in a timely fashion and serving the interests of all involved. KIPP DC will have sole authority to make decisions with respect to administrator, teacher and staff hiring. All KIPP DC hiring decisions will be made in a non-discriminatory manner, and consistent with all controlling legal authority.

1.6 School Name. The name of KIPP DC's middle school (serving grades 6, 7, and 8) and high school (serving grades 9, 10, 11 and 12) operated in the Building will be determined by KIPP DC in its sole discretion. Similarly, when additional grades are added for the early childhood and elementary programs, KIPP DC will retain sole discretion over selecting the name of the new early childhood and/or elementary schools. The required filings with PCSB to be submitted by KIPP DC will specifically provide for the new school name(s) as necessary and appropriate in such filings.

1.7 Academic Supports. KIPP DC agrees to provide counseling to families and additional academic support to students to help them make a successful transition to KIPP DC's academic program and facilitate the long-term success of the current Somerset students within KIPP DC's academic program. The details of these counseling and academic supports will be outlined in the Transition Plan referenced below.

1.8 Social and Related Services. KIPP DC will use reasonable efforts to provide social and support services that are substantially similar to those currently being provided to Somerset parents and families and will make its own existing social and support services available at the Schools based on a community needs assessment. In particular, KIPP DC will use reasonable efforts to provide Somerset parents and families with before and aftercare, full-time social workers, meals for students, family outreach, mental health supports, and family engagement.

1.9 Board Seats. In order to ensure a smooth transition, KIPP DC will offer one seat on KIPP DC's board to a Somerset board member to begin within 30 days after the Public Charter School Board formally approves of KIPP DC's amendment requests stated in Section 4.2, contingent on PCSB's approval. The Somerset board member's term on KIPP DC's board will conclude at the end of the typical two-year term.

2. PREK-3 THROUGH COLLEGE

2.1 Overview of the Opportunity. In order to induce Somerset to select KIPP DC as the replacement operator for the Schools, KIPP DC has proposed a comprehensive education program. The key elements of that program, and KIPP DC's commitments with respect to them, are set forth in this Section 2.

2.2 Early Childhood and Elementary Programs. In the interest of building the strongest schools possible, KIPP DC intends to create a full PreK3-12 model for Somerset students and families. Through SY21-22, the KIPP DC intends to add elementary and early childhood grades to support a strong middle school, contingent on PCSB approval.

2.3 College Program. KIPP DC will offer KIPP Through College and Career, a program that offers alumni support and career readiness services, to all Somerset graduates beginning with the graduating class of 2019.

3. TRANSACTION

3.1 Conditions of Transaction. The transaction contemplated by this MOU is contingent in all respects upon KIPP DC entering into an acceptable agreement with CSII to assume the Lease for the building located at 3301 Wheeler Road SE, and this agreement being approved by all necessary DC government entities.

3.2 Definitive Agreement. Each of the parties agrees to work in exclusivity with the other, and diligently and in good faith toward the negotiation, execution and delivery of a definitive asset purchase agreement to consummate the transactions contemplated by this MOU (the "Asset Agreement") on or before January 25, 2019, pending the completion of customary due diligence. The Asset Agreement shall be consistent with this MOU. To facilitate the negotiation of the Asset Agreement, KIPP DC's counsel shall prepare and provide Somerset with an initial draft for review and revision by counsel for Somerset no later than January 14, 2019. The Asset Agreement shall contain such representations and warranties, covenants, conditions and indemnification provisions as may be required by the parties.

3.3 Access.

(a) During the period from the Effective Date until the date on which this MOU terminates as provided in Section 7.1, Somerset will afford KIPP DC access to the Schools, their personnel, properties, contracts, books and records and all other documents and data, subject to the confidentiality provisions specified in Section 3.5 and the ongoing needs of Somerset to provide quality instruction to its students for the remainder of the 2018-19 school year.

(b) KIPP DC shall take all reasonable steps to minimize disruptions to students, parents, faculty and administrators and shall be solely responsible for all of its employees, consultants and representatives having access to the Somerset campus. Without limitation of the foregoing, all activities of the outreach program will be conducted in consultation with the Schools' current administration.

3.4 Confidentiality. If KIPP DC has access to any personally identifiable records or data of Somerset students or their families, KIPP DC shall ensure that all such records and data are accessed, used, stored and transmitted strictly in accordance with applicable law and best practices in the charter school community. Each party will keep confidential all non-publicly available information regarding the other party that was provided or discovered throughout the selection process, and throughout the due diligence and transition periods; provided, however, that, in the interest of keeping Somerset parents fully informed of matters that impact the education of their children, this MOU will be a public document.

3.5 Costs. Subject to the approved budget and other approval of KIPP DC, as set forth in Sections 5.1 and 5.2 below, KIPP DC shall be responsible for and bear all reasonable costs and expenses incurred at any time by either party in connection with pursuing or consummating the Asset

Agreement, including the reasonable costs of counsel. Somerset will provide KIPP DC with supporting documentation for any costs incurred in association with the consummation of the Asset Agreement.

4. REQUIRED APPROVALS

4.1 Notices and Consents. Each of the parties will give any notices to, make filings with, and use its reasonable best efforts to obtain any authorizations, consents, and approvals of any third party, government and governmental agency in connection with the matters referred to herein, and will cooperate in good faith with the other party and promptly comply with all reasonable requests of the other party in securing the same.

4.2 Filings with the PCSB. Without limiting the generality of the foregoing, KIPP DC shall, within two months after the Effective Date, submit to the PCSB a Request for an Enrollment Ceiling Increase & Notification to Operate at a New Location in the form attached hereto as Exhibit B. Somerset will submit this MOU to the PCSB for approval and such submission will become part of the public record.

5. WIND DOWN OF SOMERSET OPERATIONS

5.1 Administrative Functions During the Wind Down Period. The parties acknowledge that there will be audit and administrative responsibilities associated with the winding down of the business of Somerset and the transfer of programs, grants, accounts and facilities to KIPP DC (“**Transition Obligations**”). The parties further acknowledge and agree that Somerset shall be responsible for the Transition Obligations up to and including the date of the closing of the Asset Agreement (“**Closing Date**”), and KIPP DC will be responsible for the Transition Obligations at all times thereafter, except for dissolution of Somerset and as otherwise required by law. The parties agree to develop a transition plan and budget (“**Transition Plan**”) that will include a final, closeout audit and a budgeted amount for audit fees, Somerset’s legal counsel, and any service fees and costs relating to the transition. The budget in the Transition Plan will include funding for a transition administrator, selected by KIPP DC, who will serve on as as-needed basis until June 2019 or the date when the transition obligations have been completed. Somerset will not incur any expenses to be paid by KIPP DC without KIPP DC’s specific written approval of the amount, unless included in the approved budget. The Transition Plan will be attached to the Asset Agreement as an exhibit. KIPP DC agrees to participate, as requested by Somerset, in discussions with the PCSB and OSSE relating to the closure of Somerset.

5.2 Sole Control and Responsibility for Somerset’s Operations. Somerset, through its Board of Trustees, will continue to have sole responsibility for, and oversight of, the operations of Somerset for school year 2018-19 and up to the Closing Date. Somerset will continue to operate the Schools in a reasonable and prudent manner and will comply with all applicable laws, regulations and requirements of the PCSB. Except as provided in the Transition Plan or as needed to wind down the operations of the Schools in a responsible manner (but in all events subject to approval by KIPP DC as set forth in Section 5.1 above), Somerset shall continue to operate in the ordinary course of business and refrain from any extraordinary transactions or expenditures from the Effective Date until the Closing Date of the Asset Agreement, and to seek and obtain KIPP DC’s approval prior to making any individual payments to outside vendors in excess of \$10,000 and/or for legal fees during this time period, excluding EdOps (for up to \$45,000) and Lauren Greenwald (for up to \$80,000).

6. REPRESENTATION AND WARRANTIES

6.1 **Mutual Representations and Warranties.** Each party hereto represents and warrants to the other party hereto as of the Effective Date as follows: (a) it is a corporation duly organized and validly existing under the laws of its place of incorporation; (b) it has full power and authority and has taken all corporate action necessary to enter into and perform this MOU; (c) the execution and performance by it of its obligations hereunder will not constitute a breach of, or conflict with, any other material agreement or arrangement, whether written or oral, by which it is bound; and (d) this MOU is its legal, valid and binding obligation, enforceable in accordance with the terms and conditions hereof. The Asset Agreement shall contain customary representations, covenants and indemnities acceptable to KIPP DC. Somerset and KIPP DC acknowledge that the customary representations and warranties to be included in the Asset Agreement, including any other remedies that may be available to either Party, shall be determined and agreed upon in conjunction therewith.

7. OTHER TERMS

7.1 **Duration.** This MOU shall become effective on the Effective Date and shall terminate in the event the parties fail to agree on the terms and conditions of both the definitive Asset Agreement and Transition Plan on or before June 30, 2019. This MOU may, however, be extended by agreement in writing of the parties. If the PCSB seeks to modify this MOU in any way deemed material by a party as a condition of approval of the transaction contemplated herein, the parties shall work together to come up with written alternatives that will satisfy the PCSB without sacrificing the provisions at the heart of the transaction. If the parties are unable to come up with written alternatives by mutual agreement within 10 days, either party may terminate this MOU by written notice to the other party. Any mutually-agreed alternatives to the provisions in this MOU will be set forth in a formal amendment to this MOU that will be signed by both parties.

7.2 **Public Announcements.** Somerset shall work in collaboration with KIPP DC to draft all internal and external communications, advertising, student recruitment campaigns, and other public announcements. KIPP DC retains approval rights over the final versions of all such public announcements.

7.3 **Governing Law.** This MOU and the Asset Agreement shall be governed by the substantive laws of the District of Columbia. The obligation in this MOU shall survive the execution and delivery of the Asset Agreement and shall not be amended or superseded by the Asset Agreement. This MOU may be amended only by written agreement, signed by the parties.

7.4 **Concluding Provisions.** This MOU may be executed in any number of counterparts, and each such counterpart hereof shall be deemed to be an original instrument, but all such counterparts together shall constitute but one agreement. Delivery of an executed counterpart of a signature page of this MOU by facsimile or other electronic transmission shall be effective as delivery of a manually executed original counterpart of this MOU. This MOU, and the schedules and exhibits attached hereto, constitutes the entire agreement between the parties relating to the subject matter hereof, and supersedes all prior oral or written agreements, understandings, representations and warranties, and courses of conduct and dealing between the parties on the subject matter hereof.

[End of text; signature page follows]

IN WITNESS WHEREOF, this MOU has been executed and delivered by the duly authorized officers of the parties hereto on the date first above written.

**SOMERSET PREPARATORY ACADEMY:
A PUBLIC CHARTER SCHOOL**

KIPP DC

By: Lauren Catalano
Name: Lauren Catalano
Title: Principal

By: Allison Fansler
Name: Allison Fansler
Title: President

Exhibit A

Commitment to Current Students

We know that every school, every community, and every student is unique -- educating a new population of students requires a thoughtful and differentiated approach and we would hope to build this approach alongside the people who best know Somerset Prep: the existing staff, students, and families. While we anticipate listening and learning early on, we plan to tailor our approach with Somerset Prep on a few dimensions, including:

- Operating and expanding a digital media arts program. Our past technology programming includes utilizing a wide variety (sometimes 50+) of personalized learning computer programs where students can access content at their own pace, offering technology courses at KIPP DC College Prep high school, having a 1:1 student-to-computer ratio across the network, and running KIPP Codes, an adult coding program for Ward 7 and Ward 8 adults.
- Providing more one-on-one credit support for high school students. During the transition and then with ongoing support from the KIPP Through College & Career team, we will work with students and families to develop differentiated plans to support their ambitions to pursue college, job-training programs, certifications, and/or other career opportunities.
- Overstaffing positions to ensure the right level of mental and behavioral support, including mental health practitioners and interventionists.
- Overstaffing school administration to provide ample coaching and instructional support for staff.
- Adding approximately ten Capital Teaching Residents to classrooms to increase the quality of classroom learning and create a pipeline of future Somerset Prep teachers within the building. The award-winning Capital Teaching Residency currently recruits, trains, and certifies more than 90 teachers each year.

A. Middle School Students

This year, we would begin by engaging parents and families to learn about their Somerset experiences, introduce them to KIPP DC, and work together to build a joint approach going forward. In the current school year, we would expect Somerset Prep staff to continue operating the school, but we would begin to provide additional supports to include:

- Assessing and supporting the current state of instruction (curricular alignment and quality, teacher observations, etc.); based on this assessment, KIPP DC would work in partnership with the existing Somerset Prep leadership team to create an action plan to improve and bolster instruction in the areas where support is most needed.
- Supporting the execution of the action plan by offering expanded teacher professional development, school leader development, coaching, and collaborative planning in partnership with other schools in the KIPP DC network.
- Providing dedicated support from KIPP DC's regional academic leadership team, which includes veteran educators with broad grade-level experience and content expertise.
- Beginning to merge back-office support so that KIPP DC's team can manage operations and the Somerset Prep team can focus on students and families.

Looking to next year, we will actively work to maximize the number of Somerset Prep students who choose to remain with the school community through the transition and into school year 2019-20. We plan to provide ongoing access to a community support liaison to answer questions and work with all families throughout the transition. This individual and the broader team would support the re-enrollment process through one-on-one family partnerships. In addition, we are committed to making investments in technology, facilities, and the existing digital media arts program (which we know has been a key factor for many who have chosen to attend Somerset Prep) to bolster the appeal for existing students and families. Finally, we would work collaboratively with the Public Charter School Board, My School DC, and OSSE to ensure a smooth, minimally-disruptive transition and to ensure effective communication about students' and families' options.

B. High School Students.

Above and beyond the supports listed above, we would also provide Somerset Prep's high school students with some unique services to ensure that they continue to get the support they need to graduate on time and be prepared for life after high school.

Specifically, we would:

- Conduct a crosswalk of Somerset Prep's curriculum with KIPP DC's to align on a transition plan for students and teachers.
- Conduct individual student transcript evaluations to ensure all students are best positioned for graduation and college and career success.
- Expand course variety and the addition of classes and other support structures to ensure that students can do well on college- and career-entry exams.
- Identify student support needs and provide differentiated interventions as needed, including mental health and special education services.
- Enroll students in the KIPP Through College & Career program and match them with a counselor who can support them through high school and their chosen path thereafter.

These supports in the 2018-19 school year will ensure that we have a firm grasp on the needs of all students prior to the transition into the 2019-20 school year.

C. Improvements to the Special Education Program.

To serve our students with IEPs well, we will need to conduct an in-depth study of their IEPs namely their present levels of performance, goals and objectives, and services currently provided. We will provide professional development for Special Education teachers and support staff to support them in writing IEPs, compliance, case management, behavior and social skill development, etc. Additionally, we will provide professional development in the curriculum used to provide specially designed instruction for students with IEPs. The delivery model will match the needs of our students and will include options for push-in, pull-out, and self-contained instructional services.

Exhibit B

Section A1: Enrollment Ceiling Increase

***ONLY complete this section if applying to amend Enrollment Ceiling Increase:**

A school should apply for an enrollment ceiling increase if it plans to offer more spaces in the next fiscal year and wishes to be paid for the additional students. A school does not need to apply for a change in enrollment ceiling if it is offering the same total number of spaces but not in the exact grade levels it determined through its Schedule I. If applying for an enrollment ceiling increase, please be sure the school meets the criteria listed in the Enrollment Ceiling Increase Policy. Failure to meet the criteria may result in denial of your charter agreement amendment request.

Note: Schools that do not meet all criteria outlined in DC PCSB's Enrollment Ceiling Increase Policy may be asked to provide additional information, such as the following:

- *Assessment data other than PARCC (e.g. WIDA, NWEA MAP, IEP goal mastery, etc.)*
- *School's response to resolving the issue(s), including steps already taken to improve the issue*
- *Any other information that provides context regarding missed criteria*

1. Why is the school seeking this enrollment ceiling increase? How does the school know there is demand for this expansion? How does the scope, pace, and need for the enrollment ceiling increase align with current demographic and growth projections in the city (such as the projections found in this study).

2. DC PCSB will review the school's enrollment trends over the past 3 years. What patterns are we likely to find? Is there any context you can provide to explain your current enrollment patterns?

a. Describe the impact your school's enrollment ceiling(s), certificate of occupancy, and waitlist/vacant seats have had on your recruitment and program growth.

b. Describe ways that your school ensures your recruit, enroll, and re-enroll students with disabilities and English language learners, along with your target population. What methods do you employ to ensure your curriculum is accessible to all students regardless of race, ethnicity and gender as shown through re-enrollment rates?

3. Will the proposed enrollment ceiling increase cause the school to exceed the maximum occupancy load detailed in the school's certificate of occupancy? If so, when and how will the school address this?

4. Please include a completed enrollment matrix* with your charter amendment application. Click here for enrollment matrix template.

**If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

***If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

Section A2: Program Replication

*(with no changes to grades configuration or curriculum)

****ONLY complete this section if applying for a Program Replication of Grade Levels Served.**

DC PCSB will generally approve a campus replication amendment for LEAs that fit the following criteria:

- Have PMF scores of Tier 1 or its equivalent for each PMF related to the LEA for the majority of the past five years, including all existing campuses;
- Are financially viable with sufficient financial standing for the past three years; and
- Are in compliance with all applicable laws and PCSB policies.

1. How will the school ensure that the quality of the new campus will be the same as the quality of the existing campus(es)? How will you ensure that quality is maintained across all campuses over time? If the expansion is tied to a takeover or restart, please describe your plan to ensure quality. In your response include:

a. Anticipated changes that will be made to your organization structure, including an updated organizational chart.

b. Recruitment and staffing plans (including hiring timeline) for these vacancies, including the new principal/academic lead, counselors, and key support staff.

c. Professional development and other supports offered to staff at the new campus.

2. How many students will be served at the new campus and what is your timeline for expansion?

NOTE: If the replication will require an amendment to your enrollment ceiling, you also must complete the Section A1: Enrollment Ceiling Increase template.

3. Please include a completed enrollment matrix* with your charter amendment application. Click here for enrollment matrix template.

**If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

***If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

4. In addition to providing a 5-year Operating Budget, please answer the following questions regarding the financial impact of the proposed new campus:

a. How much does the proposed new campus cost, and how many students will be served at the new site?

b. What is the school's per-pupil cost, and how does this compare with its per-pupil allowance?

c. If you plan to operate multiple facilities, in addition to the proposed new campus, what is the LEA's total facilities cost (e.g. lease, plus mortgage)? How does this expense compare with your per-pupil allowance?

d. What additional sources of funding do you plan to use to pay for this new campus.

e. If applicable, what contingencies do you have in place in case the new campus enrolls fewer students than anticipated?

Note: If you have identified a new location, please also complete Section C1: New Location and submit with this request. If not, please note that you must submit Section C1 when a new location has been identified. Please note that another public hearing will be held once a location has been found.

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Section B1: Goals and Achievement Expectations

***ONLY complete this section if applying to amend Goals/Achievement Expectations.**

To adopt the Performance Management Framework (PMF) as the school's goals and academic achievement expectations, please review the policy.

Schools should revise their goals and student academic achievement expectations if at its 5- or 10-year review it finds that it has goals that are "not historically measured;" or if the school's leadership, including its board, determines that the current set of charter goals do not accurately reflect the school's mission and education philosophy for student achievement; or when a school has more than five goals and wishes to reduce its reporting burden. Charter schools may revise goals and academic achievement expectations up to one year prior to a high-stakes review and two years prior to charter renewal. Revisions are generally approved if the school successfully shows that the new goals and academic achievement expectations are:

- a. SMART—Specific, Measurable, Achievable, Realistic and Timely*
- b. Appropriately challenging.*
- c. Measure student academic performance in at least English Language Arts (ELA) and math, using the state assessment, if applicable, and expect students to achieve above the city average for similar populations.*
- d. At least one goal should directly measure the extent to which the school is meeting its mission.*

Note: DC PCSB does not typically accept school-issued grades as a means for measuring student achievement.

1. What are the school's current goals and student academic achievement expectations? What are the new goals and academic achievement expectations? If not all goals are changing, please make it clear which are being deleted or replaced and which are new.
2. If the school's existing goals were "not historically measured" or are no longer being pursued, explain why the school is abandoning these goals and how they will be replaced.
3. How will the new goals better measure the school's mission, curriculum, operations, and education experience for families?
4. If proposing goals and/or academic expectations aside from adopting the Performance Management Framework, please describe how the school will monitor and report its progress towards goal attainment. Please note that all schools are required to report on progress each year in the Annual Report.

(If adopting the PMF without any mission-specific goals, this question is not applicable.)

Section C1: New Campus Location or Additional Facility

***ONLY complete this section if applying to amend a Facility or New Location.**

Any school that is planning to operate a new campus in an existing (or new) location or relocate an existing campus, whether temporarily or permanently, and even if it is taking over an existing campus of another public charter school, must notify DC PCSB of the change and amend its charter agreement to include the new address.

DC PCSB will generally approve a campus addition or relocation amendment, if the school has made documented and meaningful effort to engage the community, including the Advisory Neighborhood Commission (ANC), and has made an effort to address their concerns, if any. The school must show proof that it has taken into consideration the current families attending the school and their transportation needs, at least for the first year of operation in the new location.

1. Please check the reason below that best describes your proposed change.

- Entire campus or school is relocating from current location to a new location.
- A single campus is both staying in its current location AND expanding into a second location (e.g. some grades in one facility and some in a second facility to allow more space, or until a permanent larger facility is found).
- School is creating a new campus being housed in a new facility (Note: Please complete Section A2: Program Replication)

2. List all the facilities and addresses the school currently operates, along with the new facility(ies) the LEA plans to operate if approved. Include the campus(es) located in each facility, highlighting any changes from what is currently written in the school's charter agreement.

3. Is the proposed new facility a property that you plan to purchase or lease? How many square feet is this space? Which grade level(s) will be at this location? If you have already purchased or leased the property, provide specific dates of when the property was acquired.

4. If the school is planning to move a current campus into a new location, please answer the following:

a. How will the change in location impact students who currently attend this campus, and how will you ensure that students will re-enroll?

b. Given that students are expected to move; how will you support families that need transportation?

5. Describe the neighborhood of the proposed location (e.g. residential, commercial, metro-accessibility). What value will you bring to this community? In your response, list traditional and public charter schools in close proximity to the new location, identifying schools that serve the same grade span as you will serve at full capacity at this location. Describe how the academic performance, demographics, and mission of your school compare to these schools.

6. Describe how you have engaged your school's community in the decision to relocate, expand, or

divide into this new location. Submit documentation of your communications with your staff and families regarding this new location. Please explain any potential concerns raised by the school's internal community, including students, teachers, etc.

7. Describe all community outreach that has been done in the local community of the new school location. Submit documentation of communications with nearby principals, neighbors, ANC representatives, Councilmembers, and others, notifying them of your plans.

8. Will there be newly-created slots for additional students? If so, discuss student recruitment efforts in the new school community.

9. What is the occupancy maximum at the new location? If the maximum occupancy load for staff and students is less than the total number of staff and students who will occupy the facility at any point in the future, please explain how you will address this issue.

10. In addition to providing a 5-year Operating Budget, please answer the following questions regarding the financial impact of the proposed new location:

a. How much does the proposed new facility cost, and how many students will be served at the new site?

b. What is the school's per-pupil cost, and how does this compare with its per-pupil allowance?

c. If you plan to operate multiple facilities, in addition to the proposed new location, what is the LEA's total facilities cost (e.g. lease, plus mortgage)? How does this expense compare with your per-pupil allowance?

d. What additional sources of funding do you plan to use to pay for this new facility.

e. If applicable, what contingencies do you have in place in case the new location enrolls fewer students than anticipated?

* * *