

**Question 1. What are the agency’s performance goals and targeted outcomes for FY14?
How will the proposed FY14 budget serve to achieve those goals?**

DC Public Charter School Board (PCSB) carries out four key functions: 1) ensure only the highest quality organizations and/or groups of people are approved to open charter schools, which is accomplished through our comprehensive application review process; 2) make effective oversight decisions by holding charter schools to high standards with respect to academic and school engagement results for all students, regardless of race, ethnicity, home language, disability, or socio-economic status; 3) provide clear feedback to charter schools by maintaining a system of rewards and consequences to manage progress towards desired outcomes; 4) actively engage stakeholders to ensure transparency, accountability and better inclusion and coordination of charter schools across District government.

FY14 Performance Goals and Targeted Outcomes

OBJECTIVE 1: Promote increased school academic quality through oversight reviews (including our five-year cycle of charter reviews and other oversight reviews in-between the five-year cycle) and our Performance Management Framework (PMF).

INITIATIVE 1.1: Complete charter reviews of schools in their 5th, 10th or 15th year of operation, ensuring that low-performing schools take immediate action to improve performance or relinquish their charter. Reviews include: Qualitative Site Reviews (in-person observations of classrooms); quantitative review of academic performance and non-academic, finance, and compliance indicators; and assessment of performance against the goals and academic achievement expectations as set forth in the school's charter agreement.

- Metric: # of charter LEAs receiving 5, 10 or 15 year review – target 11

(Please see chart on the following page)

Charter Renewals Through 2017

2012-13

1. CAPCS
2. Carlos Rosario PCS
3. Cesar Chavez PCS
4. Friendship PCS
5. Maya Angelou PCS
6. SEED PCS
7. Washington MST PCS
8. EW Stokes PCS
9. IDEA PCS

2013-14

1. Arts and Technology PCS
2. Hospitality PCS
3. Meridian PCS
4. Perry Street Prep PCS
5. Booker T. Washington PCS
6. Ideal PCS
7. Roots PCS

2014-15

1. Capital City PCS
2. Howard Road Academy PCS
3. Paul PCS
4. Tree of Life PCS

2015-16

1. KIPP DC PCS
2. TMA PCS

2016-17

No Schools Up for Renewal

Charter Reviews (5th and 10th Year) through 2017

2012-13

1. Achievement Prep PCS (five year)
2. Center City PCS (five year)
3. DC Prep PCS (ten year review)
4. Eagle PCS (ten year review)
5. Excel Academy (five year review)
6. Imagine SE (five year review)
7. Washington Yu Ying (five year review)

2013-14

1. National Collegiate (five year review)
2. DC Bilingual (ten year review)
3. E. L. Haynes (ten year review)
4. Two Rivers (ten year review)
5. MM Bethune (ten year review)
6. William E. Doar PCS (ten year review)

2014-15

1. Howard University PCS (ten year review)
2. AppleTree PCS (ten year review)
3. Bridges PCS (ten year review)
4. ECA PCS (ten year review)
5. Hope Community PCS (ten year review)
6. LAMB
7. Potomac Lighthouse PCS (ten year review)
8. Youthbuild PCS (ten year review)

2015-16

1. Options PCS (five year review, renewed in 2010-2011)
2. Next Step PCS (five year review, renewed in 2010-2011)
3. Inspired Teaching Demonstration PCS (five year review)
4. Richard Wright PCS (five year review)
5. Mundo Verde PCS (five year review)
6. Shining Stars PCS (five year review)
7. St. Coletta PCS (ten year review)
8. ESF PCS (ten year review)
9. Washington Latin PCS (ten year review)
10. Septima Clark PCS (ten year review)

2016-17

1. DC Scholars PCS (five year review)
2. LAYC Career Academy PCS (five year review)
3. Creative Minds PCS (five year review)
4. Basis DC PCS (five year review)

Updated January 10, 2013

INITIATIVE 1.2: Address low-performing schools in any year of its charter.

- Metric: # of charter LEAs having one or more campuses with a PMF score of 40 or below taking concrete actions such as closure, grade-span reduction, takeover, or aggressive internal turnaround – target 3

INITIATIVE 1.3: Encourage Tier 1 schools to expand or replicate.

- Metric: # of Tier 1 charter LEAs taking concrete steps to expand or replicate: target 5

INITIATIVE 1.4: Complete successful pilots of our Early Childhood and Adult Education PMFs and implement the new PMFs for SY14-15.

- Metric: # of successful completion of Early Childhood/ Adult Ed PMFs – target 100% approved by PCSB Board

OBJECTIVE 2: Ensure charter schools fulfill their role as public schools serving all students.

INITIATIVE 2.1: Use improved data quality and data transparency, along with other efforts at education and technical assistance to reduce incidences of expulsion, long-term suspension, and truancy.

INITIATIVE 2.1.1: Develop and share easy-to-read spreadsheets and dashboards for schools leaders to compare their school’s discipline and attendance data with other schools serving similar populations to help schools understand and ultimately reduce incidences of expulsion, long-term suspensions, and truancy.

- Metric: Less than 10% (or 10 campuses) will receive an out-of-compliance warning from PCSB Board for violating our Data Submission Policy (approved May 2012).
- Metric: Reduce school truancy rate by 10% for the charter sector through partnerships with CFSA, DC Superior Court, and other agencies that can help schools identify and solve the core issues causing educational neglect.
- Metric: Reduce rate of expulsions for “other charter” reasons by 20%.

INITIATIVE 2.2: Improve oversight and support to schools around services to students with special needs, implementing a detailed self-study to help schools improve education delivery through reflective practice and creating audit policies to

address issues. Expand mystery shopper program of contacting schools posing as parents of special needs children seeking to apply.

- Metric: Number of schools participating in our SPED self-study: 10
- Metric: Reduction in number of campuses with a Mystery Shopper violation by 30%

OBJECTIVE 3: Improve fiscal and compliance oversight.

INITIATIVE 3.1: Continue efforts to improve fiscal monitoring of charter schools, publishing “Audit Management Unit” (“AMU”) reports for SY11 and SY12 that provide clear indicators of charter school financial health.

- Metric: # of AMU reports issued – target 1

INITIATIVE 3.2: Use this reporting to work with financially struggling charter schools on steps to improve their health.

- Metric: # of schools worked with – target 7
- Metric: # of schools whose fiscal health improved since FY2012 meetings – target 10

INITIATIVE 3.3: Improve payment processes to charters through the establishment of a summer school audit process.

- Metric: Establishment of a summer school audit process – target 100% completion

OBJECTIVE 4: Increased community engagement and parent education about school quality.

INITIATIVE 4.1: Improve community engagement and community awareness of charter schools and charter school quality ratings by enhancing our website, www.dcpsb.org, increasing awareness and usage of our mobile app, MyDCcharters, and widely distributing PMF rankings through our PMF Parent Guide in English and Spanish.

- Metric: # of PMF Parent Guides distributed in English and Spanish – target 4,000

INITIATIVE 4.2: Improve ease of applying to charter schools by creating a common enrollment process and publicizing this widely through various print and electronic platforms.

- Metric: # of campuses participating in common enrollment process– target 90

INITIATIVE 4.3: Continue to expand PCSB community outreach, engaging in two-way dialogue with the public through social media (live-tweeting PCSB Board meetings), participating in community meetings across the city, and improving accessibility of board meetings.

- Metric: # of Twitter followers – target 1,500
- Metric: # of community meetings participated in: 10
- Metric: # of PCSB Board meetings televised – target 6

INITIATIVE 4.4: Improve transparency around PCSB's authorizer work, making board and other materials available to the public and publishing increased amounts of data on charter school performance, compliance, and finances.

- Metric: 15% increase in charter school data available on www.dcpcsb.org

How will the proposed FY14 budget serve to achieve those goals?

OBJECTIVE 1: Promote increased school academic quality through our five-year cycle of charter reviews, other oversight reviews in-between the five-year cycle, and our Performance Management Framework (PMF).

Non Personnel Expenditures	
1. Application reviews	\$19K
2. 12 th grade transcript and 9 th grade on track reviews	\$35K
3. Adult education review	\$15K
4. Special education review	\$25K
5. Qualitative site review	\$115K
6. Early Childhood Review using CLASS	\$60K
7. 5-, 10-, and 15- year high-stakes reviews	\$15K
Personnel Expenditures	
8. Staff salaries and benefits (11.25 FTEs)	\$1.2MM

OBJECTIVE 2: Ensure charter schools fulfill their role as public schools serving all students.

Non Personnel Expenditures	
1. Compliance reviews including reviews of discipline and attendance policies	\$20K
2. "Mystery Shopper" calls ¹	\$3K
Personnel Expenditures	
3. Staff salaries and benefits (7.25 FTEs) ²	\$695K

OBJECTIVE 3: Improve fiscal oversight.

Non Personnel Expenditures	
1. Audit Management Unit ³	\$90K
2. Business Managers Roundtables	\$5K
Personnel Expenditures	
3. Staff salaries and benefits (8.25 FTEs)	\$750K

OBJECTIVE 4: Community engagement and parent education.

Non Personnel Expenditures	
1. Charter School Expo	\$90K
2. Televised Board Meetings	\$10K
3. Common Application	\$25K
4. PMF guides/ mini guides	\$45K
Personnel Expenditures	
5. Staff salaries and benefits (4.75 FTEs)	\$568K

¹ PCSB conducts "Mystery Shopper" calls to charter schools randomly during the year. These mechanisms are in place to ensure every LEA is open, accessible, and does not discriminate against students with special education needs.

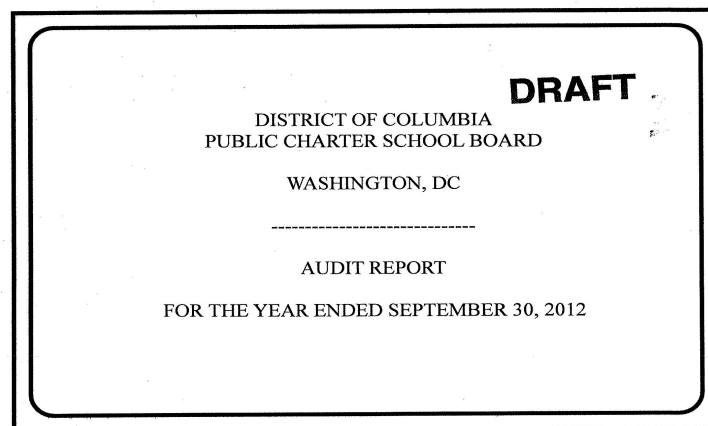
² FTEs are responsible for the completion of special education desk audits and quality assurance reviews.

³ The AMU was created to oversee fulfillment of financial compliance issues. The AMU was established in FY2011 and is comprised of representation from PCSB, OSSE and the OCFO. An immediate goal of the AMU was to create a robust evaluative measurement tool to evaluate the fiscal performance of DC's charter school portfolio.

Question 2. Please provide the following:

a. A copy of the completed audit of the PCSB's finances for FY12.

Please see a *draft* of the 2012 audit below. The final audit will be voted on by the PCSB Board at our April 15 monthly meeting.



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Kendall, Prebola and Jones
Certified Public Accountants

District of Columbia Public
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Independent Auditor's Report

We have audited the accompanying financial statements of the governmental activities and major fund of the District of Columbia Public Charter School Board, a component unit of the government of the District of Columbia, as of and for the year ended September 30, 2012, as listed in the table of contents. These financial statements are the responsibility of the District of Columbia Public Charter School Board's management. Our responsibility is to express an opinion on these 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*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As discussed in Note 1(A) to the financial statements, the District of Columbia Public Charter School Board is a legally separate component unit of the District of Columbia. These financial statements are intended to present the financial position and changes in financial position of only the governmental activities of the District of Columbia (the primary government) that are attributable to the transactions of the District of Columbia Public Charter School Board. They do not purport to, and do not, present fairly the financial position of the District of Columbia as of September 30, 2012, or the changes in its financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities and major fund of the District of Columbia Public Charter School Board, as of September 30, 2012, and the changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

As more fully described in Note 1(G) to the financial statements, the District of Columbia Public Charter School Board is not required to legally adopt an annual operating budget and as such a budgetary comparison has not been presented as Required Supplementary Information.

The District of Columbia Public Charter School Board has not presented the management's discussion and analysis that the Governmental Accounting Standards Board requires to supplement, although not required to be a part of, the financial statements.

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In accordance with *Government Auditing Standards*, we have also issued our report dated April 5, 2013, on our consideration of the District of Columbia Public Charter School Board's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and 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* and should be considered in assessing results of our audit.

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Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
April 5, 2013

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
STATEMENT OF NET ASSETS
SEPTEMBER 30, 2012

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<u>ASSETS</u>	<u>Governmental Activities</u>	<u>Business-Type Activities</u>	<u>Total</u>
<u>Current Assets:</u>			
Cash and Cash Equivalents	\$ 75,660	\$ -	\$ 75,660
Grants Receivable	300,000	-	300,000
Accounts Receivable	146,245	-	146,245
Prepaid Expenses	<u>23,972</u>	<u>-</u>	<u>23,972</u>
Total Current Assets	<u>\$ 545,877</u>	<u>\$ -</u>	<u>\$ 545,877</u>
<u>Other Assets:</u>			
Deposits	\$ 23,376	\$ -	\$ 23,376
Total Other Assets	<u>\$ 23,376</u>	<u>\$ -</u>	<u>\$ 23,376</u>
<u>Noncurrent Assets:</u>			
Net Capital Assets	\$ 105,899	\$ -	\$ 105,899
Total Noncurrent Assets	<u>\$ 105,899</u>	<u>\$ -</u>	<u>\$ 105,899</u>
TOTAL ASSETS	<u>\$ 675,152</u>	<u>\$ -</u>	<u>\$ 675,152</u>
<u>LIABILITIES</u>			
Accounts Payable	\$ 226,859	\$ -	\$ 226,859
Accrued Payroll and Vacation	157,772	-	157,772
Payroll Liabilities	<u>53,109</u>	<u>-</u>	<u>53,109</u>
TOTAL LIABILITIES	<u>\$ 437,740</u>	<u>\$ -</u>	<u>\$ 437,740</u>
<u>NET ASSETS</u>			
Invested in Capital Assets, Net of Related Debt	\$ 105,899	\$ -	\$ 105,899
Unrestricted	<u>131,513</u>	<u>-</u>	<u>131,513</u>
TOTAL NET ASSETS	<u>\$ 237,412</u>	<u>\$ -</u>	<u>\$ 237,412</u>

(See Accompanying Notes and Auditor's Report)

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
 STATEMENT OF ACTIVITIES
 FOR THE YEAR ENDED SEPTEMBER 30, 2012

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Functions/Programs:	Program Revenues				Net (Expenses) Revenues and Changes in Net Assets		Total
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Business-Type Activities	
Governmental Activities:							
Charter School Program	\$ 3,928,633	\$ 2,510,859	\$ 98,820	\$ -	\$ (1,318,954)	\$ -	\$ (1,318,954)
Student Information Systems	44,000	-	44,000	-	-	-	-
Mission Oriented Data Management Solutions	849,667	-	849,667	-	-	-	-
School Closure	12,340	-	317,067	-	304,727	-	304,727
No Child Left Behind Act	9,660	-	9,660	-	-	-	-
Depreciation - Unallocated	39,802	-	-	-	(39,802)	-	(39,802)
Loss on Disposal of Assets	(685)	-	-	-	685	-	685
Total Governmental Activities	\$ 4,883,417	\$ 2,510,859	\$ 1,319,214	\$ -	\$ (1,053,344)	\$ -	\$ (1,053,344)
Business-Type Activities:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Government, Component Unit	\$ 4,883,417	\$ 2,510,859	\$ 1,319,214	\$ -	\$ (1,053,344)	\$ -	\$ (1,053,344)
General Revenues:							
Government Aid - Appropriations				\$ 951,656	\$ -		\$ 951,656
Interest Earnings				15	-		15
Total General Revenues				\$ 951,671	\$ -		\$ 951,671
Change in Net Assets				\$ (101,673)	\$ -		\$ (101,673)
Net Assets - Beginning of Year				339,085	-		339,085
Net Assets - End of Year				\$ 237,412	\$ -		\$ 237,412

(See Accompanying Notes and Auditor's Report)

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
BALANCE SHEET - GOVERNMENTAL FUNDS
SEPTEMBER 30, 2012

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	<u>Governmental Fund Type Special Revenue</u>	<u>Total</u>
<u>ASSETS</u>		
<u>Current Assets:</u>		
Cash and Cash Equivalents	\$ 75,660	\$ 75,660
Grants Receivable	300,000	300,000
Accounts Receivable	<u>146,245</u>	<u>146,245</u>
Total Current Assets	<u>\$ 521,905</u>	<u>\$ 521,905</u>
<u>Other Assets:</u>		
Deposits	<u>\$ 23,376</u>	<u>\$ 23,376</u>
Total Other Assets	<u>\$ 23,376</u>	<u>\$ 23,376</u>
TOTAL ASSETS	<u>\$ 545,281</u>	<u>\$ 545,281</u>
<u>LIABILITIES AND FUND BALANCES</u>		
<u>Liabilities:</u>		
Accounts Payable	\$ 226,859	\$ 226,859
Accrued Payroll and Vacation	157,772	157,772
Payroll Liabilities	<u>53,109</u>	<u>53,109</u>
Total Liabilities	<u>\$ 437,740</u>	<u>\$ 437,740</u>
<u>Fund Balances:</u>		
Nonspendable	\$ 23,376	\$ 23,376
Committed	<u>84,165</u>	<u>84,165</u>
Total Fund Balances	<u>\$ 107,541</u>	<u>\$ 107,541</u>
TOTAL LIABILITIES AND FUND BALANCES	<u>\$ 545,281</u>	<u>\$ 545,281</u>

(See Accompanying Notes and Auditor's Report)

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET ASSETS
SEPTEMBER 30, 2012

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<u>TOTAL FUND BALANCES - GOVERNMENTAL FUNDS</u>	\$	107,541
Amounts reported for governmental activities in the statement of net assets are different because:		
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets is \$358,747, and the accumulated depreciation is \$252,848.		105,899
Expenditures paid in the current year relating to periods of the subsequent year such as insurance, employee benefits, etc. are deferred charges in the government-wide statements.		<u>23,972</u>
<u>TOTAL NET ASSETS - GOVERNMENTAL ACTIVITIES</u>	\$	<u>237,412</u>

(See Accompanying Notes and Auditor's Report)

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
FOR THE YEAR ENDED SEPTEMBER 30, 2012

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<u>Revenues:</u>	<u>Special Revenue</u>
Government Appropriations	\$ 951,656
Administrative Fees	2,509,209
Grants and Contributions	1,319,214
Service Fees	1,650
Interest Income	<u>15</u>
 Total Revenues	 \$ <u>4,781,744</u>
 <u>Expenditures:</u>	
Current:	
Wages	\$ 2,131,461
Fringe Benefits	377,866
Temporary Help	23,434
Consultants	1,350,160
Professional Development	17,030
School Closure Expense	12,340
Legal and Audit	50,812
Travel, Meetings and Conferences	61,123
Community Events	76,490
Office Rent and Utilities	394,088
Bookkeeping and Payroll Fees	34,289
Postage and Shipping	9,233
Printing, Duplicating and Production	44,006
Publicity and Promotion	52,991
Telephone and Electronic Communications	87,228
Subscriptions, Books and Dues	12,575
Maintenance and Equipment Rental	13,985
Office Supplies and Expense	41,539
Insurance	7,076
Capital Outlay	<u>55,422</u>
 Total Expenditures	 \$ <u>4,853,148</u>
Excess of Revenues Over (Under) Expenditures	\$ (71,404)
Fund Balances, Beginning of Year	<u>178,945</u>
 Fund Balances, End of Year	 \$ <u>107,541</u>

(See Accompanying Notes and Auditor's Report)

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES,
EXPENDITURES AND CHANGES IN FUND BALANCES
TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED SEPTEMBER 30, 2012

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TOTAL NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS \$ (71,404)

Amounts reported for governmental activities in the statement of activities are different because:

Capital outlays are reported in governmental funds as expenditures. In the statement of activities the cost of assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlays exceeds depreciation in the current period. 16,304

Deferred charges are reported in the governmental funds as expenditures. However, in the government-wide financial statements such charges are recorded as prepaid expense. Prepaid expenses decreased by this amount during the year. (46,573)

CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES \$ (101,673)

(See Accompanying Notes and Auditor's Report)

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS

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The District of Columbia Public Charter School Board, along with the District of Columbia Board of Education, was authorized by the U.S. Congress in the District of Columbia School Reform Act of 1995 to grant charters to establish public charter schools and to provide oversight of such schools in Washington, DC. Legislation has established the term of the Board as perpetual in nature.

Board Members are nominated by the Mayor of the District of Columbia and confirmed by the D.C. Council. The Board has been operating since February 1997 and has established a goal of helping to improve education for children, youth, and adults in the District of Columbia by chartering public schools that work.

The Board reviews applications to develop public charter schools; awards or denies requests for charters; monitors the operations of public charter schools, as well as the progress of students in those schools; and renews charters, or withdraws and revokes charters of schools that fall short of their goals. The Board receives local appropriations from the Government of the District of Columbia and administrative fees from the schools that it charters.

Note 1 - Summary of Significant Accounting Policies:

The Board's financial statements are prepared in accordance with generally accepted accounting principles (GAAP). The Governmental Accounting Standards Board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations). Governments are also required to follow the pronouncements of the Financial Accounting Standards Board (FASB) issued through November 30, 1989 (when applicable) that do not conflict with or contradict GASB pronouncements. The more significant accounting policies established in GAAP and used by the School Board are discussed below.

In June 1999, the Governmental Accounting Standards Board (GASB) unanimously approved Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*. Certain significant changes in the Statement include the following:

- Financial statements are prepared using full accrual accounting for all of the organization's activities.
- A change in the fund financial statements to focus on the major funds.

These and other changes are reflected in the accompanying financial statements (including notes to financial statements).

A. Financial Reporting Entity -

The criteria for including organizations as component units within the District of Columbia Public Charter School Board's reporting entity, as set forth in Section 2100 of GASB's *Codification of Governmental Accounting and Financial Reporting Standards*, include whether:

- the organization is legally separate (can sue and be sued in their own name)
- the Board holds the corporate powers of the organization

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS

DRAFT

Note 1 - Summary of Significant Accounting Policies: (Continued)

A. Financial Reporting Entity - (Continued)

- the Board appoints a voting majority of the organization's board
- the Board is able to impose its will on the organization
- the organization has the potential to impose a financial benefit/burden on the Board
- there is fiscal dependency by the organization on the Board

The Board has reviewed and evaluated the applicable criteria and determined that there are no agencies that should be included as component units in these financial statements. In addition, the Board has determined that it functions as a component unit of the Government of the District of Columbia.

B. Financial Statements - Government-Wide Statements -

The Board's financial statements include both government-wide (reporting the Board as a whole) and fund financial statements (reporting the Board's major funds). The government-wide financial statements categorize primary activities as either governmental or business type. The Board's special revenue and general administrative services are classified as governmental activities.

In the government-wide Statement of Net Assets, both the governmental and business-type activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations. The Board's net assets are reported in three parts - invested in capital assets, net of related debt; restricted net assets; and unrestricted net assets. When applicable, the Board first utilizes restricted resources to finance qualifying activities. During the year ended September 30, 2012, the Board had no restricted net assets.

The government-wide Statement of Activities reports both the gross and net cost of each of the Board's functions and business-type activities. The functions are also supported by general government revenues (intergovernmental revenues, interest, etc.). The Statement of Activities reduces gross expenses (including depreciation) by related program revenues, operating and capital grants. Program revenues must be directly associated with the function or a business-type activity. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reflects capital-specific grants.

The net costs (by function or business-type activity) are normally covered by general revenues (intergovernmental revenues, interest, etc.).

The Board does not allocate indirect costs.

This government-wide focus is more on the sustainability of the Board as an entity and the change in the Board's net assets resulting from the current year's activities.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS

Note 1 - Summary of Significant Accounting Policies: (Continued)

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C. Financial Statements - Fund Financial Statements -

The accounts of the District of Columbia Public Charter School Board are organized on the basis of a fund (a special revenue fund as explained below) which is considered a separate accounting entity. The operations of the fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues and expenditures, as appropriate. Government resources are allocated to and accounted for in the fund based upon the purpose for which the funding is to be spent.

The following fund type is maintained by the District of Columbia Public Charter School Board.

Governmental Fund Type:

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. The following is a description of the governmental fund of the Board:

1. Special Revenue

A special revenue fund is used to account for the operations of the Board which is funded by a specific revenue source that is restricted to expenditures for the specified purpose of the organization.

D. Measurement Focus and Basis of Accounting -

Measurement focus refers to what is being measured; basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

Both governmental and business-type activities in the government-wide financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The special revenue fund is accounted for using a current financial resources measurement focus and is accounted for using the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual: i.e. when they become both measurable and available. "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. A six month availability period is used for recognition of revenues.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS

DRAFT

Note 1 - Summary of Significant Accounting Policies: (Continued)

D. Measurement Focus and Basis of Accounting - (Continued)

Revenues from federal, state and other grants designated for payment of specific Board expenditures are recognized when the related expenditures are incurred. Any excess of revenues or expenditures at the year end is recorded as deferred revenue or a receivable.

E. Grants -

Grants resulted from voluntary non-exchange transactions with the Walton Foundation. In accordance with GASB Statement No. 33 "Accounting and Financial Reporting for Non-exchange Transactions", revenues are recognized when all eligibility requirements have been met. The eligibility requirements for these grants consist of the District of Columbia Public Charter School Board incurring reimbursable expenses under the terms and conditions of the appropriate grantor.

Cash receipts in excess of costs incurred on grants are reflected as advances on grants until they are expended for the purpose of the grant, at which time they are recognized as grant revenue.

F. Capital Assets -

Capital assets purchased or acquired with an original cost of \$500 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance is expensed as incurred. Depreciation on all assets is provided on the straight-line basis over the following estimated useful lives:

Leasehold Improvements	5-40 years
Computers and Software	3-5 years
Furniture and Fixtures	5-10 years
Machinery and Equipment	5-7 years

From time to time, assets are purchased by the Board on behalf of a newly chartered public school. The policy of the Board is to transfer title to that charter school at the time of purchase. As such, these purchases are expensed at the time of acquisition and not capitalized in the financial statements.

G. Budgets and Budgetary Accounting -

GASB No. 34 requires governmental entities that legally adopt an annual budget to present as Required Supplementary Information a schedule with budget to actual comparisons. The purpose of this budgetary comparison is to demonstrate the government's compliance in obtaining and using financial resources in accordance with its legally adopted budget.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS

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Note 1 - Summary of Significant Accounting Policies: (Continued)

G. Budgets and Budgetary Accounting - (Continued)

The District of Columbia Public Charter School Board is not required by law to formally prepare and adopt an annual operating budget, and as such a budget comparison has not been presented in these financial statements.

H. Governmental Fund Balances -

The Governmental Accounting Standards Board (GASB) has issued Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*. This statement was first applied to the Public Charter School Board's financial statements during the year ended September 30, 2011. This statement defines the types of fund balances that a governmental entity must use for financial reporting purposes. These classifications are defined as follows:

Nonspendable Fund Balance -

The nonspendable fund balance classification reflects amounts that are not in spendable form such as prepaid expenses and deposits. This classification also reflects amounts that are in spendable form but that are legally or contractually required to remain intact, such as the principal of a permanent endowment.

Restricted Fund Balance -

The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation.

Committed Fund Balance -

The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the District of Columbia's highest level of decision-making authority.

In contrast to restricted fund balance, committed fund balance may be redirected by the government to other purposes as long as the original constraints are removed or modified in the same manner in which they were imposed, that is, by the same formal action of the highest level of decision-making authority.

Assigned Fund Balance -

The assigned fund balance classification reflects amounts that the Public Charter School Board *intends* to be used for specific purposes. Assignments may be established either by the governing body or by a designee of the governing body, and are subject to neither the restricted nor committed levels of constraint.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS

Note 1 - Summary of Significant Accounting Policies: (Continued)

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H. Governmental Fund Balances - (Continued)

Assigned Fund Balance - (Continued)

In contrast to the constraints giving rise to committed fund balance, constraints giving rise to assigned fund balance are not required to be imposed, modified, or removed by formal action of the highest level of decision-making authority. The action does not require the same level of formality and may be delegated to another body or official.

Unassigned Fund Balance -

For this special revenue fund, a positive unassigned fund balance is never reported because amounts in this fund have been committed, at least, to the purpose of that fund. However, deficits in the special revenue fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

Classification Policies and Procedures:

Fund balances classified as committed can only be used for specific purposes pursuant to constraints imposed by the District of Columbia through a resolution. A resolution also must be passed by the District to modify or rescind committed fund balances.

Note 2 - Deposits and Investments:

In accordance with state law, all uninsured deposits of Board funds in financial institutions must be secured with acceptable collateral equal to at least 102% of the total of the District of Columbia funds held by the eligible financial institution. Acceptable collateral includes bonds, bills, or notes for which the interest and principal are guaranteed by the United States government; securities of a quasi-governmental corporation; investment grade obligations of the District or a state or local government; or collateralized mortgage obligations. As required by DC Code Title 47.351.02(c), the pledging financial institution is required to place collateral in a joint custody account established for the benefit of the District at the Federal Reserve Bank or in an independent third-party insured institution.

Deposits and investments of the Board are limited by state law to the following:

1. Bonds, bills, notes, or other obligations issued by the United States government;
2. Federally insured negotiable certificates of deposit or other insured or uninsured evidences of deposit at a financial institution;
3. Bonds, bills, notes, mortgage-backed or asset-backed securities, or other obligations of a quasi-governmental corporation;
4. Prime banker acceptances that do not exceed 270 days maturity;
5. Prime commercial paper that does not:
 - a. Have a maturity that exceeds 180 days; and
 - b. Exceed 10% of the outstanding commercial paper of the issuing corporation at the time of purchase.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS

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Note 2 - Deposits and Investments: (Continued)

6. Investment grade obligations of the District or a state or local government;
7. Repurchase agreements for the sale or purchase of securities by the District under the condition that, after a stated period of time, the original seller or purchaser will buy back or sell the securities at an agreed price that shall include interest;
8. Investment grade asset-backed or mortgaged-backed securities; or
9. Money market funds registered with the Securities and Exchange Commission and which meet the requirements of rule 2(a)(7) of the Investment Company Act of 1940, approved August 22, 1940.

Cash at September 30, 2012 consisted of interest bearing and non-interest bearing accounts. This was the nature of accounts that were maintained throughout the year. All of these deposits are carried at cost. The carrying amount of deposits is separately displayed on the Balance Sheet as "Cash and Cash Equivalents." At September 30, 2012, the carrying amount of the Board's deposits was \$174,846 and the bank balance was \$75,460. A summary of bank balances are as follows:

	<u>Bank Balances</u>	<u>Carrying Balances</u>
Non-Interest Bearing - Checking	\$ 169,475	\$ 70,089
Interest Bearing - Checking	<u>5,371</u>	<u>5,371</u>
Total	<u>\$ 174,846</u>	<u>\$ 75,460</u>

The Public Charter School Board maintains its deposits in two separate financial institutions in the form of an interest-bearing and a non-interest bearing checking account. The interest-bearing checking account is fully insured under the Federal Deposit Insurance Corporation (FDIC) program. Federal Deposit Insurance Corporation Insurance coverage was \$100,000 per account category prior to October 2, 2008 and \$250,000 thereafter. Effective December 31, 2010 through December 31, 2012, non-interest bearing accounts are insured in full under the Dodd-Frank rule. As of September 30, 2012, the Public Charter School Board's cash balances did not exceed the insurance limits.

Custodial Credit Risk-Deposits - Custodial credit risk is the risk that in the event of a bank failure, the Board's deposits may not be returned to it. The Board does not have a deposit policy for custodial credit risk. As of September 30, 2012, the Board's bank balances were not exposed to custodial credit risk.

Credit Risk - In compliance with the Board's investment policy, as of September 30, 2012, the Board minimized credit risk losses due to default of a security issuer or backer by limiting investments to the safest types of securities and limiting Bank Certificates of Deposits to less than \$250,000 covered by Federal Depository Insurance (FDIC).

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS

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Note 3 - Accounts and Grants Receivable:

Accounts Receivable -

Accounts receivable at September 30, 2012 are considered to be fully collectible and consisted of the following:

School Administrative Fees	\$ 141,809
Other Reimbursements	<u>4,436</u>
Total Deposits	<u>\$ 146,245</u>

Grants Receivable -

The Public Charter School Board's primary responsibility is for monitoring charter schools in the areas of academic performance, governance, financial operation, and NCLB compliance. If charter schools are not meeting academic and non-academic performance over a period of time, the Public Charter School Board may take action to close the school through revocation, or the school may relinquish their charter. When a charter school closes, the following actions must take place in a timely and effective manner:

- a. Ensure all aspects of a school closure are completed accurately and timely in accordance with guidelines established by the Office of State Superintendent of Education;
- b. All students, including special education, are transferred to schools that can accommodate and meet all of their needs, and student records are transferred to the receiving school;
- c. All federally funded grants and entitlements are closed out properly, including equipment and inventory liquidation.

While the Public Charter School Board is the authorizer for public charter schools in the District of Columbia, the Office of Public Charter School Financing and Support within the District of Columbia Office of State Superintendent of Education (OSSE) shares responsibility with other OSSE offices to ensure effective oversight and compliance for federal funds awarded by OSSE to D.C. public charter schools. To meet the shared goals of the Public Charter School Board and OSSE, a Memorandum of Understanding was entered into by these parties to support the oversight of the financial closure process for charter schools.

Following is the amount to be received by the Public Charter School Board at September 30, 2012 from the District of Columbia Government:

Program Development Reviews	\$ 200,000
Financial Management Reviews	<u>100,000</u>
Total	<u>\$ 300,000</u>

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS

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Note 4 - Capital Assets:

Capital asset activity for the year ended September 30, 2012 was as follows:

<u>Governmental Activities</u>	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Capital Assets:				
Leasehold Improvements	\$ 98,726	\$ -	\$ -	\$ 98,726
Computers and Software	121,429	49,549	-	170,978
Furniture and Fixtures	81,123	967	-	82,090
Machinery and Equipment	<u>1,363</u>	<u>5,590</u>	<u>-</u>	<u>6,953</u>
Total Capital Assets	\$ 302,641	\$ 56,106	\$ -	\$ 358,747
Less Accumulated Depreciation for:				
Leasehold Improvements	\$ (73,393)	\$ (2,196)	\$ -	\$ (75,589)
Computers and Software	(81,532)	(27,410)	-	(108,942)
Furniture and Fixtures	(57,016)	(9,932)	-	(66,948)
Machinery and Equipment	<u>(1,105)</u>	<u>(264)</u>	<u>-</u>	<u>(1,369)</u>
Total Accumulated Depreciation	\$ (213,046)	\$ (39,802)	\$ -	\$ (252,848)
Total Capital Assets, Net	\$ 89,595	\$ 16,304	\$ -	\$ 105,899

Note 5 - Administrative Fees:

As authorized by the District of Columbia School Reform Act, the Charter School Board receives an administrative fee from each Charter School at an amount of one half of one percent of the annual District per pupil funding allocation. These fees are recognized as revenue in the fiscal year to which the fees apply, which is based on the Charter School year of July 1, through June 30. During the year ended September 30, 2012, \$2,509,209 of administrative fees were earned.

Note 6 - Commitments:

Occupancy -

The Board is committed under non-cancelable operating leases to make future minimum payments for office space usage over the next five years as follows:

<u>Year Ending September 30,</u>	<u>Tivoli 2nd Floor</u>	<u>Sojourners 3rd Floor</u>
2013	\$ 201,048	\$ 134,596
2014	206,060	139,979
2015	<u>157,416</u>	<u>108,591</u>
Total Future Minimum Lease Payments	\$ 564,524	\$ 383,166

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS

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Note 6 - Commitments: (Continued)

Occupancy - (Continued)

Tivoli 2nd Floor:

The District of Columbia Public Charter School Board leases its office space on the second floor under an operating lease, which was effective July 15, 2005 and expires on June 30, 2015. The Board is obligated to pay a proportion of the annual "Excess Operating Costs" and "Excess Real Estate Taxes" on the leased property. An estimate of the annual increase in operating costs and real estate taxes has not been provided for in the above. Monthly base lease payments required at September 30, 2012 were \$16,650. As a requirement of this lease, a security deposit in the amount of \$9,369 was required to be made. Future minimum rental payments are noted above. Rental expense under this lease for the year ended September 30, 2012 was \$220,670.

Sojourners 3rd Floor:

The District of Columbia Public Charter School Board entered into a sublease agreement on January 25, 2007 for the lease of office space on the third floor of its current location. This sublease was originally effective for a four year period commencing on March 1, 2007 and ending on February 28, 2011. The lease was renewed on June 21, 2010 for an additional four years and four months through June 30, 2015. This lease calls for monthly rental payments in the amount of \$9,369 with four percent (4%) fixed annual increases over the previous year's rent. Future minimum rental payments are as noted above. Monthly lease payments required at September 30, 2012 were \$10,961. Rental expense under this lease for the year ended September 30, 2012 was \$129,419.

The Board had an irrevocable unsecured standby letter of credit in the amount of \$14,007 obtained in lieu of a security deposit under this operating lease. This letter of credit expired on June 1, 2012. When the letter of credit expired, the Board issued a security deposit to the landlord in the amount of \$14,007.

Equipment Rental -

The District of Columbia Public Charter School Board entered into an operating lease on April 7, 2009, with CIT Technology Financing Services for the rental of a Xerox 7665 Photocopier. This lease is effective for a five year period commencing on May 27, 2009. This lease calls for monthly rental payments of \$809. Rental expense under this lease for the year ended September 30, 2012 was \$9,708. Future minimum payments due under the above lease are as follows:

<u>Year Ending September 30,</u>	<u>Copier Rental</u>
2013	\$ 9,708
2014	<u>6,472</u>
Total	<u>\$ 16,180</u>

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS

Note 6 - Commitments: (Continued)

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Telephone Rental -

The District of Columbia Public Charter School Board entered into an operating lease on June 17, 2010 with XO Communications for the rental of an Avaya IP telephone system. This lease is effective for a three year period commencing on December 13, 2010. In addition to monthly varying charges for interstate services, this lease calls for monthly recurring charges of \$2,686. Rental expense under this lease for the year ended September 30, 2012 was \$32,236. Future minimum payments due under the above leases are as follows:

<u>Year Ending September 30,</u>	<u>Phone Rental</u>
2013	\$ 32,236
2014	<u>5,373</u>
Total	<u>\$ 37,609</u>

Note 7 - Contingencies:

The viability of public charter schools and funding for these schools and the D.C. Public Charter School Board is dependent on the consensus of current and future administration of the District of Columbia Government. Any future change in dynamics could adversely affect the operation of public charter schools.

Note 8 - Economic Dependency:

The District of Columbia Public Charter School Board derived twenty percent (20%) of its current year revenues from appropriations as enacted by the District of Columbia Appropriation Bill. Administrative fees received from one charter school represent six percent (6%) of current year revenues.

Note 9 - Pension Plan:

The District of Columbia Public Charter School Board provides pension benefits for its employees through a defined contribution 403(b) retirement plan which is currently administered by TIAA-Creff. In a defined contribution plan, benefits depend solely on amounts contributed to the plan plus investment earnings. Provisions of the plan allow for employees to contribute up to the statutory limits set by the Internal Revenue Code. On the plan effective date, which began in June 1999, all current employees were eligible to participate in the retirement plan. All future employees will be eligible to participate upon hiring. Plan provisions and contribution requirements are established and may be amended by the board members of the District of Columbia Public Charter School Board. There is no unfunded past service liability.

Effective January 1, 2007, the District of Columbia Public Charter School Board began matching 1.5% for every 1% the employee contributes up to 3%. There is a further match of .5% for every 1% between 3.1% up to 5%.

The Board's contributions on all covered employees amounted to \$89,372.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS

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Note 10 - Subsequent Events:

In preparing these financial statements, management has evaluated events and transactions for potential recognition or disclosure through April 5, 2013, the date the financial statements were available to be issued.

Note 11 - Fringe Benefits:

Fringe Benefits incurred for the year is comprised of the following:

Social Security	\$ 161,515
Unemployment	7,134
Health Insurance	85,262
Retirement	89,372
Workers Compensation	4,478
Disability	14,683
Life Insurance	6,525
Commuter Benefits	4,094
De Minimus	<u>4,803</u>
 Total Fringe Benefits	 \$ <u>377,866</u>

Transportation Plan - The District of Columbia Public Charter School adopted a Section 132(f) Commuter Expense Reimbursement Plan. Under this plan, employees receive reimbursement for commuting to and from work on a tax favored (pre-tax) basis. The Public Charter School Board reimburses for commuter vehicle expense, transit passes, and qualified parking.

Flexible Benefits Plan - The District of Columbia Public Charter School adopted a Section 125 Flexible Benefits Plan (Cafeteria Plan). Under this plan, employees are permitted to use pre-tax-benefit dollars through payroll deduction to pay for insurance premiums, un-reimbursed medical expenses, and dependent care expenses.

Note 12 - Consulting:

Consulting expense incurred for the year is comprised of the following:

Application Reviews	\$ 25,749
Transcript Reviews	16,100
Qualitative Site Reviews	13,726
Program Development Reviews	205,816
DC-CAS	2,469
Special Education Reviews and Training	21,807
Financial Reviews	187,363
Technology	706,147
Governance Reviews	46,000
Other	61,752
PMF Data Analysis	49,040
Business Manager Roundtable	816
Staff Consulting	<u>13,375</u>
 Total Consulting	 \$ <u>1,350,160</u>

Kendall, Prebola and Jones
Certified Public Accountants

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

INDEPENDENT AUDITOR'S 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

We have audited the financial statements of the District of Columbia Public Charter School Board as of and for the year ended September 30, 2012, and have issued our report thereon dated April 5, 2013. 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*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the District of Columbia Public Charter School Board's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District of Columbia Public Charter School Board's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

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.

Our consideration of internal control over financial reporting 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 financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses as defined above.

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133 MANN STREET, P.O. BOX 259, BEDFORD, PA 15522-0259 / (814) 623-1880

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District of Columbia Public Charter School Board's financial statements are free of 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*.

We noted certain other matters that we reported to management of the organization in a separate letter dated April 5, 2013.

This report is intended solely for the information and use of management, others within the organization and federal and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

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Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
April 5, 2013

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED SEPTEMBER 30, 2012

There were no findings in the prior year.

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DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
SCHEDULE OF FINDINGS
FOR THE YEAR ENDED SEPTEMBER 30, 2012

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I. Summary of Auditor's Results

- a. The auditor's report expresses an unqualified opinion on the financial statements of the District of Columbia Public Charter School Board.
- b. No significant deficiencies relating to the audit of the financial statements have been reported.
- c. No instances of noncompliance material to the financial statements of the District of Columbia Public Charter School Board were disclosed during the audit.

II. Findings relating to the financial statements which are required to be reported in accordance with Government Auditing Standards

There were no findings in the current year.

2b. Please provide the following:

Projected PCSB gross budget for FY14, including all projected revenue (i.e. local, federal, private).

Revenue Type	Amount	Notes
Admin fees	\$3.5MM	.5% of PCS estimated budget or 708MM (Local, Federal, Other (non-private))
Appropriation	\$956K	DC Appropriated Budget less expenditure for OCFO Agency Fiscal Officer
State grants	\$300K	Estimated payment from FY2014 SOAR Act funds
Private grants	\$300K	Estimated payments from FY2014 fundraising efforts
Misc. income	\$94K	Estimated payments from FY2014 Charter School Expo efforts; new charter school application fees
Total Revenues	\$5.2MM	
Expense Type	Amount	Notes
Program	\$1.2MM	Total project programs costs; costs to conduct application, transcript, quality site, special education, financial management reviews, etc... Includes the costs of ProActive ⁴ and EpiCenter ⁵ IT platforms as well.
Personnel	\$3.2MM	Budget required to support 33 FTEs necessary for academic and financial oversight efforts
Facilities and Upkeep	\$355K	Budget required to support FY2014 occupancy requirements. Rent – 353K
Board Operations	\$429K	Includes budget allocations for supplies, professional fees (legal, audit), bookkeeping, website, printing and copying etc...
Total Expenses	\$5.2MM	

⁴ IT platform used by PCSB to gather student enrollment, truancy and discipline data from public charter schools. Costs expected to approach \$250K during FY2014.

⁵ Repository for public charter school submitted documents used by PCSB to house pertinent public charter school files related to occupancy, compliance, finance, procurement etc... Costs expected to approach \$141K during FY2014.

c. Please provide the following:

Projected PCS budgets for SY13-14, broken down by source of funds.

Local funding accounts for approximately 80% of revenues in a public charter school (PCS) budget. Projected PCS SY13-14 budgets will not be available until after PCSB receives them from schools by the June 1 deadline. PCSB pledges to submit all PCS budgets for SY13-14 by June 30.

For background, below are two charts:

- FY12 PCS Revenue vs. Expenditures Report (audited)
- FY13 PCS Revenue Report (unaudited)

FY2012 Public Charter School Revenue vs Expenditure Report (audited results)

Name of Public Charter School	2012 DC Funding Allocation	2012 Federal Revenue	Other 2012 Revenue	2012 Total Revenue	2012 Personnel Expenses	2012 Occupancy Expenses	2012 Direct Student Costs	2012 Other Expenses	2012 Total Expenses	2012 Surplus (Deficit)	Net Assets	Cash & Cash Equivalents
Achievement Preparatory Academy Public Charter School	\$ 2,747,474	\$ 279,201	\$ 265,448	\$ 3,292,123	\$ 1,870,142	\$ 545,400	\$ 451,424	\$ 287,250	\$ 3,154,216	\$ 137,907	\$ 602,834	\$ 483,365
AppleTree Early Learning Public Charter School	\$ 10,085,050	\$ 810,728	\$ 302,957	\$ 11,198,735	\$ 6,953,220	\$ 2,078,105	\$ 1,043,720	\$ 817,495	\$ 10,892,540	\$ 306,195	\$ 1,995,012	\$ 1,264,656
Arts and Technology Academy Public Charter School	\$ 9,073,847	\$ 1,318,071	\$ 380,543	\$ 10,772,461	\$ 7,204,312	\$ 1,669,739	\$ 1,155,075	\$ 868,648	\$ 10,897,774	\$ (125,313)	\$ 4,916,328	\$ 2,176,908
Booker T. Washington Public Charter School, Inc.	\$ 5,306,572	\$ 464,895	\$ 205,589	\$ 5,977,056	\$ 3,847,734	\$ 1,118,397	\$ 470,732	\$ 267,234	\$ 5,704,097	\$ 272,959	\$ 185,772	\$ 83,302
Bridges Public Charter School, Inc.	\$ 1,988,714	\$ 10,453	\$ 217,249	\$ 2,216,416	\$ 1,382,460	\$ 243,959	\$ 314,640	\$ 245,952	\$ 2,187,011	\$ 29,405	\$ 296,393	\$ 273,312
Capital City Public Charter School	\$ 10,897,563	\$ 1,793,078	\$ 2,537,838	\$ 15,228,469	\$ 7,574,133	\$ 2,362,254	\$ 933,576	\$ 963,889	\$ 11,833,852	\$ 3,394,617	\$ 8,246,144	\$ 3,249,120
Carlos Rosario International Public Charter School	\$ 21,858,083	\$ 284,033	\$ 668,805	\$ 22,810,921	\$ 9,523,551	\$ 4,139,409	\$ 592,145	\$ 1,953,521	\$ 16,208,626	\$ 6,602,295	\$ 19,674,042	\$ 6,657,223
Center City Public Charter School	\$ 20,708,045	\$ 3,626,319	\$ 210,029	\$ 24,544,393	\$ 14,241,792	\$ 3,918,135	\$ 4,495,018	\$ 1,803,310	\$ 24,566,255	\$ 88,138	\$ 2,560,595	\$ 2,655,627
Cesar Chavez Public Charter Schools for Public Policy	\$ 21,925,509	\$ 3,330,530	\$ 476,415	\$ 25,732,454	\$ 15,061,809	\$ 3,395,083	\$ 2,332,156	\$ 4,269,477	\$ 25,058,525	\$ 673,929	\$ 12,662,866	\$ 7,010,054
Community Academy Public Charter School	\$ 29,107,885	\$ 2,348,305	\$ 1,051,279	\$ 32,507,469	\$ 18,454,865	\$ 5,084,256	\$ 2,974,317	\$ 4,616,239	\$ 31,129,677	\$ 1,377,792	\$ 6,416,594	\$ 3,332,842
DC Prep Public Charter School	\$ 14,411,012	\$ 2,765,292	\$ 1,634,889	\$ 18,811,193	\$ 11,706,040	\$ 2,291,605	\$ 1,430,038	\$ 1,258,513	\$ 16,686,196	\$ 2,124,997	\$ 11,272,018	\$ 6,606,450
DC Bilingual Public Charter School	\$ 6,072,075	\$ 621,010	\$ 264,381	\$ 6,957,466	\$ 4,374,125	\$ 1,135,548	\$ 762,039	\$ 1,353,210	\$ 7,624,922	\$ (667,456)	\$ 539,751	\$ 123,047
Eagle Academy Public Charter School	\$ 10,168,072	\$ 1,793,742	\$ 966,219	\$ 12,928,033	\$ 7,188,805	\$ 1,922,571	\$ 967,834	\$ 1,312,997	\$ 11,392,207	\$ 1,135,826	\$ 3,486,345	\$ 942,034
Early Childhood Academy Public Charter School	\$ 3,760,788	\$ 782,622	\$ 151,320	\$ 4,694,730	\$ 2,674,690	\$ 914,381	\$ 455,991	\$ 192,055	\$ 4,237,117	\$ 457,613	\$ 2,634,090	\$ 2,668,858
Education Strengthens Families Public Charter School	\$ 4,097,628	\$ 132,724	\$ 125,618	\$ 4,355,970	\$ 2,006,013	\$ 491,091	\$ 137,292	\$ 476,061	\$ 3,110,457	\$ 1,245,513	\$ 6,656,046	\$ 6,254,916
Elite Whitlow Stokes Community Freedom Public Charter School	\$ 5,636,318	\$ 945,147	\$ 469,924	\$ 7,051,389	\$ 4,729,907	\$ 881,851	\$ 313,662	\$ 500,384	\$ 6,743,804	\$ 307,585	\$ 2,353,371	\$ 468,395
E. L. Haynes Public Charter School	\$ 13,186,785	\$ 3,685,394	\$ 3,788,275	\$ 20,660,454	\$ 11,404,421	\$ 4,996,456	\$ 1,149,276	\$ 5,115,678	\$ 22,665,831	\$ (2,005,377)	\$ (2,306,714)	\$ 11,853,219
Excel Academy Public Charter School	\$ 5,499,970	\$ 633,212	\$ 637,926	\$ 6,771,108	\$ 4,189,479	\$ 1,231,748	\$ 585,140	\$ 464,990	\$ 6,471,357	\$ 299,751	\$ 1,438,649	\$ 1,324,292
Friendship Public Charter School	\$ 59,659,218	\$ 8,183,873	\$ 3,412,038	\$ 71,255,129	\$ 41,012,648	\$ 12,077,226	\$ 6,077,069	\$ 9,546,679	\$ 68,713,622	\$ 2,541,507	\$ 20,464,718	\$ 18,036,724
Hope Community Charter School	\$ 13,237,757	\$ 1,368,189	\$ 179,620	\$ 14,785,566	\$ 7,082,428	\$ 3,015,894	\$ 1,561,960	\$ 2,254,860	\$ 13,915,142	\$ 870,424	\$ (69,837)	\$ 1,809,410
Hospitality Public Charter School	\$ 3,447,566	\$ 1,402,065	\$ 872,502	\$ 5,722,133	\$ 2,439,603	\$ 474,082	\$ 758,761	\$ 316,241	\$ 3,988,687	\$ 1,733,446	\$ 2,668,408	\$ 338,602
Howard Road Academy Public Charter School	\$ 11,774,900	\$ 2,020,085	\$ 202,465	\$ 13,997,450	\$ 7,035,994	\$ 1,352,835	\$ 1,827,158	\$ 1,512,880	\$ 11,728,867	\$ 2,268,583	\$ 10,026,965	\$ 8,154,882
Howard University Middle School of Mathematics and Science Public Charter School	\$ 4,164,755	\$ 381,399	\$ 1,855,238	\$ 6,401,392	\$ 4,547,519	\$ 1,090,037	\$ 643,019	\$ 674,857	\$ 6,955,432	\$ (554,040)	\$ 915,895	\$ 506,597
*Ideal Academy Public Charter School	\$ 5,501,075	\$ 614,847	\$ 615,623	\$ 6,731,545	\$ 4,606,904	\$ 1,429,583	\$ 485,780	\$ 314,489	\$ 6,836,756	\$ (105,211)	\$ 947,771	\$ -
Imagine Southeast Public Charter School	\$ 8,249,008	\$ 906,240	\$ 218,864	\$ 9,374,112	\$ 4,464,486	\$ 1,726,621	\$ 819,416	\$ 2,118,276	\$ 9,128,799	\$ 245,313	\$ 732,074	\$ 1,155,306
Inspired Teaching Demonstration Public Charter School	\$ 2,016,650	\$ 319,647	\$ 197,413	\$ 2,533,710	\$ 1,394,420	\$ 374,735	\$ 140,273	\$ 308,424	\$ 2,217,852	\$ 315,858	\$ 679,626	\$ 629,984
Integrated Design & Electronics Academy Public Charter School	\$ 6,206,309	\$ 1,811,884	\$ 268,151	\$ 8,286,344	\$ 5,341,570	\$ 588,215	\$ 1,525,361	\$ 929,165	\$ 8,384,311	\$ (97,967)	\$ 4,523,060	\$ 1,056,962
KIPP DC Public Charter School	\$ 41,184,540	\$ 8,350,920	\$ 4,607,668	\$ 54,143,128	\$ 25,351,645	\$ 7,320,937	\$ 6,053,075	\$ 3,256,561	\$ 41,982,218	\$ 12,160,910	\$ 61,161,034	\$ 49,495,463
Latin American Montessori Bilingual Public Charter School	\$ 4,664,366	\$ 382,352	\$ 316,143	\$ 5,362,861	\$ 2,839,913	\$ 1,022,849	\$ 432,820	\$ 244,448	\$ 4,540,030	\$ 822,831	\$ 3,375,256	\$ 1,746,776
Mary McLeod Bethune Day Academy Public Charter School	\$ 5,169,047	\$ 604,834	\$ 58,779	\$ 5,832,760	\$ 3,968,071	\$ 346,493	\$ 705,397	\$ 298,572	\$ 5,318,533	\$ 514,227	\$ 687,178	\$ 1,184,195
Maya Angelou Public Charter School	\$ 10,023,799	\$ 1,226,295	\$ 9,795	\$ 11,259,889	\$ 7,433,823	\$ 591,283	\$ 1,924,731	\$ 960,109	\$ 10,909,946	\$ 349,943	\$ 81,731	\$ 301,444
Meridian Public Charter School	\$ 8,480,391	\$ 1,909,401	\$ 1,115,724	\$ 11,505,516	\$ 6,057,816	\$ 1,339,126	\$ 1,172,462	\$ 620,917	\$ 9,190,321	\$ 2,315,195	\$ 6,559,179	\$ 12,614,302
Mundo Verde Public Charter School	\$ 2,031,795	\$ 409,331	\$ 594,733	\$ 3,029,859	\$ 1,380,934	\$ 293,283	\$ 228,444	\$ 356,688	\$ 2,259,349	\$ 770,510	\$ 943,426	\$ 733,061
National Collegiate Preparatory Public Charter High School	\$ 3,130,965	\$ 350,512	\$ 90,980	\$ 3,572,457	\$ 2,374,235	\$ 568,558	\$ 463,996	\$ 356,345	\$ 3,763,134	\$ (190,677)	\$ 32,959	\$ 5,684
Next Step Public Charter School	\$ 2,761,014	\$ 129,704	\$ 803,675	\$ 3,694,393	\$ 1,926,437	\$ 355,125	\$ 213,483	\$ 313,302	\$ 2,808,347	\$ 886,046	\$ 2,188,801	\$ 803,364
Options Public Charter School	\$ 11,514,825	\$ 2,084,957	\$ 109,427	\$ 13,709,209	\$ 9,343,459	\$ 1,522,809	\$ 1,310,402	\$ 1,127,783	\$ 13,304,453	\$ 404,756	\$ 4,689,869	\$ 2,236,597
Paul Public Charter School	\$ 8,459,321	\$ 737,293	\$ 249,467	\$ 9,446,081	\$ 5,783,010	\$ 1,193,744	\$ 488,636	\$ 1,349,686	\$ 8,815,076	\$ 631,005	\$ 6,398,873	\$ 688,191
Perry Street Preparatory Public Charter School	\$ 14,279,724	\$ 2,091,968	\$ 312,628	\$ 16,684,320	\$ 8,870,136	\$ 2,475,657	\$ 1,749,332	\$ 1,513,485	\$ 14,608,610	\$ 2,075,710	\$ 6,845,921	\$ 508,571
Potomac Lighthouse Public Charter School	\$ 4,740,154	\$ 464,365	\$ 121,314	\$ 5,325,833	\$ 2,484,625	\$ 782,461	\$ 796,206	\$ 832,016	\$ 4,895,308	\$ 430,525	\$ 259,019	\$ 379,645
Richard Wright Public Charter School for Journalism and Media Arts	\$ 2,090,608	\$ 587,235	\$ 269,074	\$ 2,946,917	\$ 1,233,939	\$ 300,000	\$ 451,257	\$ 242,781	\$ 2,227,977	\$ 718,940	\$ 716,932	\$ 564,954
Roots Public Charter School	\$ 1,587,075	\$ -	\$ 253,198	\$ 1,840,273	\$ 1,025,130	\$ 357,172	\$ 286,275	\$ 88,392	\$ 1,756,969	\$ 83,304	\$ 1,120,917	\$ 1,073,910
St. Coletta Special Education Public Charter School	\$ 12,095,237	\$ 324,744	\$ 2,990,876	\$ 15,410,857	\$ 10,504,070	\$ 2,659,458	\$ 1,339,425	\$ 907,904	\$ 15,410,857	\$ -	\$ -	\$ 257,950
SEED Public Charter School of Washington, D.C.	\$ 12,583,218	\$ 1,132,043	\$ 471,651	\$ 14,186,912	\$ 8,767,713	\$ 2,115,152	\$ 1,830,648	\$ 1,498,598	\$ 14,212,111	\$ (25,199)	\$ 15,751,714	\$ 4,128,971
Septima Clark Public Charter School	\$ 3,281,401	\$ 1,253,565	\$ 550,722	\$ 5,085,688	\$ 2,724,065	\$ 624,141	\$ 1,488,306	\$ 174,708	\$ 5,011,220	\$ 74,468	\$ 1,414,380	\$ 2,341,275

FY2012 Public Charter School Revenue vs Expenditure Report (audited results)

Name of Public Charter School	2012 DC Funding Allocation	2012 Federal Revenue	Other 2012 Revenue	2012 Total Revenue	2012 Personnel Expenses	2012 Occupancy Expenses	2012 Direct Student Costs	2012 Other Expenses	2012 Total Expenses	2012 Surplus (Deficit)	Net Assets	Cash & Cash Equivalents
Shining Stars Montessori Academy Public Charter School	\$ 861,940	\$ 254,282	\$ 168,317	\$ 1,284,539	\$ 520,770	\$ 105,947	\$ 195,234	\$ 134,303	\$ 956,254	\$ 328,285	\$ 407,766	\$ 308,392
Thurgood Marshall Academy Public Charter School	\$ 5,769,887	\$ 1,040,487	\$ 1,548,265	\$ 8,358,639	\$ 4,887,977	\$ 2,561,660	\$ 499,581	\$ 1,407,726	\$ 9,356,944	\$ (998,305)	\$ 2,008,541	\$ 4,199,775
Tree of Life Community Public Charter School	\$ 4,410,496	\$ 846,405	\$ 215,361	\$ 5,472,262	\$ 3,614,618	\$ 793,308	\$ 589,548	\$ 502,409	\$ 5,499,883	\$ (27,621)	\$ 1,375,477	\$ 277,971
Two Rivers Public Charter School	\$ 7,029,872	\$ 722,204	\$ 317,955	\$ 8,070,031	\$ 4,808,407	\$ 1,520,697	\$ 735,105	\$ 570,117	\$ 7,634,326	\$ 435,705	\$ 4,927,184	\$ 3,605,552
Washington Latin Public Charter School	\$ 7,868,516	\$ 839,084	\$ 620,205	\$ 9,327,805	\$ 5,209,221	\$ 1,157,968	\$ 845,583	\$ 1,270,144	\$ 8,482,916	\$ 844,889	\$ 817,094	\$ 671,262
Washington Mathematics Science Technology Public Charter School	\$ 5,464,207	\$ 866,825	\$ 92,355	\$ 6,423,387	\$ 4,108,365	\$ 837,506	\$ 894,882	\$ 502,915	\$ 6,343,668	\$ 79,719	\$ 71,202	\$ 86,514
Washington Yu Ying Public Charter School	\$ 5,369,388	\$ 480,532	\$ 962,840	\$ 6,812,760	\$ 3,227,139	\$ 1,056,132	\$ 495,015	\$ 641,268	\$ 5,419,554	\$ 1,393,206	\$ 4,801,996	\$ 3,521,628
William E. Doar, Jr. Public Charter School for the Performing Arts	\$ 6,311,070	\$ 774,791	\$ 132,448	\$ 7,218,309	\$ 4,508,709	\$ 1,441,634	\$ 565,309	\$ 670,154	\$ 7,185,806	\$ 32,503	\$ (884,720)	\$ 737,177
Youthbuild Public Charter School	\$ 1,763,019	\$ 654,791	\$ 167,503	\$ 2,585,313	\$ 1,456,935	\$ 345,302	\$ 552,586	\$ 204,932	\$ 2,559,755	\$ 25,558	\$ 955,528	\$ 685,025
TOTALS:	\$ 501,951,484	\$ 70,491,114	\$ 38,760,308	\$ 611,202,906	\$ 345,267,297	\$ 93,892,316	\$ 60,474,024	\$ 64,584,106	\$ 564,217,742	\$ 46,985,164	\$ 250,270,544	\$ 183,588,711

**FY2013 Public Charter School Revenue Report
(unaudited)**

Name of Public Charter School	2013 DC Funding Allocation	2013 Federal Revenue	Other 2013 Revenue	2012 Total Revenue
Achievement Prep Academy Public Charter School	\$ 4,463,541	\$ 622,026	\$ 226,815	\$ 5,312,382
AppleTree Early Learning Public Charter School	\$ 10,814,503	\$ 384,273	\$ 718,050	\$ 11,916,826
Arts and Technology Academy Public Charter School	\$ 9,618,141	\$ 1,243,300	\$ 187,000	\$ 11,048,441
BASIS DC Public Charter School	\$ 6,230,793	\$ 255,000	\$ 205,000	\$ 6,690,793
Booker T. Washington Public Charter School	\$ 5,433,144	\$ 392,000	\$ 90,000	\$ 5,915,144
Bridges Public Charter School	\$ 3,206,756	\$ 94,315	\$ 107,606	\$ 3,408,677
Capital City Public Charter School	\$ 15,755,397	\$ 2,177,191	\$ 970,168	\$ 18,902,756
Carlos Rosario International Public Charter School	\$ 18,636,385	\$ 505,500	\$ 451,000	\$ 19,592,885
Center City Public Charter School	\$ 21,466,758	\$ 223,400	\$ 484,886	\$ 22,175,044
Cesar Chavez Public Charter Schools for Public Policy	\$ 23,168,978	\$ 2,491,398	\$ 757,156	\$ 26,417,532
Community Academy Public Charter School	\$ 27,472,411	\$ 1,444,400	\$ 764,507	\$ 29,681,318
Creative Minds International Public Charter School	\$ 2,052,102	\$ -	\$ -	\$ 2,052,102
DC Bilingual Public Charter School	\$ 6,153,702	\$ 368,128	\$ 413,735	\$ 6,935,565
DC Prep Public Charter School	\$ 16,712,444	\$ 2,993,485	\$ 2,283,706	\$ 21,989,635
DC Scholars Public Charter School	\$ 2,735,450	\$ -	\$ -	\$ 2,735,450
Eagle Academy Public Charter School	\$ 12,780,471	\$ 558,600	\$ 1,274,741	\$ 14,613,812
Early Childhood Academy Public Charter School	\$ 3,668,392	\$ 155,000	\$ 334,561	\$ 4,157,953
Education Strengthens Families Public Charter School	\$ 5,031,804	\$ 66,200	\$ 135,069	\$ 5,233,073
E.L. Haynes Public Charter School	\$ 16,889,806	\$ -	\$ -	\$ 16,889,806
Elsie Whitlow Stokes Community Freedom Public Charter School	\$ 5,455,641	\$ -	\$ -	\$ 5,455,641
Excel Academy Public Charter School	\$ 7,319,564	\$ 601,714	\$ 295,628	\$ 8,216,906
Friendship Public Charter School	\$ 60,982,399	\$ 10,851,516	\$ 1,845,828	\$ 73,679,743
Hospitality Public Charter School	\$ 4,290,726	\$ 558,782	\$ 1,666,700	\$ 6,516,207
Howard Road Academy Public Charter School	\$ 9,987,695	\$ 1,623,255	\$ 190,310	\$ 11,801,260
Howard University Middle School of Mathematics and Science Public Charter School	\$ 4,354,506	\$ 235,000	\$ 1,570,000	\$ 6,159,506
*Ideal Academy Public Charter School	\$ 5,074,455	\$ 938,101	\$ 128,403	\$ 6,140,959
Integrated Design & Electronics Academy Public Charter School	\$ 4,290,726	\$ 785,892	\$ 118,977	\$ 5,195,595
Hope Community Public Charter School	\$ 12,332,221	\$ -	\$ 45,489	\$ 12,377,710
Imagine Southeast Public Charter School	\$ 9,196,917	\$ -	\$ -	\$ 9,196,917
Inspired Teaching Demonstration Public Charter School	\$ 3,022,502	\$ -	\$ -	\$ 3,022,502
KIPP DC Public Charter School	\$ 49,927,459	\$ 7,211,060	\$ 6,019,322	\$ 63,157,841
Latin American Montessori Bilingual Public Charter School	\$ 4,966,682	\$ 247,800	\$ 304,600	\$ 5,519,082
LAYC Career Academy Public Charter School	\$ 1,669,409	\$ -	\$ -	\$ 1,669,409
Mary McLeod Bethune Day Academy Public Charter School	\$ 5,556,368	\$ 497,892	\$ 7,000	\$ 6,061,260
Maya Angelou Public Charter School	\$ 11,083,571	\$ 674,016	\$ -	\$ 11,757,587
Meridian Public Charter School	\$ 9,378,061	\$ 498,639	\$ 1,689,848	\$ 11,566,548
Mundo Verde Public Charter School	\$ 4,123,515	\$ 380,802	\$ 420,493	\$ 4,924,810
National Collegiate Preparatory Public Charter High School	\$ 5,137,132	\$ 403,700	\$ -	\$ 5,540,832
Next Step Public Charter School	\$ 4,045,142	\$ 194,867	\$ 462,684	\$ 4,702,693
Options Public Charter School	\$ 14,055,850	\$ 1,710,182	\$ 27,600	\$ 15,793,632
Paul Public Charter School	\$ 7,792,685	\$ -	\$ -	\$ 7,792,685
Perry Street Preparatory Public Charter School	\$ 14,963,232	\$ 1,602,538	\$ 195,540	\$ 16,761,310
Potomac Lighthouse Public Charter School	\$ 5,904,389	\$ 539,452	\$ 41,088	\$ 6,484,929
Richard Wright Public Charter School for Journalism and Media Arts	\$ 3,425,540	\$ 591,071	\$ 12,214	\$ 4,028,825
Roots Public Charter School	\$ 1,685,794	\$ 96,000	\$ 32,574	\$ 1,814,368
St. Coletta Special Education Public Charter School	\$ 12,154,891	\$ 170,000	\$ 3,485,788	\$ 15,810,679
SEED Public Charter School of Washington, D.C.	\$ 12,924,625	\$ 924,280	\$ 545,000	\$ 14,393,905
Septima Clark Public Charter School	\$ 3,570,131	\$ 329,166	\$ 617,260	\$ 4,516,557
Shining Stars Montessori Academy Public Charter School	\$ 898,753	\$ 229,578	\$ 26,961	\$ 1,155,292
Thurgood Marshall Academy Public Charter School	\$ 6,130,328	\$ 1,373,635	\$ 1,662,356	\$ 9,166,319
Tree of Life Public Charter School	\$ 4,902,238	\$ 594,000	\$ 205,146	\$ 5,701,384
Two Rivers Public Charter School	\$ 7,529,945	\$ 497,101	\$ 230,722	\$ 8,257,768
Washington Latin Public Charter School	\$ 8,387,574	\$ 155,000	\$ 482,700	\$ 9,025,274
Washington Yu Ying Public Charter School	\$ 6,786,878	\$ -	\$ -	\$ 6,786,878

**FY2013 Public Charter School Revenue Report
(unaudited)**

William E. Doar, Jr. Public Charter School for the Performing Arts	\$	6,517,003	\$	879,704	\$	79,142	\$	7,475,849
Washington Mathematics Science Technology Public Charter School	\$	5,753,183	\$	551,000	\$	100,000	\$	6,404,183
Youthbuild Public Charter School	\$	2,085,552	\$	682,226	\$	55,250	\$	2,823,028
TOTALS:	\$	559,954,258	\$	50,602,184	\$	31,968,623	\$	642,525,065

*Data is from 2011

New FY13 school that opened August 2012

d. Please provide the following:

Projected facilities costs for each PCS for SY13-14

This information is contained in the projected PCS SY13-14 budgets, which will not be available until after PCSB receives them from schools by the June 1 deadline. PCSB pledges to submit all PCS projected facilities costs for SY13-14 by June 30.

Please see a separate attachment appended at the end; PCS Facilities Exp – Proj. FY13-14

For background, below are three sample facilities templates.

Exhibit A1: DC PUBLIC CHARTER SCHOOL
 FACILITY COST TEMPLATE - FY14 FACILITIES EXPENDITURE PROJECTIONS (inclusive of utilities,
 maintenance and reserve requirements) as of December 31, 2013

LEASED FACILITY COSTS	FY14 (Projected)
Utilities	6,603,359
Maintenance	6,260,060
Direct lease payments	31,997,770
Additional lease payments (CAM charges, etc.)	968,186
Real estate taxes (if applicable)	219,546
Property Insurance	596,084
Amortization of leasehold improvements & FFE	8,618,422
Debt service for LHI & FFE:	
Interest	5,419,863
Principal	2,306,277
Other Finance Costs being amortized	247,277
Capital expenses (major repairs), not financed	4,108,522
Lender Required Reserves	3,010,160
TOTAL LEASED FACILITY COSTS	70,355,526
OWNED FACILITY COSTS	
Utilities	3,979,137
Maintenance	5,238,726
Real estate taxes (if applicable)	31,800
Property Insurance	612,116
Depreciation of building/improvements/FFE	10,539,193
Debt service for mortgage financing:	
Interest	12,605,859
Principal	6,418,406
Other Finance Costs being amortized	1,456,104
Capital Expenses (major repairs), not financed	1,168,195
Lender Required Reserves	7,075,547
TOTAL OWNED FACILITY COSTS	49,125,083
TOTAL FACILITY COSTS	119,480,609
Divided by enrollment (reported - representative of reporting PCS)	31,392
Per Pupil Facility Costs (A): Current Space (unweighted avg)	\$ 3,806

PCSB

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Exhibit A2: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE - FY14 FACILITIES EXPENDITURE PROJECTIONS (exclusive of utilities and
maintenance; inclusive of reserve requirements) as of December 31, 2013

LEASED FACILITY COSTS	FY14 (Projected)
Utilities	-
Maintenance	-
Direct lease payments	31,997,770
Additional lease payments (CAM charges, etc.)	968,186
Real estate taxes (if applicable)	219,546
Property Insurance	596,084
Amortization of leasehold improvements & FFE	8,618,422
Debt service for LHI & FFE:	
Interest	5,419,863
Principal	2,306,277
Other Finance Costs being amortized	247,277
Capital expenses (major repairs), not financed	4,108,522
Lender Required Reserves	3,010,160
TOTAL LEASED FACILITY COSTS	57,492,107
OWNED FACILITY COSTS	
Utilities	-
Maintenance	-
Real estate taxes (if applicable)	31,800
Property Insurance	612,116
Depreciation of building/improvements/FFE	10,539,193
Debt service for mortgage financing:	
Interest	12,605,859
Principal	6,418,406
Other Finance Costs being amortized	1,456,104
Capital Expenses (major repairs), not financed	1,168,195
Lender Required Reserves	7,075,547
TOTAL OWNED FACILITY COSTS	39,907,220
TOTAL FACILITY COSTS	97,399,327
Divided by enrollment (reported - representative of reporting PCS)	31,392
Per Pupil Facility Costs (A): Current Space (unweighted avg)	\$ 3,103

Exhibit A3: DC PUBLIC CHARTER SCHOOL
FACILITY COST TEMPLATE - FY14 FACILITIES EXPENDITURE PROJECTIONS (exclusive of utilities,
maintenance and reserve requirements) as of December 31, 2013

LEASED FACILITY COSTS	FY14 (Projected)
Utilities	-
Maintenance	-
Direct lease payments	31,997,770
Additional lease payments (CAM charges, etc.)	968,186
Real estate taxes (if applicable)	219,546
Property Insurance	596,084
Amortization of leasehold improvements & FFE	8,618,422
Debt service for LHI & FFE:	
Interest	5,419,863
Principal	2,306,277
Other Finance Costs being amortized	247,277
Capital expenses (major repairs), not financed	4,108,522
Lender Required Reserves	-
TOTAL LEASED FACILITY COSTS	54,481,947
OWNED FACILITY COSTS	
Utilities	-
Maintenance	-
Real estate taxes (if applicable)	31,800
Property Insurance	612,116
Depreciation of building/improvements/FFE	10,539,193
Debt service for mortgage financing:	
Interest	12,605,859
Principal	6,418,406
Other Finance Costs being amortized	1,456,104
Capital Expenses (major repairs), not financed	1,168,195
Lender Required Reserves	-
TOTAL OWNED FACILITY COSTS	32,831,673
TOTAL FACILITY COSTS	87,313,620
Divided by enrollment (reported - representative of reporting PCS)	31,392
Per Pupil Facility Costs (A): Current Space (unweighted avg)	\$ 2,781

Question 3. Please describe the efforts planned, including associated spending plan, for FY14 to unify the public charter school application and admissions process.

In 2013 PCSB took a lead role in helping to address the challenges parents face in applying to charter schools. We facilitated the creation of a common application deadline, with more than 45 LEA's representing 91 campuses voluntarily adopting the common application deadline of March 15, the lottery deadline of March 22, and April 12 as the deadline for parents to commit to a lottery spot. These campuses used to have more than 30 deadlines – now they have one. We launched a major promotional effort around the city so that parents were aware of this deadline. Early indicators show a huge increase in applications and we are currently collecting data on the number of newly accepted students, final application numbers, waiting list data, and information on available seats.

We are now in early discussions with these schools about creating a common system of choice as a pilot in FY14 and are optimistic that we will have the same sort of voluntary participation as we had with the common deadline in FY13. We have also been actively collaborating with DCPS to create a common application and lottery system across charters and DCPS. For coming year's pilot we are planning to use philanthropic and existing operating funds. However as we are still creating a detailed budget, we may learn throughout the spring and summer that more funds are required. As we learn more we pledge to share ongoing updates with the DC Council. We expect to learn more about ongoing operating costs through this pilot and anticipate submitting a budget request for 2014-15.

There are four major work streams in the next phase of this project: policy decisions, parent education, technical solutions, and school level communication.

To create policies to govern a common system charter LEAs and DCPS will need to collaborate on business rules for a common application and lottery such as the number of schools to which students can apply and the role of waitlists and policy decisions for mid-year placement. Given the power and flexibility of the lottery algorithm, many of these decisions can look different for each LEA – the business rules just need to be transparent and documented. Costs associated with this work stream are estimated at \$100,000 for a project manager who will convene school leaders, document business rules and decision-making, and manage the project overall – including the remaining work streams.

The second work stream, parent education, includes creating comprehensive, easy to access school program information and providing clear guidance on the application and lottery process. This work includes paid and earned media, resources, website material but most importantly additional capacity for high-touch assistance for parents who may need more help navigating a new system. Costs associated with this work stream are estimated at \$500,000.

The technical work stream includes the web-based interface (and possibly a synonymous paper-based application) for a common online application reflecting the agreed upon business

rules as well as the lottery algorithm that work behind the scenes to match students with their preferred schools using the agreed upon business rules. Costs related to the website and application integration are estimated at \$100,000 and the cost for the algorithm is \$300,000-\$400,000.

School level communications are the least costly, but perhaps most important work stream. This work stream includes engaging deeply with the LEAs upfront as part of the opt-in process and decision-making process. This also includes sharing data and improving data processes before and after the lottery. Costs related to this are included in the staff-time associated with the first work stream.

Project Requirement	Budget Requirement	Notes
Project Manager	\$100,000	Fulltime project manager salary and benefits
Website development	\$100,000	Website required to accommodate PCS applications
Parent Education Campaign	\$500,000	Effort to spread the word to parents and other vested stakeholders
Application Integration Algorithm	\$400,000	Algorithm to integrate PCS applications into website
Other unidentified costs	\$10,000	
Total Costs	\$1,110,000	

We anticipate incurring approximately \$50K of staff expense in excess of funds raised through philanthropic sources.

Question 4. Please provide the Committee with a narrative explanation and detailed spending plan for how the PCSB will serve to support public charter schools in meeting truancy prevention requirements, including tracking of student referrals from charter schools to District agencies.

PCSB enforces truancy regulations through Quarterly Truancy Reports, PCSB Truancy Policy, monthly CFSA notifications and individualized contacts with schools highlighted in our bi-weekly data review meetings. Each of these processes is outlined below:

Quarterly Truancy Reports

PCSB staff provides quarterly truancy reports to LEAs. These reports show the number and percent of unexcused absences for each school. It also displays truancy rates broken down by the following grade levels: elementary, middle, and high school, so schools may see if their truancy numbers are an outlier as compared with the rest of the sector. Following the first quarter, data indicating ways in which the school has improved (or declined) is added to these reports through the Truancy Policy.

PCSB staff will satisfy these tasks: \$25K estimate (staff salaries)

PCSB Truancy Policy

- Truancy is the accumulation of multiple unexcused absences. A school's truancy rate will be based on the percentage of students with 10 or more unexcused absences (ages 5-13 for Elementary school/Middle school students) or 25 or more unexcused absences (ages 14-17 for High school), as written in the DCMR and in the South Capitol Street Memorial Act.
- PCSB divides each academic year into four quarters. For the first quarter, PCSB provides schools with baseline data including their overall truancy rate, total number of unexcused absences, total number of excused absences, percentage of instructional days lost for all students, and the number and names of all students who were excessively truant (10 or more days for students ages 5-13 or elementary school; 25 or more days for students ages 14-17 or high school).
- Traditional LEAs must maintain a truancy rate at or below 20% on a quarterly basis. At the end of the second quarter, schools that have a truancy rate over 20% will be subject to a Board Notice of Concern (the rate of 20% will be piloted in SY 2012-2013 and will not result in a Board Notice of Concern).
- Officially designated alternative LEAs must maintain a truancy rate at or below 25% on a quarterly basis. At the end of the second quarter, schools that have a truancy rate over 25% will be subject to a Board Notice of Concern

- The Board Notice of Concern can be lifted the following quarter based upon improvement in the following categories:
 - Ø Improvement in the percentage of instructional days lost for the whole school (defined as total unexcused + total excused / total # days enrolled)
 - Ø Improvement in attendance for the majority of students who were defined as truant (10 days/ 25 days) in the previous quarter(s)
 - Ø Maintaining a truancy rate lower than 20% for the school population (25% for alternative LEAs), excluding those already counted as truant in the first quarter. (For the whole school population, including previously truant students, the truancy rate cannot exceed 30%.)
- Factors such as documented due diligence in areas of school-parent communication, interventions, best practices, etc. may be taken into consideration at the discretion of the board.
- All Board Notices of Concern would be lifted at the end of the year and the school would start fresh the next year.
- It is the Board's discretion to determine whether a Notice of Concern is lifted if a school's truancy rate decreases only due to truant students being expelled or withdrawn.

PCSB staff will satisfy these tasks: \$50K estimate (staff salaries)

CFSA and DC Superior Court Notifications

PCSB staff sends monthly email notification to schools indicating how many students have 10+ unexcused absences (for ages 5-13) or 25+ unexcused absences (for ages 13-17) according to the data in our system. The purpose of the email is to serve as a reminder to the schools that they are mandatory reporters for educational neglect, and should have contacted CFSA or DC Superior Court to report these particular students. At the same time, PCSB sends to CFSA the number of students each LEA should be referring, which allows CFSA the opportunity to reconcile the difference. PCSB also provides links to documents that schools may find useful for tracking truancy and documenting interventions (created by DCPS). Additionally, we provide the contact information for CFSA and DC Superior Court.

PCSB staff will satisfy these tasks: \$25K estimate (staff salaries)

Bi-Weekly Data Meetings

PCSB staff and leadership analyze charter data bi-weekly, including truancy data and PCSB leadership may reach out to schools on a case-by-case basis. Additionally, at these meetings, PCSB staff discusses which schools should be audited for their truancy and attendance data (if it falls under the trigger audit policy or is an outlier). For example, a school was audited for having zero unexcused absences, which alerted staff that the school may be inaccurately submitting their data. The audit revealed that the school was indeed submitting inaccurate data and was thus issued a Board Notice of Concern.

PCSB staff will satisfy these tasks: \$157K (staff salaries)

Task	Budget Requirement
Quarterly Truancy Reports	\$25,239
PCSB Truancy Policy	\$50,469
CFSA and DC Superior Court Notifications	\$25,400
Bi-Weekly Data Meetings	\$156,758
Total Costs	\$257,866

Question 5. Please describe any other programmatic expansions, mayoral initiatives or anticipated reductions for FY14. Please provide a breakdown by program and provide a detailed description, including FY14 spending plans, the target population to be served, and the name and title of the PCSB employee responsible for the initiative.

	Programmatic expansion	Spending plan	Target population to be served	PCSB employee responsible
(1)	Residency Fraud	\$25,000	DC families/ DC officials	Nicole Streeter/ Charlene Haigler-Mickles
(2)	Common Application	\$25,000	DC families/ DC officials	Clara Hess
(3)	Strategic Planning capacity	\$100,000 (FTE)	DC families	Clara Hess
(4)	Dropout Reduction Strategy	\$100,000 (FTE)	DC families	Scott Pearson

1. PCSB began investigating residency fraud cases for public charter schools in FY13. For suspected residency fraud cases, PCSB provides information received to an external licensed DC investigator, who conducts an investigation. At the conclusion of each investigation, the investigator informs PCSB whether the parent or caregiver is a resident of the District of Columbia. PCSB informs the school and the parent or caregiver of the results. This requirement continues to place additional strain on our budget and is expected to do so during FY14. We seek funding to be able to continue performing this function.
2. PCSB has taken a lead role in helping to address the challenges parents face in applying to charter schools. We facilitated the creation of a common application deadline, with more than 45 LEA's representing 91 campuses voluntarily adopted the common application deadline of March 15. These campuses used to have more than 30 deadlines – now they have one. We launched a major promotional effort around the city so that parents are aware of this deadline. We are now in early discussions with these schools about creating a common system of choice and are optimistic that we will have the same sort of voluntary participation as we had with the common deadline. This requirement will undoubtedly place strain on our budget during FY14. We seek funding to be able to performing this function at a high level. (See answer to question 3 for a more detailed description of this common application and enrollment process.)
3. PCSB will continue contributing to the work by the DC Council and the Mayor around shaping a vision for improved coordination between the charter sector, DCPS, and other city agencies. This includes demographic and facilities analysis, research into practices in other cities, and policy development. As in FY13, we anticipate incurring considerable staff time in FY14 as well as potential expenditures in consultants and local travel.

4. We anticipate contributing to a city-wide study, conducted under the aegis of Raise DC, on a cross-sector strategy to reduce dropouts and improve high school graduation rates.

Question 6. What is the current process and board policy for existing public charters to open a new campus?

- a. What criterion is needed to garner board approval?**
- b. Does the board factor in community outreach/input into the decision to grant the request?**
- c. Please provide the committee with the PCSB's policy on charter expansion and replication. In addition, please describe the process and timeline a school must go through to notify the board and obtain approval for a new campus.**

Existing schools that want to open a new campus (replicate its existing school model with no change in grade configuration) must submit a charter amendment request to the PCSB three months prior to the change going into effect.

A school submits a request by completing a template that guides the school through a series of questions about their past and current academic performance, sustained enrollment over the course of the year (i.e. low numbers of mid-year withdrawals), and fiscal and operational health to ensure that they are in a position to replicate.

Once the request is submitted, PCSB notifies the ANC(s) of the proposed replicated campus(es) and submits a notice to the DC Register and several newspapers, as required by law. PCSB reviews the template, conducts their own analysis of the school's performance, and meets with the leadership of the school, and holds a public hearing.

PCSB prepares a "staff recommendation," which takes into consideration feedback received from the public hearing (both written and oral testimony), ANCs, the quality of the school's academic and non-academic performance, and its plans to replicate.

PCSB Board makes the final decision by voting at a public meeting to approve or deny the school's request.

a. What criterion is needed to garner board approval?

A school will generally be approved to open a new campus if it is in Tier 1, has a history of compliance with PCSB policies and applicable laws, can demonstrate a need for the additional campus through enrollment fulfillment rates and a history of waiting lists, and is in strong financial health. The school must also demonstrate that it can continue to provide the same high quality education to both the existing and new students through its expansion plans.

b. Does the board factor in community outreach/input into the decision to grant the request?

PCSB's charter amendment template asks about the school's outreach to its families, the community to which it will locate, and the ANCs of the impacted areas. PCSB staff also notifies the impacted ANCs, announces the request in the DC Register and newspapers, through a press release, and on our website. PCSB also holds a public hearing for the decision and holds public hearing sessions at the opening and close of every PCSB Board meeting.

c. Please provide the committee with the PCSB's policy on charter expansion and replication. In addition, please describe the process and timeline a school must go through to notify the board and obtain approval for a new campus.

PCSB encourages high-performing charter schools to expand the number of students served and to replicate campuses, provided this is done in a way that does not put the quality of the school at undue risk. If a high-quality school seeks to serve additional grades, the board carefully reviews the school's proposal to ensure they can serve the new grades at the same quality as the existing grades.

While PCSB has considered neighborhood opinion in cases of charter expansion and replication, we have generally supported a school's desired location provided the school can make a demonstrated case for need. This practice stems from the city-wide enrollment of charters, the dearth of high-quality seats across all grades in most District neighborhoods, and the challenges in finding suitable facilities.

In the future PCSB seeks to be more explicit about identifying areas of particularly high need, working in collaboration with our city partners. However, PCSB recognizes that such identification must come with a facilities option for it to meaningfully impact school siting decisions.

The timeline was provided in the first response for question 6. The following example is provided to illustrate the timeline:

April 8: Deadline to submit charter amendment request.

April 8: Notify impacted ANCs, DC register, and newspapers

April 24 - 30: PCSB staff interacts with applicants to further research the request and the school's capacity to expand.

May 20: Public Hearing

June 17: PCSB Board votes at public meeting

(Please see PCSB Handbook for Submitting Proposed Amendments, Requests, and Notices, which is appended to this document.)

Question 7. One performance metric that the board has been working on has been its collection and analyzing of data. Please update the Committee on how the board has improved its data collection for its oversight functions.

PCSB staff collects data from schools to be used for a variety of reasons including the following: to inform policy; provide schools with sector-level trends; ensure compliance of applicable law; provide transparency to the public and stakeholders; identify schools that may be outliers in regards to truancy, discipline, student populations served, and disparities in performance of subgroups within a school. These data are currently being shared with schools via spreadsheets as we continue to build dashboards.

The following databases house the data that PCSB uses for the aforementioned reasons:

Epicenter

Schools submit documents into Epicenter related to compliance, governance, operations, finance and academic performance. Once submitted, PCSB staff “approves” or “rejects” the document based on the content, accuracy and completion. Documents that are rejected are returned to the school to be resubmitted—in some cases, if the school does not fix the issue that caused the document to be rejected, it can lead to a Board Notice of Concern. Schools that were in danger of receiving a Board Notice of Concern this school year have worked diligently to fix their compliance issues and thus avoid the Notice (e.g., obtaining an accurate Certificate of Occupancy). Schools must submit the following documents into Epicenter on an annual, quarterly, or monthly basis, depending on the document:

- DC CAS test schedule and test plan
- High school course offerings catalogue
- Summer school enrollment
- Enrollment wait list
- ESEA highly qualified teacher status report
- Student Handbook/ discipline plan
- School Organization Chart
- Basic business license
- Certificate of Occupancy
- Emergency response plan (or assurance)

- English Language Learner student list
- Lease/ purchase agreement
- School Nurse/ certified staff to administer medication
- Lottery procedures
- Printed application
- Enrollment projections
- Annual budget
- Annual financial audit
- Auditor engagement letter
- Facilities expenditure data inputs
- IRS form 9990 or Extension
- Monthly financial statements
- Procurement contract
- Quarterly financial statements
- Accreditation status
- Annual report
- Articles of Incorporation
- Board bylaws
- Board meeting approved minutes
- Board roster
- Charter Amendment
- Charter Board calendar
- Increase enrollment ceiling request
- Litigation proceedings calendar

- Technology plan
- Certificate of insurance
- Employee handbook
- School calendar
- Sexual violation protocol assurance policy
- Staff/ volunteer background checks assurance
- Staff/ volunteer roster
- Teacher retirement withholding

ProActive

ProActive is PCSB’s primary tool for collecting student-level data. PCSB staff holds bi-weekly data meetings to look at the data as a group and identify trends and discuss how our policies should be tweaked based on the data. PCSB staff also monitors data submission compliance through ProActive; any school that does not submit their data may receive an Out-of-Compliance Notice, which can ultimately lead to a Board Notice of Concern. The data housed here is also used to create quarterly truancy reports, which are sent to schools and inform them of their truancy rates, and whether their attendance is improving or not (Truancy Policy—see above).

Data in ProActive is pulled monthly and used to alert schools of how many students have reached the truancy point (10/25+ unexcused days) and thus should have been reported to CFSA. Additionally, PCSB staff analyzes the data on a monthly basis and conducts audits based on the Attendance & Discipline Audit Policy (as well as random audits on schools with outlier data). These audits assure data quality by investigating unclear or suspicious attendance or discipline data. Audits have been conducted thus far to determine if schools are accurately submitting unexcused and excused data into their Student Information Systems, to determine if schools are consistently following their own Attendance Policies, and to determine what types of behavioral infractions are leading schools to suspend students and classify it as “other charter.”

The data in ProActive is also used to determine the attendance rates reported in the Performance Management Framework (PMF), PCSB’s framework for tiering schools based on academic performance. It is also used to monitor enrollment and mid-year withdrawal. Re-enrollment is reported on the PMF, and mid-year withdrawal will be reported, tentatively, as a pilot to schools in the upcoming PCSB Equity Reports. Special Education audits will be conducted beginning in April (using data housed in ProActive), to determine if schools are assigning suspensions and

expulsions to students with disabilities at a higher rate than students without.

The data collected in ProActive includes:

- Student demographics
 - o Name
 - o Student identifiers
 - § OSSE: Unique Student Identifier
 - § DCPS: STARS ID (as available)
 - § PCSB: OLAMS ID (as available)
 - § PCSB: ProActive ID
 - § School: Student Information System Id (as available)
 - o Date of birth
 - o Race and ethnicity
 - o Address
 - o Parent contact information
 - o English Language Learner status
 - o Special education status
 - o DC residency status
 - o Free/reduced meal services eligibility
- Student enrollments
 - o School, including non-public special education placements
 - o Grade
 - o Entry date and reason (classified by OSSE enrollment codes)
 - o Withdrawal date and reason (classified by OSSE enrollment codes)
 - o Homeroom
- Student attendance
- Student discipline

- o Discipline type (i.e. in-school suspension, out-of-school suspension, expulsion)
- o Discipline reason (classified by PCSB discipline codes)
- o Whether or not the student was removed to an interim alternative education setting and length of removal
- o Length of suspension/expulsion
- o Education services received during removal
- School profile
 - o Name
 - o Address
 - o School type (e.g. elementary school)
 - o Grade levels served
 - o Principal name and title
 - o Year of school opening

Additionally, ProActive calculates some commonly used metrics, including:

- Enrollment
 - o Total
 - o By ethnicity
 - o By gender
 - o By race
 - o By DC ward
- Attendance
 - o Average Daily Attendance
 - o In-seat attendance
 - o Truancy, as defined by OSSE

PCSB has made a major effort to improve the timeliness and accuracy of ProActive data. Among the efforts we have undertaken include:

1. Enforcing PCSB's Attendance and Discipline Policy

The following is an excerpt from PCSB's Attendance and Discipline Data Policy: Present, tardy, and absent (excused, unexcused) must be completed on a daily basis for every student enrolled in the school for the current school year...These files must be uploaded into ProActive on a weekly basis. If, after five business days after the start of a new month, the attendance data for the previous month is less than 90% complete, an Early Warning will be sent to the data manager and principal by PCSB staff and the school will have 5 business days to submit the missing attendance data. If, after five business days, the attendance data is still missing, the school will be notified by PCSB that it has an Out-of-Compliance Violation. During any five-month period, if a school receives three or more Out-of-Compliance Violations, the school will receive a Notice of Concern from the PCSB Board, which, without immediate corrective action, may result in the school receiving a Charter Warning, which could result in charter revocation.

While there is still work to be done, we are pleased with the progress we have made. PCSB staff reached out to 12 schools that had questionable data and asked them to explain unusually low numbers of unexcused absences relative to the number of excused absence submissions. All but one of these schools adequately explained their reasons. For that school, PCSB staff did an onsite audit of their excused absence documentation to determine if the school was following their attendance policy. The outcome of the audit showed that the school was not following its policy with fidelity and the school was issued a Notice of Concern by the PCSB Board. Ultimately the LEA implemented several steps in their recording and documentation process to ensure more accurate data quality for attendance and PCSB is continuing to monitor the accuracy of their data.)

2. Enforcing PCSB's Data Submission Policy

This policy requires charter schools to submit discipline and attendance data to ProActive once a month. Schools that do not submit their data on time will receive an out-of-compliance notice and will be brought before the Board if they receive three Notices over a period of five months. Due to PCSB's vigilant monitoring of school's data submissions, the number of late attendance and discipline submissions had dramatically decreased (see below) and only one school (Meridian PCS) this year has failed to meet the submission policy. The tables below show how the number of Early Warning and Out-of-Compliance notices for late attendance and discipline submissions have generally decreased. (see charts below)

Attendance Data Submissions

Date PCSB Sent Notice	Type of Notice	# of schools that PCSB sent Notice
10/9/2012	Early Warning – August and September data	67
<i>10/16/2012</i>	<i>Out-of Compliance – August and September data</i>	<i>15</i>
11/8/2012	Early Warning – October data	42
<i>11/16/2012</i>	<i>Out-of Compliance – October data</i>	<i>8</i>
12/6/2012	Early Warning – November data	16
<i>12/14/2012</i>	<i>Out-of-Compliance – November data</i>	<i>3</i>
1/8/2013	Early Warning – December data	9
<i>1/15/2013</i>	<i>Out-of-Compliance – December data</i>	<i>3</i>
2/7/2013	Early Warning – January data	22
<i>2/14/2013</i>	<i>Out-of-Compliance- January data</i>	<i>2</i>
3/5/2013	Early Warning – February data	15
<i>3/13/2013</i>	<i>Out-of-Compliance – February data</i>	<i>7</i>

Discipline Data Submissions

Date PCSB Sent Notice	Type of Notice	# of schools that PCSB sent Notice
10/17/2012	Early Warning – August and September data	26
<i>10/24/2012</i>	<i>Out-of Compliance – August and September data</i>	<i>4</i>
11/15/2012	Early Warning – October data	12
<i>11/26/2012</i>	<i>Out-of Compliance – October data</i>	<i>5</i>
12/18/2012	Early Warning – November data	3
<i>1/2/2013</i>	<i>Out-of-Compliance – November data</i>	<i>0</i>
1/16/2013	Early Warning – December data	13
<i>1/23/2013</i>	<i>Out-of-Compliance – December data</i>	<i>2</i>
2/19/2013	Early Warning – January data	15
<i>2/26/2013</i>	<i>Out-of-Compliance- January data</i>	<i>6</i>
3/18/2013	Early Warning – February data	22
<i>3/25/2013</i>	<i>Out-of-Compliance – February data</i>	<i>5</i>

Sharepoint

PCSB uses a program, SharePoint, to facilitate file and data sharing amongst PCSB staff and with each LEA. The PCSB SharePoint program has an internal and external interface. The internal interface is what PCSB uses to store important documents, keep track of organizational goals, and test real-time data reports before releasing them to LEAs. The external interface allows schools to view their enrollment, attendance, and discipline data in customized reports. For example, schools are able to view reports that state whether they have uploaded at least 90% of their attendance. By developing a secure external interface, PCSB has been able to develop dynamic student and school level reports for LEAs to view the data they have submitted to ProActive. These reports allow schools to monitor their attendance submissions in real-time and also view reports that summarize their discipline and truancy incidents. The summary reports created by PCSB are meant to encourage schools to check that the data in ProActive accurately reflects the data in their own school information systems, and allows LEAs to compare how they are performing in these areas relative to the sector average and schools that serve similar grade levels. PCSB has plans to develop visual dashboards on its external interface for discipline, truancy, enrollment and academic performance. These dashboards will allow LEAs to drill down and evaluate how students are performing by sub-group in these areas. One dashboard that is under development is PMF performance disaggregated by subgroup.

Special Education Data System (SEDS)⁶

According to Office of the State Superintendent of Education (OSSE), the Special Education Data System (SEDS), released in 2009, is a comprehensive data system designed to support high quality, seamless service delivery for children with disabilities.

OSSE has mandated its use by all LEAs to support the goal of optimizing the ability to improve service delivery and increase compliance related to the provision of a Free Appropriate Public Education (FAPE) to all students with disabilities in the District of Columbia. SEDS allows OSSE and charter LEA leaders to meet the following critical objectives:

- 1) Clarify, and make consistent, Individualized Education Program (IEP) development, management, and historical record keeping processes;
- 2) Improve service delivery by reducing the burden of paperwork and allowing staff to focus on delivering quality instruction and services to students with disabilities;
- 3) Support best practice in special education management by allowing for student and LEA-level reporting and ensuring accurate and reliable state and federal reporting;
- 4) Facilitate compliance and quality assurance through improved data accuracy, auditing, and timeline management; and

⁶ OSSE maintains SEDS, but PCSB has access

- 5) Support seamless transitions for students via an improved process for student special education records transfer between schools and LEAs.

OSSE has granted three PCSB staff access to SEDS. As all charter LEA databases in SEDS are separate, each charter LEA has a unique web address, designated by OSSE, to access its individual data in SEDS.

Statewide Longitudinal Education Data System (SLED)⁷

According to OSSE, the Statewide Longitudinal Education Data System (SLED), initially released in 2009, is a single, comprehensive repository of student and education-related data.

PCSB currently feeds student-level enrollment data from ProActive into SLED and SEDS on a nightly basis; OSSE relies on this feed to have accurate student information in its systems. Currently, all data validation and roster validation state testing and enrollment is done in a collaborative manner in which OSSE and PCSB partner with the schools to ensure accurate student-level data. We have and continue to support the development of SLED and anticipate a day when some or all of ProActive's functions could be absorbed into SLED and the schools would feed the data directly from their student information system into the state system, as is done in many other states.

This transition should take place in a well-planned, transparent, and collaborative manner, including the public charter schools, PCSB, and OSSE, to avoid data loss or data integrity issues. It also must be accompanied by a robust data governance structure whereby it is clear how the data can and cannot be used, shared, or destroyed. In addition, a detailed data-sharing MOU between PCSB and OSSE must be created to ensure that PCSB has real-time access to the student-level data it needs to perform its authorizing decisions.

⁷ OSSE maintains SLED

Question 8. The Committee has received public testimony regarding the need for transparency within the DC Public Charter School system regarding students in special education. Since the PCSB collects data regarding the students served in DC public charter schools, what is the board’s plan to share and or publicize school level data?

OSSE oversees and houses data regarding the compliance of DC public charter schools in serving students with disabilities. PCSB works closely to obtain information from OSSE, in addition to routinely monitoring attendance and discipline data collected by PCSB from each charter school.

PCSB has in place resources and tools aligned to information obtained through OSSE, which are shared in PCSB’s public reports. The most comprehensive resource is the Special Education Performance Monitoring Tool that captures information about all aspects of the charter schools’ special education services. The monitoring tool gathers data in three ways: PCSB completes a desk audit of available data; charter schools complete a quality assurance review; and PCSB conducts a qualitative site review. This ensures that we are continuously monitoring the schools and the services they provide to special education students, both qualitatively and quantitatively.

In addition, the newly instituted Special Education Audit Policy determines flags that may trigger audits of submitted data. The policy utilizes triggers such as enrollment (inclusive of overrepresentation or underrepresentation), expulsion rates, out-of-school suspension rates, and identified OSSE compliance concerns with IEP timeliness and manifestation hearings. These triggers may be used as evidence for PCSB staff to conduct audits of special education data. Depending on the trigger, the nature of the audit can range from comparing accuracy of data systems to conducting special education desk audits and/or Quality Assurance Reviews. This policy aims to identify and address discriminatory practices that may potentially be occurring against students with disabilities.

Additionally, PCSB is in the planning stage of developing Equity Reports. These reports will show the performance of students with disabilities as compared to the rest of the student population (proficiency on DC CAS). These will be public reports, tentatively scheduled for release in summer or fall 2013.

Question 9. A criticism of Public Charter Schools is that they do not enroll as many students with special needs as traditional public schools. The data you submitted suggests that DC public charter schools enroll a smaller percentage of special needs students than DCPS. Can you please explain why this is the case and identify the steps that the PCSB is taking to encourage LEAs to accommodate more special needs children?

DCPS enrollment of students with disabilities is 14.23% of the total population, while the public charter school sector is at 12.00%. Though a 2.23% gap exists, the blanket assumption that charters are not serving as many special needs children as DCPS is misguided. For example, charter school enrollment is skewed towards the youngest and oldest levels of students -- pre-school and adult, both of which tend to have lower SPED rates -- and away from high school students, a level that tends to have higher SPED rates. Also, many charter schools make active efforts to avoid over-identifying students. Moreover, breaking down data by Special Education Level shows that charter schools vary from DCPS by no more than one percentage point in each level.

While we do not believe that the data indicates an overall issue with the charter sector, we do take a careful school-by-school look to identify potential issues. Our new audit trigger policy flags schools for audits when their percentage of special education students is low, when they serve no Level 3 and 4 students, and in several other cases.

On an annual basis, PCSB's Equity and Fidelity Assurance (EFA) team conducts Compliance Reviews, which include a reading of each LEA's charter application and enrollment forms (both physical and electronic format). PCSB staff specifically checks that the application form does not contain any questions requesting information on IEPs, 504 Plans, or special education needs. In addition, PCSB conducts "Mystery Shopper" calls to charter schools randomly during the year. PCSB staff calls schools posing as parents and keeps a record of what schools say that could potentially be interpreted as counseling out parents of a special education student. These mechanisms are in place to ensure every LEA is open, accessible, and does not discriminate against students with special education needs.

Finally, while PCSB is taking measures to ensure appropriate Child Find requirements are being implemented with fidelity, we are simultaneously working with schools to improve their tiered intervention systems so no charter is over-identifying or inappropriately identifying students with disabilities.

Question 10. In your view, is it within PCSB’s authority to implement an expedited application process for experienced charter operators? If so, please explain, providing appropriate citations where applicable. In addition, please provide the Committee with details regarding the establishment of the expedited timeline and how each of the approved operators met the requirements of incorporating community input (D.C. Code § 38-1802.03) in their petition.

Section 38-1802.03 of the School Reform Act (SRA) gives PCSB the authority to establish a schedule for receiving petitions. Nothing in the SRA limits that authority.

Rocketship Education was the only Experienced Operator approved with conditions in PCSB's first expedited process. One such condition is for Rocketship DC to implement the plan for community engagement as described in the application. This plan includes developing its regional support office 12 months in advance of the fall 2015 school opening. Once a facility is acquired, regional support office staff will begin outreach to the surrounding community. The Director of Community Development is charged with seeking strategic partnerships with local organizations, businesses and education institutions to build relationships, market the school, and enrich the school's program. Parents will be encouraged to advocate for and be a resource to their children by creating a parent/teacher council, participating in surveys, and engaging in volunteerism at the school, among other strategies.

###

LEA Name	LEASED FACILITY COSTS													TOTAL LEASED FACILITY COSTS	OWNED FACILITY COSTS										TOTAL OWNED FACILITY COSTS	TOTAL FACILITY COSTS	Projected Enrollment	Facilities Expenditure/Student
	Utilities	Maintenance	Direct lease payments	Additional lease payments (CAM charges, etc.)	Real estate taxes (if applicable)	Property Insurance	Amortization of leasehold improvements & FFE	Interest	Principal	Other Finance Costs being amortized	Capital expenses (major repairs), not financed	Lender Required Reserves	Utilities		Maintenance	Real estate taxes (if applicable)	Property Insurance	Depreciation of building/improvements/FFE	Interest	Principal	Other Finance Costs being amortized	Capital Expenses (major repairs), not financed	Lender Required Reserves					
Achievement Preparatory Academy PCS	\$ 100,000	\$ 180,000	\$ 175,000	\$ -	\$ -	\$ 165,050	\$ -	\$ 326,834	\$ 148,791	\$ 19,554	\$ -	\$ 1,095,675	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,095,675	644	\$ 1,701	
AppleTree Early Learning Center PCS	\$ 53,766	\$ 246,362	\$ 1,710,881	\$ 7,100	\$ -	\$ 184,238	\$ -	\$ -	\$ 219,792	\$ -	\$ -	\$ 2,441,693	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,441,693	630	\$ 3,876	
Arts and Technology PCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 170,000	\$ 445,000	\$ -	\$ 29,000	\$ 800,000	\$ 275,000	\$ 230,000	\$ 10,000	\$ 100,000	\$ 336,000	\$ -	\$ 2,395,000	640	\$ 3,742		
Basis DC PCS	\$ 96,000	\$ 90,000	\$ 1,986,250	\$ -	\$ -	\$ 24,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,196,250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,196,250	550	\$ 3,993	
Booker T. Washington PCS	\$ 85,000	\$ 27,000	\$ 1,050,000	\$ -	\$ 120,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,282,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,282,000	395	\$ 3,246	
Bridges PCS	\$ 73,473	\$ 88,364	\$ 456,434	\$ -	\$ -	\$ 33,231	\$ 13,251	\$ -	\$ -	\$ -	\$ 20,000	\$ 684,753	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 684,753	216	\$ 3,170	
Capital City PCS	\$ 519,120	\$ 631,411	\$ 840,996	\$ -	\$ -	\$ 21,414	\$ 1,146,277	\$ 980,942	\$ 711,202	\$ 134,348	\$ -	\$ 4,985,710	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,985,710	960	\$ 5,193	
Carlos Rosario International PCS	\$ -	\$ -	\$ 3,508,511	\$ -	\$ -	\$ 1,000,000	\$ -	\$ -	\$ -	\$ -	\$ 1,500,000	\$ 8,208,511	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,208,511	1,950	\$ 4,299	
Center City PCS	\$ 432,600	\$ 854,770	\$ 2,183,600	\$ -	\$ -	\$ 29,870	\$ 600,000	\$ -	\$ -	\$ -	\$ 435,000	\$ 4,535,840	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,535,840	1,398	\$ 3,245	
Cesar Chavez PCS for Public Policy	\$ 121,919	\$ 647,532	\$ -	\$ 242,500	\$ -	\$ 38,102	\$ 602,308	\$ -	\$ -	\$ -	\$ 100,000	\$ 1,752,361	\$ 265,000	\$ -	\$ 38,102	\$ 499,000	\$ 959,143	\$ 425,000	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 2,206,245	\$ 3,958,606	1,417	\$ 2,794
Community Academy PCS	\$ 347,867	\$ 332,387	\$ 793,011	\$ -	\$ -	\$ 15,724	\$ 753,006	\$ -	\$ -	\$ -	\$ -	\$ 2,241,995	\$ 321,546	\$ 362,768	\$ -	\$ 8,839	\$ 871,479	\$ 1,105,112	\$ 520,000	\$ 122,343	\$ -	\$ 1,000,000	\$ -	\$ 4,312,087	\$ 6,554,082	1,700	\$ 3,855	
Community College Preparatory Academy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Creative Minds International PCS	\$ 31,989	\$ 57,581	\$ 320,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,000	\$ 444,570	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 444,570	136	\$ 3,269	
D.C. Bilingual PCS	\$ 179,330	\$ 100,730	\$ 1,010,054	\$ -	\$ -	\$ 32,578	\$ 110,000	\$ -	\$ -	\$ -	\$ -	\$ 1,432,692	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,432,692	380	\$ 3,770	
D.C. Preparatory Academy PCS	\$ -	\$ 2,122	\$ 1,295,523	\$ -	\$ -	\$ -	\$ 40,196	\$ -	\$ -	\$ -	\$ -	\$ 1,337,841	\$ 206,000	\$ 426,726	\$ -	\$ 20,630	\$ 461,512	\$ 197,700	\$ 420,417	\$ 231,511	\$ -	\$ -	\$ -	\$ -	\$ 1,964,496	\$ 3,302,337	1,175	\$ 2,810
DC Scholars PCS	\$ -	\$ 80,500	\$ 464,541	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 364,000	\$ 909,041	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 909,041	250	\$ 3,636	
E.L. Haynes PCS	\$ -	\$ -	\$ 355,894	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 355,894	\$ 523,755	\$ 138,920	\$ -	\$ -	\$ 1,022,020	\$ 2,668,782	\$ 653,272	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,700,205	\$ 4,056,099	1,049	\$ 3,867
Elsie Whitlow Stokes Community Freedom PCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 102,000	\$ 251,000	\$ -	\$ 43,000	\$ 275,000	\$ 303,057	\$ 308,969	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,283,026	\$ 1,283,026	350	\$ 3,666
Eagle Academy PCS	\$ 381,274	\$ 4,000	\$ 205,224	\$ 39,160	\$ 177,090	\$ 41,501	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 848,249	\$ 21,891	\$ 16,500	\$ -	\$ -	\$ 650,000	\$ 451,388	\$ 967,278	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,107,057	\$ 2,955,306	839	\$ 3,522
Early Childhood Academy PCS	\$ 44,562	\$ 112,006	\$ 376,106	\$ -	\$ -	\$ 19,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 552,274	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 552,274	249	\$ 2,218	
Education Strengthens Families PCS	\$ -	\$ 18,093	\$ 246,223	\$ -	\$ -	\$ 7,120	\$ 143,936	\$ 82,674	\$ 17,091	\$ -	\$ -	\$ 515,137	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 515,137	461	\$ 1,117	
Excel Academy PCS	\$ -	\$ 8,226	\$ 1,495,103	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,503,329	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,503,329	650	\$ 2,313	
Friendship PCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Hope Community Academy PCS	\$ 194,250	\$ 120,750	\$ 2,858,377	\$ -	\$ -	\$ 30,000	\$ 85,000	\$ -	\$ -	\$ -	\$ -	\$ 3,288,377	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,288,377	850	\$ 3,869	
Hospitality PCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 80,000	\$ 150,000	\$ -	\$ 50,000	\$ 300,000	\$ 354,076	\$ 333,461	\$ -	\$ 50,000	\$ 100,800	\$ -	\$ 1,418,337	\$ 1,418,337	225	\$ 6,304	
Howard Road Academy PCS	\$ 54,580	\$ 114,887	\$ 281,016	\$ -	\$ -	\$ 10,914	\$ -	\$ -	\$ -	\$ -	\$ 19,522	\$ 480,919	\$ 171,608	\$ 402,173	\$ -	\$ 38,526	\$ 204,970	\$ 192,396	\$ 517,611	\$ 32,960	\$ 93,504	\$ 355,004	\$ -	\$ 2,008,752	\$ 2,489,671	225	\$ 11,065	
Howard University Middle School of Math and Science PCS	\$ 55,000	\$ 25,000	\$ 1,009,000	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ 1,107,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,107,000	320	\$ 3,459	
Integrated Design Electronics Academy (IDEA) PCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 220,946	\$ 341,679	\$ -	\$ -	\$ 415,293	\$ 506,330	\$ 139,651	\$ -	\$ 10,000	\$ -	\$ -	\$ 1,633,899	\$ 1,633,899	256	\$ 6,382	
Ideal Academy PCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Imagine Southeast PCS	\$ 158,000	\$ 100,000	\$ 1,301,357	\$ -	\$ -	\$ 35,000	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ 1,644,357	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,644,357	527	\$ 3,120	
Ingenuity Prep PCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inspired Teaching Demonstration PCS	\$ 842,170	\$ 434,273	\$ 721,753	\$ -	\$ -	\$ 71,612	\$ 1,987,436	\$ 2,838,771	\$ 298,373	\$ 93,375	\$ 530,000	\$ 7,817,763	\$ 256,032	\$ 107,131	\$ 15,000	\$ 15,000	\$ 18,387	\$ 836,289	\$ 357,679	\$ 27,648	\$ 175,000	\$ -	\$ -	\$ -	\$ 1,808,166	\$ 9,625,929	3,541	\$ 2,718
KIPP DC PCS	\$ -	\$ -	\$ 369,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 369,000	\$ 65,000	\$ 145,000	\$ -	\$ 15,500	\$ 245,000	\$ 252,338	\$ 137,713	\$ 13,297	\$ -	\$ -	\$ -	\$ -	\$ 873,848	\$ 1,242,848	314	\$ 3,958
Latin American Montessori Bilingual (LAMB) PCS	\$ -	\$ -	\$ 450,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 450,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PCS	\$ -	\$ -	\$ 240,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Mary McLeod Bethune Day Academy PCS	\$ 180,000	\$ 330,000	\$ 240,000	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 500,000	\$ 1,270,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,270,000	344	\$ 3,692
Maya Angelou PCS	\$ 1,277,445	\$ 50,000	\$ 325,000	\$ -	\$ -	\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ 1,682,445	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,682,445	665	\$ 2,530
Meridian PCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Mundo Verde Bilingual PCS	\$ 51,500	\$ 41,200	\$ 644,892	\$ -	\$ -	\$ 112,500	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ 860,092	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 860,092	332	\$ 2,591
National Collegiate Preparatory PCS	\$ -	\$ -	\$ 1,056,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,056,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,056,000	355	\$ 2,975
The Next Step PCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 101,732	\$ 84,269	\$ -	\$ 28,668	\$ 87,126	\$ 366,126	\$ 300,584	\$ -	\$ 60,000	\$ 312,235	\$ -	\$ -	\$ 1,340,740	\$ 1,340,740	300	\$ 4,469
Options PCS	\$ -	\$ -	\$ 210,000	\$ -	\$ -	\$ 18,506	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 228,506	\$ 163,350	\$ 95,700	\$ -	\$ 110,000	\$ 421,104	\$ 423,237	\$ 282,383	\$ -	\$ 85,000	\$ -	\$ -	\$ -	\$ 1,580,774	\$ 1,809,280	425	\$ 4,257
Paul PCS	\$ 250,000	\$ 485,000	\$ 503,070	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500,000	\$ 1,738,070	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Perry Street Prep PCS	\$ 535,600	\$ 409,308	\$ -	\$ 487,317	\$ 7,456	\$ 130,524	\$ 735,570	\$ 360,071	\$ 130,524	\$ -	\$ 810,160	\$ 3,606,530	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,606,530	1,050	\$ 3,485
Potomac Lighthouse PCS	\$ 17,000	\$ 225,600	\$ 955,069	\$ 192,109																								



District of Columbia Public Charter School Board

Handbook for Submitting Proposed Amendments, Requests, and Notices

District of Columbia Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010
Telephone: (202) 328-2660
Fax: (202) 328-2661
<http://www.dcpsb.org>

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Types of Submissions

Per the DC PCSB Charter Amendment Policy,¹ a school seeking to revise its charter must submit one of three documents to the PCSB Board:

1. **Charter Amendment Petitions;**
2. **Requests;** and
3. **Notices.**

Determine which type of document you need to prepare using the chart below. Click on the submission types to learn more about how to prepare and submit them.

If you'd like to make a change about:	<ol style="list-style-type: none"> 1. Mission or educational philosophy; 2. Goals and Student Academic Achievement Expectations 3. Articles of incorporation and/or bylaws; 4. Grade levels to be served; or 5. Governance structure, including, but not limited to, the engagement or dismissal of a management company. 	<ol style="list-style-type: none"> 1. Enrollment ceiling; 2. Accountability plan; 3. Operation of additional campus (with no changes to grades served); or 4. LEA status for special education. 	<ol style="list-style-type: none"> 1. Campus relocation; 2. Accreditation; or 3. Adoption of new curriculum (textbook or program), standards, or assessments.
Then you should submit a:	Charter Amendment Petition	Request	Notification
Timeline	Submit petition 6 months before proposed amendment is planned to take effect	Submit request 3 months prior to change going into effect	Submit notification 3 months prior to change going into effect.

Don't see what you would like to submit? Email Mustafa Nusraty at mnusraty@dpcsb.org.

¹ See full [Charter Amendment Policy](#).

Charter Amendment Petition

A public charter school seeking to revise its charter shall prepare a petition for approval of the revision and file the petition with the eligible chartering authority that granted the charter.²

Petition Formatting and Submission Requirements

The petition must include the following:

1. **Executive Summary**;
2. Proposed amendment language; and
3. Proposal narrative.

Charter Amendment Petition Templates

Click on any of the following topics to view corresponding standard charter amendment templates and narrative instructions.

1. **Mission statement, vision, focus, and/or educational philosophy**
2. **Articles of Incorporation and/or Bylaws**
3. **Goals and Student Academic Achievement Expectations**
 - a. Adopt Performance Management Framework (PMF) as Goals
 - b. Non-PMF aligned goals and expectations
 - c. Mission-specific goals
 - d. Other goals
4. **Legal Compliance**
5. **Grade Level Expansion**
6. **Governance Structure**

Charter Amendment Process Timeline (as Required by SRA and DC Code 1-309.10)

1. PCSB must apply the process of approving or denying a charter amendment request in the same manner as considering a new charter school petition.
2. Not later than 45 days after submission, the eligible chartering authority shall hold a public hearing.
3. Not later than 10 days prior to the scheduled date of public hearing, an eligible chartering authority shall send written notification of the hearing date to the Advisory Neighborhood Commission in the area in which the school is located.³
4. **Thirty days written notice, excluding Saturdays, Sundays and legal holidays of such District government actions or proposed actions, ... shall be given by first-class mail to the Office of Advisory Neighborhood Commissions, each affected**

² SRA §38-1802.04-C(10).

³ SRA §38-1802.03-(c)(3).

Commission, the Commissioner representing a single-member district affected by said actions.⁴

5. The eligible chartering authority shall approve or deny a petition not later than 45 days after the conclusion of the public hearing.

It is imperative that charter schools adhere to the submission timeline to ensure that PCSB is in compliance with timely notification requirements as outlined in the SRA and the ANC Act.

Amendment Petition Submission Timeline

Charter Amendments will be considered by the PCSB Board four times a year.

If you would like to enact the proposed amendment or request by	Submit the proposed amendment or request to PCSB by the second Monday of the month:	The Board will consider the amendment or request at the following PCSB meeting:
August 2013	February*	April
October 2013	April	June
January 2014	July	September
April 2014	October	December

* *Petition is to be submitted on the 1st Monday of this month.*

- Use one-inch margins and 12-point font.
- **If proposing more than one substantive amendment, separate each proposed charter amendment and accompanying narrative.**
- Include page numbers in the bottom right-hand corner of each page.
- Include the school name in the bottom left-hand corner of each page.
- Submit petition in PDF and Word document formats to charterteam@dcpsb.org.

⁴ DC Code - DC ST § 1-309.10

Request

Request Formatting and Submission Requirements

The Request must include the following:

1. **Executive Summary**; and
 2. Request and supporting narrative.
- Use one-inch margins and 12-point font.
 - If seeking to make several amendments, separate each proposed charter amendment and accompanying narrative.
 - Include page numbers in the bottom right-hand corner of each page.
 - Include the school name in the bottom left-hand corner of each page.
 - Submit petition in PDF and Word document formats to charterteam@dcpcsb.org.

Request Templates

Click on the type of request you are submitting to be directed to the corresponding template:

1. **Enrollment ceiling change**; (To determine whether you are eligible for an enrollment increase, see the **enrollment increase policy**.)
2. Replication - **Operating an Additional Campus**; or
3. **LEA Status for Special Education**.

Request Submission Timeline

Requests will be considered by the PCSB Board four times a year.

If you would like to enact the proposed amendment or request by	Submit the proposed amendment or request to PCSB by the second Monday of the month:	The Board will consider the amendment or request at the following meeting:
April 2013	January* 2013	March 2013
July 2013	April 2013	June 2013
October 2013	July 2013	September 2013
January 2014	October 2013	December 2013

**Contact PCSB staff for date of submission due to winter holiday schedule.*

Notification

Notification Formatting and Submission Requirements

The Notification must include the following:

1. **Executive Summary**; and
 2. Notification and supporting narrative.
- Use one-inch margins and 12-point font.
 - If seeking to make several amendments, separate each proposed charter amendment and accompanying narrative.
 - Include page numbers in the bottom right-hand corner of each page.
 - Include the school name in the bottom left-hand corner of each page.
 - Submit petition in PDF and Word document formats to charterteam@dcpsb.org.

Notification Templates

Click on the type of notice you are submitting to be directed to the corresponding template:

1. **Campus Relocation/Operate New School in New Location**; or
2. **Adoption of new curriculum, standards, or assessments.**

Executive Summary Template

School Name:

Board Chair:

Telephone:

Email:

Executive Director/Head of School:

Telephone:

Email:

Headquarters Address:

Executive Summary

Address the following 3-5 pages.

1. School's mission, number of years in operation, grade levels served, number of students served, accreditation status (including accreditation expiration and grade levels accredited).
2. School's academic performance history, including PMF scores and/or accountability plan results for the past three years. Discuss academic performance of students with disabilities and English language learners.
3. Results of special education compliance and performance reviews by OSSE or PCSB.
4. Notices of concerns, charter warnings, or corrective action issued to the school by PCSB in the past three years. Describe schools' action taken in response to such issuances.

Charter Amendment Template

**Petition to Amend Charter Regarding
Mission Statement, Vision, Focus, and/or Educational Philosophy**

From: School Representative – School name

To: DC Public Charter School Board

Date: XX/XX/201X

Language of Proposed Amendment:

Charter Language to Be Deleted or Altered:

Narrative Instructions:

In 3-5 pages, address:

1. How the proposed amendment will serve the school's students;
2. Why the proposed amendment is needed;
3. Whether/how the proposed amendment will affect your school's educational focus and/or curriculum; and
4. How the proposed amendment will be implemented.

Petition to Amend Charter Regarding

Articles of Incorporation and/or Bylaws

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

Language of Proposed Amendment to Articles of Incorporation/Bylaws:

Articles of Incorporation/Bylaws Language to Be Deleted or Altered:

Narrative Instructions:

In 3-5 pages, address:

1. What the proposed amendment is;
2. Why the proposed amendment is needed;
3. Whether/how the proposed amendment will affect your school's governance structure.

Petition to Amend Charter Regarding Goals and Student Academic Achievement Expectations

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

Language of Proposed Amendment:

Charter Language to Be Deleted or Altered:

Narrative Instructions:

In 3-5 pages, address:

1. How the proposed amendment will serve the school's students;
2. Why the proposed amendment is needed;
3. Whether/how the proposed amendment will affect your school's educational focus and/or curriculum; and
4. How the proposed amendment will be implemented.

a. **Guidelines for Schools Electing to Use the PMF in Setting Goals and Academic Achievement Expectations**

The school must state that it will adopt the PMF policy currently in public comment.

- The policy states that the goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, to the indicators listed in the Elementary/Middle, high school, adult education, early childhood, and/or alternative accountability PMFs.
- The policy also states any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter amendment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and PCSB staff and was officially adopted by PCSB's Board of Trustees in a public vote.
- List two - three goals and expectations that are not covered by the PMF; one of which must address special education. If the mission of the school is not reflected in the PMF, include a goal that addresses it. Such goals and expectations wherever possible, should be specific and described in a way that PCSB can feasibly measure or determine progress against the goals and expectations.

b. Guidelines for Schools Not Electing to Use the PMF in Setting Goals

- Schools are requested (but not required) to list goals and expectations in the following categories. Schools that operate multiple grade spans during the life of the charter should identify goals and expectations for each grade span, recognizing that tested grades are 3-8 and 10. All goals and expectations wherever possible, should be specific, include a time element, and be described in a way that the PCSB can feasibly measure or determine progress toward the goal. Please provide a total of 5 – 7 (up to 9 if the grade span is PK - 8 or PK-12) goals and student academic achievement expectations.

Category 1: Student Performance and Assessments.

How will student achievement and growth be measured in each subject area and within each grade span? Be sure to include special education performance. For example:

- Results on the DC-CAS for your student population and specifically special education students (for example, measured as percent proficient, percent advanced).
- Individual student growth on the DC-CAS for students who have taken the DC-CAS more than once (measured as median growth, or movement between categories such as Basic to Proficient).
- For non-tested grades, specific measures of academic proficiency using widely used normed assessments.
- If the use of assessments in addition to the PMF is planned, what assessments will be used? Will any be the same across the network of schools? How will these results be used to inform the quality and needs of the D.C. school?

Category 2: Gateway Measures. For example:

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

Category 3: Leading Indicators of School Success. For example:

- Set specific goals for attendance and re-enrollment rate.
- High schools may set specific goals for graduation rate, college

acceptance, four-year college acceptance, college-going, and college completion.

- Schools with vocational programs may set specific goals such as percentage of students earning an industry-recognized certificate and percentage of students employed within three months of graduation.

Category 4: Other Goals.

- List two-three additional goals that are not covered by the above categories. One of these goals must be related to the mission of the school. Other goals can relate to student discipline and other aspects central to the school.

Petition to Amend Charter Regarding

Legal Compliance

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

Language of Proposed Amendment:

Charter Language to Be Deleted or Altered:

Narrative Instructions:

Please address:

1. The need for the change;
2. How the change will be effected; and
3. Whether the school has been found in compliance with any of the following laws:
 - a. **Health and Safety:** *see* SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; compliance of facilities with Americans with Disabilities Act and DC Fire Prevention Code, *see* D.C. Code §6-501 *et seq.*;
 - b. **Enrollment Data:** *see* SRA §38-1802.04(c)(12);
 - c. **Maintenance and Dissemination of Student Records:** *see* SRA, Parts B and D, and other applicable laws, including D.C. Code §31-401 *et seq.* (compulsory school attendance); D.C. Code §31-501 *et seq.* (immunization of school students); D.C. Code §31-601 *et seq.* (tuition of nonresidents); and D.C. Code §29-501 *et seq.* (non-profit corporations);
 - d. **Compulsory Attendance Laws:** *see* D.C. Code §38-201, *et seq.*
 - e. **Title I of the Elementary and Secondary Education Act:** if it is expected that the proposed school will receive any Title I funds, describe how District and Federal requirements for the use of these funds will be met;
 - f. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** *see* SRA §§ 38-1802.02(11); 38-1802.04(c)(5); and
 - g. **Other:** describe how the public charter school will meet any other applicable laws.

Request Templates

Request for

Enrollment Increase

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

REQUEST

The _____ Public Charter School submits to PCSB this request to increase its current enrollment ceiling of ____ to _____ for the 2013-2014 school year.

BACKGROUND

- 1. Please state the following; mission, number of years in operation, grade levels served, accreditation status, grade levels accredited, and the date of expiration.**

Mission:

Number of years in operation:

Grade levels served:

Accreditation status:

Accredited Candidate for Accreditation Not Accredited

Name of Accrediting Body: _____

Accredited grade levels: _____

Date of Expiration __/__/_____

- 2. Describe the school's academic performance history; including PMF scores and/or accountability plan results and DC CAS scores for the past three years.**

FY10

FY11

FY12

PMF Score

PMF Tier

of Accountability
Targets Met

Total # of
Accountability
Targets

DC CAS – Reading
scores

DC CAS – Math
scores

- 3. List all notices of concerns, charter warnings or corrective action issued to the school by PCSB in the past five years. Explain the results of each event.**

- 4. What are the current/ projected enrollment levels and the current/ projected enrollment ceiling levels for FY13 and FY14 respectively?**

Current enrollment levels	Current enrollment ceiling	Projected enrollment levels	Requested enrollment ceiling
---------------------------	----------------------------	-----------------------------	------------------------------

FY13

FY14

- 5. Explain the enrollment history of the school for five years including the re-enrollment percentage rates and the number of students on the waiting list each year.**

FY09	FY10	FY11	FY12	FY13
------	------	------	------	------

Projected enrollment levels

Audited enrollment levels

Unaudited
enrollment level
(FY2013 only)

Re-enrollment
percentage rate

of students on the
waiting list

6. What is the maximum occupancy load for the current site?

Maximum Building Occupancy: _____

Does the total number of staff and students that will occupy the facility after the enrollment increase exceed the maximum occupancy load for staff and students per the school's certificate of occupancy?

YES NO

If yes, explain the steps taken and the timeline in place to address this issue.

7. How have constituents been informed of the proposed change (e.g. parents, staff, and advisory neighborhood commissioners). Describe any concerns that were raised by constituents.

8. Has the advisory neighborhood commissioner(s) for the new location been notified about the request for increased enrollment? If so, what method of notification was used? Describe any concerns that were raised.

9. How will this enrollment increase impact the school's budget both in terms of added staff, materials, etc.?

10. Please complete the following table:

Grade	<i>Example: Academic Year 2012-2013</i>	Academic Year 2012-2013	Academic Year 2013-2014
PreK-3	10		
PreK-4	10		
Kindergarten	10		
Grade 1	10		
Grade 2	10		
Grade 3	10		
Grade 4	10		
Grade 5	10		
Grade 6	10		
Grade 7	10		
Grade 8	10		
Grade 9	10		
Grade 10	10		
Grade 11	10		
Grade 12	10		

Alternative	<i>10</i>		
Special Ed Schools	<i>10</i>		
Adult	<i>10</i>		
Total	<i>180</i>		
Projected % - Special Needs	<i>10% - 18</i>		
Projected % - ELL	<i>10% - 18</i>		
# Campuses	<i>2</i>		

Request for

Replication - Operating an Additional Campus

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

Language of Proposed Amendment:

Charter Language to Be Deleted or Altered:

Narrative Instructions:

In 3-5 pages, address:

Goals and Student Academic Achievement Expectations

- Describe the school's progress towards meeting the goals of its charter and how replicating the school model aligns with these goals.
- Describe the school's progress towards meeting the student academic achievement expectations of its charter.

Governance and Management

- Describe the leadership pipeline planned for the school. How will the existing school ensure stable leadership and effective operations at the new site?

Fiscal Viability

- Please explain the enrollment history of the school for the previous five years including the re-enrollment percentage rates and the number of students on the waiting list each year.
- What is the current enrollment and enrollment ceiling?

Community and Family Outreach and Engagement

- Will the new campus be located in an IFF priority neighborhood? What will be the impact on the number of quality seats offered in that community?
- How many traditional and public charter schools in a one-mile radius of the new campus serve students in the same grade levels and what are their performance histories?
- How have constituents been informed of the proposed new campus (e.g. parents, staff, advisory neighborhood commissioners)? If so, what method of notification was used? Please describe any concerns that were raised. How have these constituents been included in the planning process?

**Request for
Change in LEA Status**

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

Language of Proposed Amendment:

Charter Language to Be Deleted or Altered:

Narrative Instructions:

In 3-5 pages, address:

Please address:

1. The need for the change;
2. How the change will be effected;
3. Whether the school acts an independent LEA for special education issues or has contracted with DCPS for these services;
4. How the school provides a “Free and Appropriate Public Education” to students with disabilities according to the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973;
5. What procedures the school has in place to implement the Child Find program;
and
6. How the school provides a continuum of services for its special education students with disabilities.

Notification Templates

Notification of Campus Relocation/Operate New School in a New Location

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

NOTIFICATION

[School Name] Public Charter School respectfully submits to the District of Columbia Public Charter School Board this notification of its intent to relocate/operate its [name of campus] at [current street address] in [current Ward] to [proposed new street address] in [new Ward] effective [insert date]. Cite the reason(s) for the campus relocation and why this site was chosen.

SUPPORTING NARRATIVE

Please address all questions and requests for information in narrative form.

- How far away is the new location from the current location of the school? Is the new location in an IFF priority neighborhood and if so, which one?
- Describe the academic performance of the school. Please include the most recent DC CAS results (if applicable) and how they compare to schools within a one-mile radius of where you wish to relocate to that serve the same grade levels.
- How many traditional and public charter schools in a one-mile radius of the new location serve students in the same grade levels?
- How will the change in location impact the enrollment of students who currently attend this campus and how will you ensure that you will have a high re-enrollment rate? (I.e. how will you ensure that students from the existing campus will be able to continue attending your school once the move has occurred?)
- What outreach has already been done to families to let them know of the move? Describe any concerns that were raised about the location.
- What recruitment and marketing has been done in the community of the new school location?
- Has the advisory neighborhood commissioner for the new location been notified of the relocation? If so, what method of notification was used? Describe any concerns that were raised about the relocation.
- 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 that will occupy the facility after the enrollment increase, explain the steps taken and the timeline in place to address this issue.
- How will this campus relocation impact the school's budget in terms of facility, staff, materials, technology costs, etc.?
- What is the amount of the lease and what percentage of the budget is the lease expense?

Notification of Adoption of New Curriculum, Standards, or Assessments

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

NOTIFICATION

School Name Public Charter School respectfully submits to the District of Columbia Public Charter School Board this notification of its intent to implement new curricula for the 20XX-20XX school year. The school will no longer use insert previous curricula and/or textbooks here for insert subject here. We will implement insert new curricula and/or textbooks for insert subject here.

BACKGROUND

[Please address all questions and requests for information in bullet form.]

- Explain the reason for the change and why this curriculum was chosen.
- Describe how this change supports or enhances the school’s mission and assists with meeting the goals identified in the charter agreement.
- To which grades would the curriculum change apply? If a multi-campus LEA, to which campuses would this apply?
- What are the benefits to teachers and students (special education students, English language learners, gifted, below grade level, on grade level students, etc.)?
- Describe the professional development planned to ensure effective instructional delivery and who will provide it.
- How will the school evaluate the effectiveness of the curricular program and the implementation of it?
- Provide a timeline for implementation of the curriculum.
- Describe the impact of this change on the school’s budget in terms of materials and professional development. If additional resources are needed, explain how the budget will support this implementation.
- How have constituents been informed of the proposed change (e.g. parents, staff, advisory neighborhood commissioners)?

Appendix

District of Columbia Public Charter
School Board

General Submission Template
for Governance and Grade Expansion

District of Columbia Public Charter School Board

3333 14th Street NW, Suite 210

Washington, DC 20010

Telephone: (202) 328-2660

Fax: (202) 328-2661

<http://www.dpcsb.org>

Application Format

The format provided in these guidelines allows schools to fully describe their plans for the proposed charter amendment in three areas - an Educational Plan, a Business Plan, and an Operations Plan. Charter amendment requests must meet the following guidelines:

- Include a Table of Contents that lists page numbers for each section of the application. Number each page of the educational, business, and operations plan. **Follow the same format and order as the Sample Table of Contents provided on page 15.**
 - Include labeled tabs to separate each of the sections outlined in the Table of Contents and any appendices.
 - For the bound copies, submit the application in a professionally bound format (pronged report cover; three-ring binder - no larger than 2½"; tape, coil, comb, or velo binding). No applications bound by staples, paper or binder clips or submitted in folders or portfolios will be accepted.
 - Limit the overall length of the application to 150 pages. Note that the following documents are *required* and *will not* count toward the overall 150 page limit:
 - Discipline Policy
 - Articles of Incorporation (if amended)
 - By-laws (if amended)
 - Management Agreement and Related Documents (if applicable)
 - Letter of Intent for Facility (if applicable)
 - Budget Narrative
 - Public Charter School Two-Year Operating Budget Worksheet
 - Public Charter School Five-Year Estimated Budget Worksheet
 - Monthly Cash Flow Projection
 - Capital Budget
 - In addition to the requirements outlined in the Educational Plan, if the school proposes to add grade levels, the following curricular materials for those grade levels should be included in Section F.
 - Student Learning Standards
 - Assessments
 - A Timeline for Curriculum Development
-

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

Charter Amendment Request - Contents of Application

SAMPLE TABLE OF CONTENTS

Amendment Information Sheet

Executive Summary

Proposed Plans

A. Educational Plan

1. Mission and Purpose of Proposed Public Charter School
2. Goals and Student Academic Achievement Expectations
3. Charter School Curriculum
4. Graduation/Promotion Requirements
5. Support for Learning

B. Business Plan

1. Planning and Establishment
2. Governance and Management
3. Finance
4. Facilities
5. Recruiting and Marketing

C. Operations Plan

1. Student Policies and Procedures
2. Human Resource Information
3. Arrangements for Meeting District and Federal Requirements
4. Implementation of the Charter

D. Budget

- E. Required Documents⁵
- F. Full Curriculum (for full approval), Curriculum Sample (for Approval with Conditions), Scope and Sequence for Earning a HS Diploma, if applicable.

⁵ Items in Sections E and F do not count towards the 150-page limit.

AMENDMENT INFORMATION SHEET

1. Request for Approval: This application is a request for approval to amend the charter of [name of school] as provided in the District of Columbia School Reform Act of 1995.

2. Application Information:

Name of Public Charter School:

Address:

Contact Person:

Daytime Telephone:

E-mail:

Fax:

Name of Person Authorized to Negotiate:

Authorized Signature: _____ Date: _____

3. Purpose of Amendment:

Enrollment of students in additional grades

If proposing to add grades, do you wish to retain the existing school site?

Contract with management company

Yes No

Other

If no, describe plans:

(Explain) _____

Does the amendment request include a request for increased enrollment?

Yes No

At capacity, how many campuses will be in operation? _____

4. Projected Age Range and Number of Students Expected to Enroll:

Current Enrollment: From age/grade: to age/grade: Number of students:

At Full Capacity: From age/grade: to age/grade: Number of students:

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

Please indicate campus locations, grades served, and when operations begin at each:

Location	Grades Served	Year One Operation

EXECUTIVE SUMMARY

In three - five pages, provide a narrative summary your school's historical performance and the key features of the application. Address the following in your school's summary:

1. What the amendment is, the purpose, and rationale.
2. Mission, number of years in operation, grade levels served, number of students served, accreditation status (including accreditation expiration and grade levels accredited).
3. School's academic performance history, including PMF scores and/or accountability plan results for the past three years. Discuss academic performance of students with disabilities and English language learners.
4. Results of special education compliance and performance reviews by OSSE or PCSB.
5. Notices of concerns, charter warnings, or corrective action issued to the school by PCSB in the past three years. Explain the results of each event.

This executive summary will be considered a public document and will be used by the PCSB as public information during public hearings and in response to queries from the public about charter amendment requests.

A. Educational Plan

1. Mission and Purpose of the Public Charter School [See SRA §§ 38-1802.02 (1), (2), (3)]

a. Mission and Philosophy:

- State the mission of the public charter school.
- Briefly describe the school's philosophy for educating students.

b. Educational Needs of the Target Student Population:

- What are the needs of the students you plan to serve? How will the school meet these needs?
- Explain the relationship between the student population to be served and the intended geographic area of the city where the school will be located.
- Describe the impact of the proposed school on the existing community and neighborhood schools and provide a rationale for the chosen location.

c. Educational Focus:

- What is the educational focus of the school or the grades you plan to serve?

2. Goals and Student Academic Achievement Expectations [See SRA §§ 38-1802.02 (1), 38.1802.02 (1)(3)(5)]

When evaluating a school, the SRA requires the PCSB to look at whether a school has fulfilled the "goals and student academic achievement expectations" in its charter [See SRA § 38-1802.12 (c)]. The PCSB has adopted the Performance Management Framework ("PMF") as a means of measuring goals and student academic achievement as well as certain other key indicators for all schools serving grades 3-12. There is also a pilot program for measuring student achievement in grades PK-2 and adult education.

Schools are encouraged, though not required, to use the PMF to set its goals and student academic achievement expectations. If the school does not to use PMF, the school is encouraged to create 5 -7 (up to 9 if the grade span is PK - 8 or PK-12) goals and student academic achievement expectations that meet or exceed the ambition of the PMF and that incorporate rigorous nationally recognized assessments or examinations.

a. **Guidelines for Schools Electing to Use the PMF for Goals and Student Academic Achievement Expectations.**

- The school must state that it will adopt the PMF policy currently in public comment.
- The policy states that the goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, to the indicators listed in the Elementary/Middle, high school, adult education, early childhood, and/or alternative accountability PMFs.
- The policy also states any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter amendment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and PCSB staff and was officially adopted by PCSB's Board of Trustees in a public vote.
- List two - three goals and expectations that are not covered by the PMF. Two of these goals must be related to special education and the mission of the school. Other goals can relate to student discipline and other aspects central to the school. Such goals and expectations (see below) wherever possible, should be specific and described in a way that PCSB can feasibly measure or determine progress against the expectations.

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

- Schools are requested (but not required) to list goals and expectations in the following categories. Schools that operate multiple grade spans during the life of the charter should identify goals and expectations for each grade span, recognizing that tested grades are 3-8 and 10. All goals and expectations wherever possible, should be specific, include a time element, and be described in a way that the PCSB can feasibly measure or determine progress toward the goal. Please provide a total of 5 – 7 (up to 9 if serving grades PK - 8 or PK - 12) goals and student academic achievement expectations.
-

Category 1: Student Performance and Assessments.

How will student achievement and growth be measured in each subject area and within each grade span? Be sure to include special education performance. For example:

- Results on the state assessment (DC CAS or PARCC) for your student population and specifically special education students (for example, measured as percent proficient, percent advanced).
- Results on the school's chosen assessment measure (such as the NWEA or Terra Nova).
- Individual student growth on the state assessment and/or the proposed school's chosen assessment measure for students who have taken the DC CAS more than once (measured as median growth, or movement between categories such as Basic to Proficient).
- For non-tested grades, specific measures of academic proficiency using widely used normed assessments.

Category 2: Gateway Measures. For example:

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

Category 3: Leading Indicators

- Set specific goals for attendance and re-enrollment rate.
 - High schools may set specific goals for graduation rate, college acceptance, four- year college acceptance, college-going, and college completion.
 - Schools with vocational programs may set specific goals such as percentage of students earning an industry-recognized certificate and percentage of students employed within three months of graduation.
-

Category 4: Other Goals.

List two-three goals that are not covered by the above categories. One of these goals must be related to the mission of the school. Other goals can relate to student discipline and other aspects of the central to the school.

c. **Further discussion around goals**

- How will student progress towards meeting the proposed school's goals be measured and monitored to ensure students are on track?

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

a. **Student Learning Standards:**

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

b. **Resources and Instructional Materials:**

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

c. **Methods of Instruction:**

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

d. **Students with Disabilities:**

- How does your school(s) provide FAPE to students with disabilities according to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504)?
 - What procedures are in place for Child Find?
-

- How do you provide a continuum of services within your school(s)?
- What data do you utilize when determining the least restrictive environment (LRE) for students with disabilities along the continuum of services?
- What types of supports are provided to your general educators and other non-special education staff in ensuring their responsibilities in implementing individual education programs (IEP) goals for students with disabilities in the inclusion setting?
- How does the school plan to inform parents about their and their child's rights associated in accordance with IDEA or Section 504?
- How do you plan to track and assess progress towards goals for students with disabilities with IEPs?

e. **English Language Learners:**

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

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

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

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

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

Note: Include curricular materials in Section F.

4. **Graduation/Promotion Requirements**

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

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

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

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

a. **Family Involvement**

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

b. **Community Participation:**

- How will the community be engaged in the planning, development, and implementation of this charter amendment?

c. **School Organization and Culture:**

- What methods will be used to improve student self-motivation, classroom instruction, and learning for all students?
- Describe the plan for building a positive learning environment at the school.
- Describe plans for acculturating students new to the school.

d. **Extracurricular Activities:**

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

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

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

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

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

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

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

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

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

a. Planning Process:

- Explain how and why the school decided to request this amendment.
- To date, how have parents, teachers, and other members of the community been involved in developing the amendment request?
- Describe plans for further recruitment of board of trustees and school leadership positions.

b. Corporate Structure and Nonprofit Status of the School:

- Submit copies of by-laws and articles of incorporation if this request requires the existing documents to be amended.

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

a. Board of Trustees:

- Explain the procedure by which board members have been and will be selected.
- How will the board be organized to manage and provide strategic direction for the school?
- Outline the succession planning for the board members and leadership.
- Describe the relationship of the Board of Trustees to the school's administrators, staff, parents, and students.

b. Administrative Structure:

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

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

a. Anticipated Sources of Funds:

- How much funding do you expect to receive from the per pupil allocation? Include add-ons for grade levels, students with disabilities, and English language learners. Indicate the amount and sources of additional funds, property, or other resources expected to be available for the costs of operating the public charter school in accordance with
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this charter amendment. Where grants or loans are included, please indicate which of these are in hand and which are anticipated. For anticipated grants or loans, please provide evidence of firm commitments where they exist.

- Describe what contingencies are in place in the event that funds for per pupil allocations are not available, or are lower than expected.
- Explain the specific financial goals and objectives for the projected five-year budget (e.g., capital improvements, equipment, increased instructional and staffing costs).

b. **Planned Fundraising Efforts:**

- Describe any planned fundraising efforts to generate capital or to supplement the per pupil allocation for operating expenses.

c. **Financial Management and Accounting:**

- Describe the financial management and internal accounting procedures of the school, including the fiscal controls that are in place to ensure accountability.
- Describe the school's cash flow management plan and how it will ensure availability of funds throughout the year.

d. **Provision for Audit:**

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

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

a. **Identification of a Site:**

- Describe the facility and any existing occupancy limitations for this site.

b. **Site Renovation:**

- Explain how this site would be a suitable facility, including any plans to renovate.

c. **Financing Plans for Facilities:**

- Describe financing plans for acquisition (purchase, lease, etc.) and renovation of a facility.
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d. **Building Maintenance:**

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

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

a. **Outreach to the Community:**

- Discuss how the school and its program will be publicized throughout the community and whom the school plans to serve.
- Identify and describe relationships with community organizations that will assist in outreach and recruitment efforts.

b. **Recruitment of Students:**

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

c. **Future Expansion and Improvements:**

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

1. **Student Policies and Procedures** [See SRA §§ 38-1802.02(10); 38-1802.06]
 - a. **Timetable for Registering and Enrolling:**
 - Describe the calendar to be used for registering and enrolling students.
 - Provide the cutoff date for accepting enrollment forms and the timetable for a random selection process, if needed.
 - Describe the process for enrolling students if more students apply than available spaces in the school and the enrollment procedure for siblings.
 - b. **Policies and Procedures for Enrollment and Withdrawal of Students:**
 - What are the policies and procedures that will guide the enrollment and withdrawal of students, including verification of District residency?
 - Describe the school's policy on enrollment and tuition reimbursement for nonresident students.
 2. **Human Resource Information** [See SRA §§ 38-1802.02 (12), (18); 38-1802.07]
 - a. **Key Leadership Roles:**
 - Please provide the names and qualifications of the persons who will hold critical positions - chief administrative officer (e.g., executive director, principal or head of school); curriculum leader (e.g., curriculum coordinator or director, lead teacher, principal); business officer; and legal counsel, and the percentage of the person's time that will be assigned to these duties.
 - If permanent selections for these roles have not yet been made, indicate the names and supply the résumés of the individuals who are providing leadership for these areas of responsibility.
 - b. **Qualifications of School Staff:**
 - Describe the criteria that will be used in hiring teachers, administrators, and other school staff, and how these criteria will meet or exceed the requirements of the Elementary and Secondary Education Act.
 - Describe the recruitment strategies that will be employed to achieve the desired quality of staff.
 - Describe the steps to be taken to ensure that background checks are
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conducted on all school personnel, including volunteers, prior to the beginning of their employment or service.

c. **Staffing Plan:**

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

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

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

- a. **Health and Safety:** *See* SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; compliance of facilities with Americans with Disabilities Act and DC Fire Prevention Code, *see* D.C. Code §6-501 *et seq.*;
- b. **Enrollment Data:** *See* SRA §38-1802.04(c)(12);
- c. **Maintenance and Dissemination of Student Records:** *See* SRA, Parts B and D, and other applicable laws, including D.C. Code §31-401 *et seq.* (compulsory school attendance); D.C. Code §31-501 *et seq.* (immunization of school students); D.C. Code §31-601 *et seq.* (tuition of nonresidents); and D.C. Code §29-501 *et seq.* (non-profit corporations);
- d. **Compulsory Attendance Laws:** *See* D.C. Code §38-201, *et seq.*;
- e. **Title I of the Elementary and Secondary Education Act;**
- f. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** *see* SRA §§ 38-1802.02(11); 38-1802.04(c)(5); and
- g. **Other:** The public charter school will meet any other applicable requirements.

4. **Implementation of the Charter** [*See* SRA §§ 38-1802.02 (6), (15); 38-1802.04(c)]

a. **Timetable and Tasks for Implementation of Charter:**

- Provide a detailed timetable of the projected steps and dates leading up
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to implementation if the amendment request is granted.

- Include in the timetable the development of a comprehensive curriculum if a comprehensive curriculum (or curriculum sample) is not submitted with this application.

b. **Maintenance and Reporting of Academic and Non-Academic Performance Data:**

- Describe how the school's technology structure or plan will be used to enhance the educational environment and how it will aid in general communication with students, parents, and the PCSB.
- Identify the person(s) and/or title(s) of those who will be responsible for collecting, maintaining and reporting data to stakeholders.

c. **Major Contracts Planned:**

- Describe all major contracts planned, with a value equal to or exceeding \$25,000, for equipment, educational and other services, leases, improvements, purchases of real property, or insurance. Provide the name(s) of prospective contractors, if known.

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

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

1. Budget Narrative

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

2. Two-Year Operating Budget

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

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

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

3. Estimated Five-Year Budget Projections

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

4. Capital Budget

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

5. Cash Flow Projection for Year One

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

E. Required Documents

Articles of Incorporation (if applicable)

By-laws (if applicable)

Discipline Policy

Management Agreement and Related Documents (if applicable)

Letter of Intent for Facility (if applicable)

F. Curriculum Sample

Description of the standards

Description of the related content /objectives

Sequence and pacing guide, which aligns to the objectives

Instructional strategies inclusive of any distinctive pedagogy

Instructional materials/ textbooks

Formative/summative assessments

Discrete skills or concepts required prior to this learning

POLICY TITLE:		
Charter Amendment Policy		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
May 1, 2012	N/A	N/A
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		
School Academic Operations		

Pursuant to the D.C. Code §38-1802.04(c)(10), “a public charter school seeking to revise its charter shall prepare a petition for approval of the revision and file the petition with the eligible chartering authority that granted the charter,” which will treat it in the same manner as a petition to establish a public charter school found in D.C. Code §38-1802.04(c)(10) sum of the following components:

- Mission, goals, and manner of conducting district-wide assessments;
- Rules and policies for governance;
- Articles of incorporation and bylaws;
- Health and safety procedures and compliance with health/safety and civil rights laws;
- Accreditation; and
- Relationship between the public charter school and its employees.

In addition to clarifying the definition of and process for charter amendments, the PCSB seeks to create clear parameters for schools or local education agencies (LEA) requesting non-material changes and notifying PCSB of non-mission-critical.

Policy Statement

Charter Amendment: A charter amendment is required for **material changes** to the charter, specifically:

- the mission or educational philosophy;
 - the articles of incorporation and bylaws;
 - the grade levels to be served (including early childhood); and
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- the governance structure, including, but not limited to, the engagement or dismissal of a management company.

Schools will be required to file a charter amendment at least six months prior to the initiation of the change or six months prior to the start of a school year unless there are extenuating circumstances. The charter amendment will include declarations from the LEA regarding the impact of the proposed change on its educational, business, and operational procedures and follow the template provided by the PCSB. Upon submission of the charter amendment, the PCSB will perform a technical review of the petition, hold a public hearing, and the PCSB Board will vote on the charter amendment.

Non-material Charter Amendment Request: Schools will be required to **request permission** in writing three months prior to the change going into effect in the case of changes to:

- articles of incorporation and bylaws;
- enrollment ceiling;
- accountability plan;
- operation of additional campuses (with no changes to grade configuration); or
- LEA status for special education.

These requests will be subject to PCSB Board approval and may require a charter amendment if the change has the potential to impact the school's ability to carry out its stated charter mission with fidelity. Within three weeks of the PCSB's receipt of the non-material change request, the PCSB will notify the LEA if the requested change requires a charter amendment.

Non-Mission-Critical Charter Notification: Schools will be required to **notify** the PCSB in writing of proposed changes three months prior to a change going into effect to:

- campus re-location;
- accreditation status;
- adoption of different primary curricula (textbook or program), standards, or summative assessments.

Once reviewed by the PCSB, notifications may require the school to provide further clarification, documentation, or explanation in person before the Board in a public meeting.

POLICY TITLE:		
Enrollment Ceiling Increase Policy		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
10/31/10	Revised 5/7/12 Submitted July 3, 2012 for Board Approval	N/A
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		
School Operations		

The following policy was introduced for 30 days of public comment at PCSB’s May 21, 2012 board meeting. Additionally a public hearing was held at PCSB’s June 18 board meeting.

No public testimony was provided and no public comments were submitted.

PCSB Staff therefore recommend that the follow policy as originally introduced be adopted by the board.

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Section 2.3 of each school’s Charter Agreement states the maximum number of students a school may enroll over a five-year period. Further it states that schools may submit written requests to “the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided the School Corporation delivers to the Board (i) evidence the (a) the School Property has sufficient capacity to accommodate the increase enrollment, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.”

Policy Statement

A school must meet the following minimum criteria in order to be considered for an enrollment ceiling increase request:

- 1) Access to a facility to accommodate the projected enrollment (as demonstrated through a lease)
- 2) A history of meeting enrollment projections (within at least 80% of enrollment projections for the two most recent years);
- 3) Currently not under corrective action;
- 4) At least a satisfactory rating on 3 of the 5 Fiscal Management criteria outlined in the Charter Review Framework; and,
- 5) If beyond Year Six of operation, the school is properly accredited (or at least a candidate for accreditation)

PCSB staff will generally recommend FOR an enrollment increase in the following cases:

- 1) For standard schools, a score of 65 or greater on the most recent PMF or for schools with non-tested grades, meeting over 2/3 of the school's accountability plan targets on the most recent accountability plan;
- 2) Re-enrollment rate of at least 80%;
- 3) Evidence of a wait list of at least the number of students planned in the enrollment increase;

PCSB staff will generally recommend AGAINST an enrollment increase in the following cases:

- 1) For standard schools, a score of less than 50 on the most recent PMF; For schools with non-tested grades, meeting fewer than 1/2 of the school's accountability plan targets on the most recent accountability plan;
- 2) Re-enrollment rates of lower than 65%;
- 3) No evidence of a wait list.

PCSB staff will generally base its decision on the totality of other factors (listed below) in the following cases:

- 1) PMF scores of between 50 and 64 on the most recent PMF; For schools with non-tested grades, meeting between $\frac{1}{2}$ and $\frac{2}{3}$ of the school's accountability plan targets on the most recent accountability plan;
- 2) For schools with three years or fewer of operating history.

Other factors to be considered

- 1) Trends in academic performance;
- 2) Results of qualitative assessments of academic quality and operational capacity, such as PDRs or other instruments to be developed by PCSB; (this is particularly important for schools with three years or fewer of operating history);
- 3) Size of the requested increase;
- 4) Rationale for the requested increase.

Notes:

- For multi-campus schools, the above criteria are only for the campus for which the expansion is being requested.
 - For schools with a PMF score and an Accountability Plan, both criteria parts of criteria 1 must be met.
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