PUBLIC CHARTER SCHOOL APPLICATION

D.C. FLEX ACADEMY
PUBLIC CHARTER SCHOOL

Presented by

D.C. Flex Academy Public Charter School
(A District of Columbia Nonprofit Corporation)

Presented to

District of Columbia
Public Charter School Board
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EXECUTIVE SUMMARY

D.C. FLEX ACADEMY PUBLIC CHARTER SCHOOL

Mission
D.C. Flex Academy Public Charter School ("DC Flex") is a proposed Kindergarten through 12th grade school whose mission is to prepare a diverse community of students to be successful in college and a career by providing an individualized, engaging, and flexible blended learning experience.

Innovative Model
This innovative blended learning model, combining the best of traditional instruction with the best of online instruction, will provide an individualized education for students throughout the District of Columbia, using a curriculum with proven results and delivered in a new way. Slated to open in the Fall of 2013 with 250 students and growing to 650 by year five, DC Flex will offer:

(1) an onsite 3rd through 12th grade blended school program with students using K^{12} online courses *onsite* at the school from 2-5 days a week, with support from onsite highly qualified teachers (HQT); and
(2) a full time grades K-12 virtual school program for a small number of families who want to use K^{12} curriculum at home, with attendance onsite for mandatory assessments.

Founding Group
The founding group was initiated by three parents of students in the successful Kindergarten through 8th grade D.C. CAPCS Online school which uses K^{12} curriculum at home. These families wanted their children and others in the District to have access to the world-class K12 curriculum for *high school*, something that was not offered at their school or in the District, as well as increasing the options for parents who were not able to educate their children at home due to work and other commitments to include a *fulltime Kindergarten through 12th grade onsite blended learning school,* also not available in the District.

Through their contacts and the help of others, this founding group was able to recruit additional talented and caring individuals who have extensive experience opening and overseeing effective elementary, middle and high schools as well as an attorney, a finance expert, a charter expert, an education professor, and a team of talented advisors. Several members of our founding group were involved in a previous charter application and have worked for two years to address the useful suggestions voiced during the process. Having learned about successful blended learning schools across the country, as documented in the charter application, our enlarged founding group is excited to create an innovative and effective onsite blended learning school in D.C. using K^{12}'s award winning curriculum in order to meet the academic and social needs of a diverse community.

Diverse Community of Students
With several proposed sites in the lower Northeast area of D.C. that are easily accessible by bus and Metro, DC Flex will seek to serve any grade K-12 child eligible for attendance in public schools in the District, including students from diverse backgrounds and areas of the District, such as special education students, students attending schools designated as "needs improvement" under NCLB, those who are struggling academically and in need of an alternative choice for their public school education, and gifted and talented students as well.

As documented in the application, we expect to be able to attract students who will range from entering several years behind grade level, particularly in reading and math, to being on grade level, to, perhaps in some cases, being advanced in some subjects. We are particularly interested in serving a diverse community of students from around the city because (1) we philosophically believe that America needs more public schools that bring different ethnic and socioeconomic backgrounds together, and (2) our experience and educational research demonstrate that having a diverse student population with differing social capital helps all students succeed academically. We understand that historically the D.C. Public Charter School Board may prefer schools serving a specific neighborhood, but, in this case, the innovative Flex blended learning model, with individualized learning plans and self-pacing, enables us to serve a diverse mix of students much better than traditional models, and our proposed location is intended to address equity and accessibility issues. The founding group and K^{12} have a track record of attracting and serving diverse students.

Philosophy and Vision

The philosophy of DC Flex is that the current model of schooling, of one size fits all in often large classes, actually serves very few students well, and that technology can enable schools like DC Flex to offer individualized instruction for a diverse community of students. We believe that every child should have access to exceptional curriculum and tools that enable him or her to maximize his or her success in life, regardless of geographic, financial, or demographic circumstance. Our vision is to create a high-performing school that produces exemplary levels of student achievement and prepares students for any postsecondary opportunity they wish to pursue.

Intended Partnership

Based on the initial founding group's years of successful experience with K^{12} in D.C. and also on our finding that K^{12} has more experience with blended learning schools than anyone else, the founding group proposes to partner with K^{12} Inc. for curriculum and other educational services. K^{12}'s mission is to maximize a child's potential by providing access to an engaging and effective education, regardless of geographic location or socio-economic background.

As background, K^{12} is a New York Stock Exchange publicly traded company, and is the leading provider of online K-12 courses and blended learning in the nation, serving almost 97,000 public school students through partnerships with public entities in twenty-nine states and the District of Columbia. Since their inception in 2000, they have developed over 22,000 engaging lessons and courses—online lessons, video, assessment, learning games, labs, textbooks, workbooks, and online learning platforms that promote mastery of core concepts and skills for students of all ability levels. Their approach combines cognitive science with individualized learning and is well suited for traditional brick and mortar classrooms, online schools, and blended learning schools like DC Flex. The application provides curriculum samples and websites for review.

K^{12} offers courses from K^{12}, Aventa, A+, and Middlebury Interactive, including a wide variety of Honors courses, remedial courses, credit recovery courses, world languages, extensive electives and AP courses as well as K^{12}'s new award winning *adaptive* MARK^{12} reading remediation courses. The curriculum is mastery-based with assessments built into every lesson to ensure mastery and provide for remediation or enrichment where necessary.

PROPOSED PLANS

A. Educational Plan

1. Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population

Grade Levels to be Served

When fully enrolled, DC Flex Academy Public Charter School ("DC Flex") intends to serve Kindergarten through 12th grade students offering:

> (3) an onsite 3rd through 12th[th] grade blended school program with students using K^{12} online courses onsite at the school from 2-5 days a week, with support from onsite highly qualified teachers (HQT); and

> (4) a grades K-12 virtual school program for a small number of families who want to use K^{12} curriculum at home with support from highly qualified teachers via email, telephone, and during synchronous learning sessions, and student attendance onsite for mandatory assessments and school related meetings and events.

Based on focus groups and experience, the founding group expects the majority of the students over time to be fulltime five days a week *onsite* high school students, though the founding group wants the flexibility to offer flexibility to some families if fewer days onsite serves the needs of the student and family better. For example, many families from the successful CAPCS online program have asked for a *high school K^{12}* curriculum and program, something which is not yet offered in the District of Columbia.

As indicated in more detail below, the founding group's intended curriculum and management partner, K^{12}, has extensive national and international experience serving students online at home and in a variety of other settings, giving the school the strong capability to meet different needs and a robust means to monitor academic progress offsite.

In addition, onsite students may have to earn the privilege of being offsite if desired, as it is clear that an onsite blended model is better for some students who need more guidance or have inadequate structure offsite to ensure success. Enabled by technology, the school's teachers and staff are able to offer a continuum of services and support for each family based on their needs.

Characteristics of Prospective Students

As a public charter school, DC Flex Academy will be open to any student in grades K-12 eligible for attendance in public schools in the District, including students from diverse backgrounds and areas of the District, such as special education students, students attending schools designated as "needs improvement" under NCLB, those who are struggling academically and in need of an alternative choice for their public school education, and gifted and talented students as well. We expect students will

range from entering years behind (particularly in reading), to being on grade level, to, in some cases, being advanced in some subjects. We have projected that 50% of our students will be economically disadvantaged which is slightly less than the overall proportion of economically disadvantaged students in the District. The Flex blended learning model, with individualized learning plans and self-pacing, enables us to serve a diverse mix of students much better than traditional models.

DC Flex will have no restrictions upon enrolling students with any type of disability, regardless of the severity of that disability once they submit all required general education documents for enrollment. We have projected Students with Exceptional Needs (11%) and English Language Learner populations (5%) approximating the proportion of these groups of students enrolled in District of Columbia Public Schools in the 2011 school year. We predict, though, that a greater number of students with high incidence disabilities (speech/language, specific learning disabilities, other health impaired and autism) will enroll in DC Flex than students with low incidence disabilities (traumatic brain injury, cognitive disabilities, multiple disabilities, hearing impaired, visually impaired).   We also predict a high percentage of students, perhaps the majority, who enroll in the school significantly behind in reading and basic math. We know that 4th grade NAEP results for Washington D.C. show only 9% black students and 11% of Hispanic students are proficient in reading and older students in D.C. perform no better.

Educational Needs of Our Target Population and Plan for Addressing Them

The educational needs of our target population will be extremely varied, ranging from entering years behind to being on grade level to, in some cases, being advanced in some subjects. It is our expectation based on our Demographic Analysis, that the majority will likely have weak literacy skills, including being far behind in reading and writing. The DC Flex model and curriculum is supremely positioned to serve these varied needs because it will provide an individualized education to students using a curriculum with proven results delivered in a new way. More specifically, DC Flex is designed to be *flexible* to meet the specific educational and social needs of our intended population by offering both an onsite 3rd through 12th[th] grade blended school program with students using K^{12} online courses onsite at the school from 2-5 days a week, with support from onsite highly qualified teachers (HQT) for all core subjects, and a grades K-12 virtual school program for a small number of families who want to use K^{12} curriculum at home also with support from highly qualified teachers (HQT), with attendance onsite for mandatory assessments and school related meetings and events.

The DC Flex model is based on effective blended learning schools for urban student populations which the founding group researched. Some of the learning models the founding group examined were Carpe Diem in Arizona, CAPCS Online, San Francisco Flex Academy in San Francisco, Silicon Valley Flex Academy, the Chicago Virtual Charter School, and the Passport program for over-age/under-credited high school students who have dropped out of school at the Youth Connections Charter School located at Malcolm X Community College in Chicago. The success these schools and others are having with similar student populations encouraged the founding group to develop the DC Flex Academy.
The school will combine the best of traditional brick and mortar schools, including small group instruction by highly qualified teachers for each subject, with the best of online education including a robust curriculum and the ability for students to study at their own pace. DC Flex will take curriculum and methods which have been documented to raise the student achievement of elementary, middle and high school students in an online program of a DC charter school (CAPCS Online), in the traditional classrooms of Draper Elementary School in Anacostia, and in blended learning schools such as Carpe Diem in Arizona and including those of our proposed Educational Services Provider, K^{12} Classroom

LLC ("K^{12}") in Arizona, Chicago, Indiana, and California. The founding group also learned that no one in the country has more experience with blended learning schools than K^{12}, which currently has approximately 31 sites if one includes their learning centers.

Particularly relevant is the fact that successful K^{12} programs are operating in schools in Washington, D.C., San Francisco, Silicon Valley, Chicago, Philadelphia, and Indianapolis, and other locations where a solid understanding of urban education issues is a necessary precondition for any type of success. This is the successful instructional model used at CAPCS Online Community Academy Public Charter School—Online Campus ("CAPCS Online") for virtual students (ranked among the Top 10 Proficiency Rates for DC Charter Elementary Schools in Reading <u>and</u> Math on the District of Columbia Comprehensive Assessment System (DC CAS) tests in 2011) and Draper Elementary School in Anacostia for onsite students where, for example, 100% of students scored Proficient or above on the 5th grade DC CAS DC science test.

Individual learning plans will drive a student's learning path from the course selection to differentiated learning environments that meet their needs within specific curricular areas. Students will be instructed by certified and highly qualified onsite core curriculum teachers as well as certified and highly qualified online teachers for electives including world languages. Onsite and online teachers will work one-on-one and with small groups of students to provide instruction, remediation, acceleration, and support individualized to the needs of the students.

The technology-enhanced curriculum with animations and simulations will be largely delivered through online lessons accessed from the "Online School (OLS)"--an online learning management system--complemented by worksheets and teacher guides that can be downloaded, as well as traditional materials such as novels and textbooks, science lab equipment, art supplies, CDs, and other hands-on materials and math manipulative tools. Teachers and students will use state-of-the-art technology tools in combination with the technology rich curriculum. Onsite at the school, teachers and students will use technologies such as interactive whiteboards (e.g., Smart Boards and Promethean Boards). K^{12} school administrators, teachers, learning coaches (parents or other designated responsible adults) and students will all use Elluminate/Blackboard Collaborate to work together from a distance. Blackboard Collaborate will be used for a variety of types of meetings including direct instruction called "Class Connect" (e.g., collaborating on a whiteboard or viewing a shared application in real time), virtual teacher office hours for students to drop in with questions, staff and board professional development, school staff meetings with offsite staff, staff and parent speaker series, and student/parent conferences where a teacher meets individually with students and parents for a review of course progress. Individual tutoring can also be provided on Elluminate/Blackboard Collaborate.

The founding group wanted a program with instruction using all modalities to meet the needs of all learners. Three members of the founding group are very familiar and highly satisfied with the way the K^{12} curriculum does this because their children have been using the K^{12} curriculum as students enrolled in the CAPCS Online K-8 program. These founding group members want a K^{12} program in the District for grades K-12—a program that doesn't currently exist.   Embedded within the K^{12} daily offerings in each subject area, students will have the opportunity to review previously introduced materials and be continually assessed on their mastery of the state standards. Students will have access to effective supplemental test mastery programs such as Study Island to focus on specific strand mastery as well as computer adaptive assessments such as the Scantron Performance and Achievement Series assessments to ensure mastery while progressing through the curriculum.

Relationship of D.C. Flex Students to School Location

D.C. Flex will be recruiting students from across the District of Columbia. By serving students from across the District, we offer them the opportunity to interact with and learn from peers across diverse cultures and backgrounds, thus developing a strong sense of "community" and promoting responsible citizenship among our students.

Proof of the track record that a K^{12} program has to draw students from across the District of Columbia are the demographics of where the current CAPCS Online charter school (managed by K^{12}) students live. CAPCS Online students reside in substantial numbers in all four quadrants of the District: Southeast (46%), Northwest (19%), Southwest (19%), and Northeast (16%).

Proposed Enrollment Levels

DC Flex intends to serve Kindergarten through 12th grades beginning in Year 1 (SY2013-2014). Our enrollment projections are:

> SY2013-2014 Enrollment 250 (Grades K-12)
> SY2014-2015 Enrollment 350 (Grades K-12)
> SY2015-2016 Enrollment 450 (Grades K-12)
> SY2016-2017 Enrollment 550 (Grades K-12)
> SY2017-2018 Enrollment 650 (Grades K-12)

To assist in developing the DC Flex application, the founding group asked K^{12}, our proposed Educational Management Organization and partner, for information regarding the volume of inquiries they had in their database from K-12 students in the District. K^{12} reported to us that they have received nearly 5,000 inquiries from District of Columbia families from 2006 to September 2011. Based on K^{12}'s experience with the rate of enrollments which actually result from inquiries and the rate of enrollment growth each year the school is in operation as well as the current enrollments at CAPCS Online, we conservatively projected a first year enrollment of 250 K-12 students growing to 650 K-12 students in Year 5. K^{12} indicates that District of Columbia student population counts and inquiries of interest as presented in the data in the application should be ample to generate the enrollments proposed. K^{12}'s experience is also that the demographics of the inquiring families typically mirror the demographics of the locality from which they come.

Impact on Community and Neighborhood Schools and Rationale for Location

The DC Flex Academy will provide an education that is both innovative and has proven results like those found at the CAPCS Online school and other blended and virtual schools and will therefore be of great interest to parents and students. The school will benefit from the expertise of and partnership with a successful education services provider. K12 Inc., with its extensive and creative student outreach and recruiting experience, will support the school's recruitment of students with diverse skills and needs and highly qualified teachers.

DC Flex will be one of very few charters to offer a comprehensive blended program. The proposed model combines state-of-the-art online and face-to-face instruction to provide high-quality, innovative, and effective individualized public school education, offering a wide variety of technology and foreign language courses in addition to core courses. DC Flex will use the innovative K^{12} web-based curriculum, dynamic teaching tools, highly qualified certified teachers, and powerful technology to deliver individualized and differentiated instruction to students from across the District. The strength of the parent/school partnership will be integral to the success of the school. Parents are able to access the

curriculum and follow their child's progress in real time, enabling them to contact the teacher and address any concerns almost as soon as they arise.

We will demonstrate best practices: optimal use of technology in learning and teaching, high quality instruction and curriculum, data-driven decision making, and focused and well-structured instructional practices. The school will provide an opportunity for all students and families who are seeking innovative, flexible, and technology-enriched public school options. In the absence of certain opportunities within the traditional brick-and-mortar schools, students, and their families must look to other options to meet their needs. A blended education model of online learning and a traditional brick and mortar facility will provide one solution to classroom overcrowding, limited course offerings, and the need for individualized instruction across the District. The successes with both Draper and CAPCS Online led the founding group to believe there are many, many families and teachers seeking this type of innovative model. The founding group believes that part of the promise of charter schools is to provide research and development which can be shared with all public school leaders. It is the founding group's intention to share our successes and setbacks with both the charter and traditional public schools in the District of Columbia.

As mentioned previously, D.C. Flex will be recruiting students from across the District f of Columbia. The optimal site for the school will be in a space that can be designed for the blended classroom, with exclusive access for the school and its community in a location that is safe and with convenient access to and from bus, trolley, and car transportation. Within the District, we are seeking a site in Northwest or Northeast Washington that is accessible to all students in the District.

The majority of real estate within the safe zones of this search area is office or retail buildings. With the appropriate negotiated structure, and with the guarantee of the credit of K^{12} as the management company, the landlords will mostly fund the cost of the needed tenant improvements. Only buildings with an exclusive-to-the-school, ground floor entrance will be considered for the benefit of student drop-off and security of the student body. K^{12} has retained the commercial real estate brokerage firm CB Richard Ellis.

On a non-binding basis, and subject to the appropriate review and approval by the school, K^{12} has begun preliminary discussions with five possible commercial buildings for the school's tenancy. These buildings meet the key criteria that the school should demand:
- a Northwest or Northeast Washington, D.C., location with convenient access to and from bus, Metro, trolley and car transportation,
- exclusive ground floor access,
- space configured appropriately for the school's open plan, and easily separable areas to accommodate the lower and upper school students,
- appropriately zoned for the use,
- favorable use to and relationship with the appropriate Advisory Neighborhood Commission (ANC),
- adequate room for future expansion,
- availability to accommodate an opening in the summer of 2013, and
- landlord has sufficient capital to make the needed tenant improvement investments.

Given the compelling findings of the IFFs recently released report, *Quality Schools: Every Child, Every School, Every Neighborhood: An analysis of school location and performance in Washington D.C.,* we seek to locate in one of the neighborhoods in those quadrants cited as having the greatest need, particularly Clusters 22 (Brookland, Brentwood, Langdon), 23 (Ivy City, Trinidad, Carver

Langston), 2 (Mt. Pleasant, Pleasant Plains, Parkview) or 18 (Brightwood Park, Crestwood, Petworth). Two of our potential sites are located in Cluster 23.

In Ward 5, where three of our potential sites are located, there are 18 public charter schools and 14 DCPS schools. Of these 32 schools, 8 are high schools, only 2 of which are public charter schools. Of the 8 high schools 3 of these are math/science focused; one serves special education students, and one is an alternative high school.

The following chart summarizes the demographics for Ward 5 and city-wide:

	WARD 5 Youth (birth-19) (%)	Youth DC City-wide (birth-19) (%)
Population by Race*		
Asian	1	4.2
Black	78	51
Hispanic	9	9.1
White	12	35
Poverty Rate 2005-2009**	19	18

*2010 US Census Data
**Poverty rate determined by total income received. In 2011, the U.S. government set the poverty level at $22,350 for a family of four. NeighborhoodInfo DC(2012). DC Ward Profile: Ward 5. Available at www.neighborhoodinfodc.org

DC Flex will be prepared to serve a culturally and socio-economically diverse student body. City-wide, approximately 16% of DCPS students are linguistically and culturally diverse and 9% of students are English Language Learners (ELL). Students speak over 107 languages; the most often spoken other than English are Spanish, Amharic, Chinese, French and Vietnamese. Our school will ensure that the specific needs of ELL students and students who qualify for special education services are met and that ELL students and special education students are fully integrated and equitably served in our school. Professional development opportunities will be provided to all teachers, as educating English Language Learners and special education students is the responsibility and the privilege of all teachers.

Following is a chart comparing city-wide test scores (percentage proficient for reading and math) with the public charter school middle school and public high school in Ward 5:

	City Wide Reading % Proficient	City Wide Math % Proficient	Ward 5 (DC Prep) M.S. Reading % Proficient	Ward 5 (DC Prep) M.S. Math % Proficient	Ward 5 (Dunbar) H.S. Reading % Proficient	Ward 5 (Dunbar) H.S. Math % Proficient
Ethnicity						
Asian	71%	82%	-	-	-	-
Black	41%	42%	75%	93%	27%	19%
Hispanic	47%	54%	-	-	-	-
Amer. Indian/Alaskan Native	57%	60%				
White	88%	88%	-	-	-	-
Special Education						
Disabled	16%	19%	40%	71%	6%	3%
Non-disabled	52%	51%	75%	93%	27%	19%
English Proficiency						
LEP*/NEP**	25%	36%	-	-	-	-
Non-LEP/NEP	47%	48%	75%	93%	27%	19%
Economic Status						
Economically Disadvantaged	38%	40%	71%	92%	24%	16%
Non-Economically Disadvantaged	61%	61%	75%	93%	27%	19%
Migrant Status						
Migrant	44%	57%	-	-	-	-
Non-Migrant	45%	47%	75%	93%	27%	19%
TOTAL	**45%**	**47%**	**75%**	**93%**	**27%**	**18%**

*LEP=Limited English Proficient

**Non-LEP=Non-English Proficient

We do not expect DC Flex to have a large impact on the other schools in the ward, but it is our intention to have a significant positive impact on the academic achievement of children residing in the

ward. Our plan is to recruit city wide; however, our objective is to provide more first tier seats for students who reside in the ward where we locate. *Quality Schools* (IFF 2012) proves that most children in the District of Columbia (85% of charter school students and 87% of public school students) do not have the opportunity to attend a Tier 1 school in their neighborhood but would like to do so. DC Flex intends to provide that opportunity.

b. Mission and Philosophy

The mission of DC Flex Academy is to prepare a diverse community of students to be successful in college and a career by providing an individualized, engaging, and flexible blended learning experience.

The philosophy of DC Flex is that the current model of schooling, of one size fits all in often large classes, actually serves very few students well, and that technology can enable schools like DC Flex to offer individualized instruction for a diverse community of students.

We believe that every child should have access to exceptional curriculum and tools that enable him or her to maximize his or her success in life, regardless of geographic, financial, or demographic circumstance.

We also believe that every teacher should have the tools and training that enable them to individualize instruction for each of their students. Unlike traditional school models where it is almost impossible to differentiate instruction for reasons including lack of data and a one-size-fits-all instructional model, the blended model give teachers immediate data on the performance of their students as well as the time and flexibility to meet with students one on one or in small groups.

Our vision is to create a high-performing school that produces exemplary levels of student achievement and prepares students for any postsecondary opportunity they wish to pursue.

c. Educational Focus

DC Flex will serve students in grades K-12. Students will engage in a rigorous, technology-enhanced curriculum that is standards- and research-based in all content areas. The nature of the program ensures that students will have one of the District of Columbia's most innovative and responsive curriculum offerings.

The underlying tenets of school culture that will enable the educational program to be successful include parents, students, staff, and the board of DC Flex:
1. Setting high academic and behavioral expectations for all students and staff;

2. Communicating the fact that student success is the result of hard work, shared commitment, open and honest communication, and personal and shared responsibility;

3. Leveraging the wonderful additional types of instant academic data that a blended   model enables with students, parents and teachers, informing all our decisions;

4. Balancing the need for individualized instruction with the need to create a school culture built upon shared experiences including community service;

5. Sharing a common sense of purpose in achieving the school's mission.

As the school will be recruiting students from across D.C., students can expect to interact with and learn from peers from diverse cultures and backgrounds. In particular, we will focus on developing a strong sense of "community" and promoting responsible citizenship among our students. They will be encouraged to work with others in their school and local community, with their family, and independently to address social issues like poverty, inequity, and injustice.

d. Goals

The DC Public Charter School Board's Performance Management Framework (PMF) measures a school's overall performance and progress using four common indicators:
- Student Progress
- Student Achievement
- Gateway Measures
- Leading Indicators

The DC Flex Board will be goal-oriented and will gather and analyze data at regular intervals to measure the performance of each student and the school as a whole.

The following proposed performance goals to be considered for adoption by the Board undergird the school's mission and represent goals for ourselves, our students, and our school community. Our student performance goals will measure both student progress and student achievement. While the PMF is currently measuring student progress over time and student achievement in only math and reading for grades 3-8 and high school, we have also established goals for student progress over time and student achievement for grades 3-8 and high school in science, and for student progress over time and student achievement in math and reading for grades K-2.

Proposed DC Flex School Performance Goals

- **Equip students with an engaging curriculum that provides relevance and rigor in order to prepare them for college and post-secondary plans.**

- **Provide continuous academic and advisory support to all our students during their entire school experience through graduation.**

  - **Goal: To ensure collaborative environment for teachers and administrative staff is developed and nurtured.**

    Measurable Outcome: All staff will participate in Professional Development opportunities at least monthly throughout the school year. Professional development will be provided to enhance the knowledge, skills and expectations necessary to increase student learning. Meeting agendas and participation logs will be maintained.

    Measurable Outcome: Training will be provided to teachers to assist them in supporting students and families effectively. Meeting agendas and participation logs will be maintained.

Measurable Outcome: A professional resource library will be created to allow teachers to have immediate access to high-quality professional resources.

Measurable Outcome: Teachers and staff will be evaluated at least twice a year and feedback will be provided by the Administration for continual reflection and improvement.

- **Provide a customized learning experience tailored to meet individual student needs helping close achievement gaps and weaknesses, while expanding on their strengths**

- **Help students set and achieve realistic goals including these <u>student progress over time and achievement goals</u>:**

     Goal 1: To improve student academic performance and essential skill mastery in all areas of mathematics.

     Measurable Outcome: The percentage of returning students in grades 3-8 not meeting standards as measured by DC CAS will be reduced each year.

     Measurable Outcome: 95% of eligible students will participate in all state mandated assessments. Participation will be measured by the percentage of completed state assessments submitted to for scoring.

     Measurable Outcome: 80% of the students enrolled for three or more years in the DC Flex Academy will see an upward trajectory of learning gains in mathematics. Improvement will be measured by results on the DC CAS. Learning gains will show the movement of students from lower levels of performance to the next level of performance.

     Measurable Outcome: 80% of the K-8 student population will achieve mastery in at least 80% of the course objectives, lesson and unit assessments. Mastery will be measured by lesson and unit assessments.

     Measurable Outcome: Students in grades 3-8 will make measurable gains in mathematics each year from fall to spring through a school utilized adaptive formative assessments. Gains will be measure on the student scores in the Fall compared against Spring scores.

     Measurable Outcome: Student pass rates will be tracked in High School mathematic core courses such as Algebra I, Geometry, and Algebra II, and teachers will use strategic strategies and have targeted intervention sessions with students to reduce skill deficiencies and increase passing rates.

     Measurable Outcome: The percentage of returning students passing the Algebra I End Of Course exam will be increased each year.

     Measurable Outcome: At least 85% of all DC Flex Academy students in grades K-2 will demonstrate academic growth by scoring at or above the same total NCE percentile on the

spring administration of the Terra Nova 3rd Edition math assessment as they scored on the fall administration.

Goal 2: To improve student academic performance and essential skill mastery in all areas of English/Language Arts.

Measurable Outcome: The percentage of returning students in grades 3-8 not meeting standards will be reduced each year.

Measurable Outcome: 95% of eligible students will participate in state mandated assessments. Participation will be measured by the percentage of completed state assessments submitted to for scoring.

Measurable Outcome: 80% of the K-8 students enrolled for three or more years in DC Flex Academy will improve their scores on the DC CAS English/Language Arts. Improvement will be measured by student performance on the DC CAS. Learning gains will show an upward movement of students' scores on the DC CAS.

Measurable Outcome: 80% of the K-8 student population will achieve mastery in at least 80% of the course objectives, lesson and unit assessments. Mastery will be measured by lesson and unit assessments.

Measurable Outcome: Students in grades 3-8 will make measurable gains in English/Language Arts each year from fall to spring through a school utilized adaptive formative assessments. Gains will be measure on the student scores in the Fall compared against Spring scores.

Measurable Outcome: Student pass rates will be tracked in High School English courses and teachers will use strategic strategies and have targeted intervention sessions with students to reduce skill deficiencies and increase passing rates.

Measurable Outcome: At least 85% of all DC Flex Academy students in grades K-2 will demonstrate academic growth by scoring at or above the same total NCE percentile on the spring administration of the Terra Nova 3rd Edition reading assessment as they scored on the fall administration of the Terra Nova 3rd Edition.

Goal 3: To improve student academic performance and essential skill mastery in all areas of Science.

Measurable Outcome: The percentage of students' not passing biology on the DC CAS will be reduced each year.

Measurable Outcome: The percentage of returning students in grades 5th and 8th grades not meeting standards will be reduced each year.

Measurable Outcome: 95% of eligible students will participate in state mandated assessments. Participation will be measured by the percentage of completed state assessments submitted to for scoring.

Measurable Outcome: 80% of the students enrolled for three or more years in the DC Flex Academy will see an upward trajectory of learning gains in Science. Improvement will be measured by state mandated assessments. Learning gains will show an upward movement of students' scores on the DC CAS.

Measurable Outcome: 80% of the K-8 student population will achieve mastery in at least 80% of the course objectives, lesson and unit assessments. Mastery will be measured by lesson and unit assessments.

- **Focus on strategic academic improvement by using baseline data assessments with weekly benchmarks and targeted instruction to hone in on remediating any deficiencies and building a strong foundation for success**

- **Teach and model skill sets that assist students in becoming actively contributing citizens within their community**

  Goal : To employ various parental engagement strategies to effectively engage our parents in meaningful and purposeful way.

  Measurable Outcome: Parents will have access to parenting materials, to include information about learning objectives that are appropriate for their child's age/grade level, effective learning strategies for difficult content areas, etc. The school will develop an online lending library with resources for parents to work with their student(s) through the learning process effectively.

  Measurable Outcome: All parents or Learning Coaches will sign a school compact that outlines how parents, school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents build and develop a partnership to help children achieve high standards.

  Measurable Outcome: The school will develop a mentor program in which newly enrolled families can be paired with an experienced learning coach who will be available to share tips for a successful school year. Parent mentors will be provided training to support them in this role.

  Measurable Outcome: The school will conduct at least three outings each semester for students and parents to have the opportunity to meet other families. The outings will be both educational and social in nature.

- **Provide opportunities for students to learn about career opportunities and college options**

- **Create a positive culture that empowers our students to utilize each other as a support system**

2. Charter School Curriculum
   a. Student Learning Standards

   Alignment of K^{12} Courses to the District and Common Core Standards

DC Flex has chosen to "adopt" the Common Core State Standards (CCSS) through the selection of the K[12] curriculum. We applaud the District for likewise adopting the CCSS. We will provide all DC Flex students and teachers with K12 Inc.'s world-class curriculum to provide them with an exceptional learning experience. DC Public Schools has explained the value of the Common Core standards very well:

- *In our classrooms, our educators are ready and willing to give all students the knowledge and skills needed for success in college, careers, and life.*
- *We believe that a combination of excellent teaching, strong standards, and active student family participation combine into a potent recipe for success.*
- *These standards lay out what students should know and be able to do in kindergarten through twelfth grade. The new standards will help parents, teachers and community members understand what students should learn each year.*
- *Also, because so many states have adopted the Common Core State Standards, we will be able to compare our students' achievements to those around the country. Adopting the Common Core State Standards will have a major impact on the quality of education we provide our students.*

K[12] curriculum is well-aligned to both the Common Core and the DC Learning Standards and received the highest marks possible from the District of Columbia Public Charter School Board in their October 2011 Program Development Review Report of CAPCS Online, a successful blended school that also uses the K[12] curriculum:

Program Development Review Summary

Curriculum and Standards	
1.1 The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy.	**Exemplary**
a. The curriculum identifies the essential knowledge and skills that all students are expected to achieve.	**Exemplary**
b. The curriculum aligns with the state and/or national standards.	**Exemplary**

The Executive Summary of the Review Report also specifically lauds the lessons of the K[12] curriculum for being aligned to the Common Core and the DC Learning Standards and thereby equipping all students to meet the standards:

> *The K[12] curriculum is comprised of well-constructed, interconnected lessons which align to Common Core or DC Standards, as appropriate…The exceptional, individualized K[12] curriculum covers both the core subject areas and electives. The K[12] curriculum helps students develop the ability to work independently giving them more responsibility for managing their learning as they get older. Lessons throughout the curriculum provide opportunities for students to think deeply and critically, and to inquire scientifically. Online and face-to-face classroom observations revealed that the students are actively engaged in the learning process. The structure of the K[12] curriculum ensures that the students, teachers, and learning coaches[1] are all following the same content and working towards the same goals.*

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[1] A learning coach is the adult (parent or another responsible adult designated by the parent) at home with a virtual program student who works closely with teacher to oversee the delivery of the curriculum and the learning of the student.

The K^{12} Product Development group has a direct historical connection to the work of the Core Knowledge Foundation. This longstanding connection has disposed K^{12} curriculum to be very favorably aligned to the Common Core standards, whose development K^{12} has followed closely in draft and final form.

K^{12} is committed to providing a curriculum that fully aligns to the Common Core standards including those have been adopted by the District for Mathematics and English Language Arts. K^{12} engaged Alignment Specialists to review and document the alignment between its curriculum and those standards.

For each standard at each grade level, Alignment Specialists identified where in the K^{12} curriculum the concepts are addressed and noted specific units and lessons where students learn or demonstrate an understanding of the skills and knowledge required by the Common Core standards.

If gaps are identified in K^{12} courses released before the evolving Common Core standards were published, K^{12} Product Development will address them in ways providing a seamless experience for students. K^{12} is committed to a world-class education for students, and welcomes the Common Core standards as a measure of its success.

Assisting All Students to Meet Standards

K^{12} curriculum is known for its instruction using all modalities to help all learners to meet standards including Students with Exceptional Needs and English Language Learners. Embedded within the daily offerings in each subject area, students have the opportunity for daily exposure to grade level content materials with their general education peers, to review previously introduced materials, and be continually assessed on their mastery of state standards. Students will have access to remediation programs such as Study Island and K^{12}'s National Math Lab synchronous math remediation course for students in grades 5 through 11 to focus on specific strand mastery as well as Scantron Performance and Achievement Series to ensure mastery while progressing through the curriculum.

Students with disabilities will have access to the accommodations and modifications deemed appropriate by their IEP team. This includes the use of assistive technology to ensure equal access to all classroom tools, including the online curriculum.

The K^{12} curriculum has the flexibility to be assigned based on student need. If we have any student who is significantly below grade level in math or English language arts, the academic team can determine that it is appropriate to place the student in a lower grade level course with the designated teacher providing remediation, support, and exposure to grade level standards within online class sessions. Beyond placement at the appropriate "starting point" within the K^{12} curriculum is the fact that the curriculum in grades K-8 is mastery based--repeating/reviewing previously introduced information through skills assessments and updates. For instance, new vocabulary words are introduced prior to each lesson and highlighted throughout the lesson. Assistive technology can be used when necessary to read/highlight/define unknown online print material. Audio text is also available when the team deems appropriate for the individual student.

K^{12} has a multisensory remedial reading program, MARK^{12}, that is appropriate for struggling readers in grades 3-5 and may also benefit ELL students. The success of this reading program with ELL students has been shown at the Georgia Cyber Academy, a statewide public virtual school.

Other virtual academies using the K^{12} curriculum have also utilized third party programs such as Compass Learning Odyssey to provide support for ELL students.

With the ability to place students at their appropriate instructional level using a multisensory, mastery-based curriculum, the usage of assistive technology when necessary, support from a remedial reading program and a supplemental ELL program - students with ELL needs will thrive.

Alignment of K^{12} Courses to iNACOL National Standards for Quality Online Courses, version 2

Background
In 2007, the International Association for K-12 Online Learning (iNACOL) published standards based closely on work originally formulated by the Southern Regional Education Board (SREB). iNACOL's standards outline quality guidelines for online courses—covering content, instructional design, student assessment, technology, and course evaluation and support. Schools and other educational organizations can use these standards as a rubric for evaluating the quality of any online courses they wish to offer.

The iNACOL standards were revised in late summer 2011. K^{12}'s courses have been so widely recognized for embodying best practices for online learning that K^{12}'s curriculum department was invited to join the committee for revising the standards. Version 2—published in October 2011—includes reformulated standards that are more easily applicable and verifiable in the growing landscape of different online scenarios.

K^{12} and the iNACOL Standards

K^{12}'s rigorous courses—aligned to national and state content standards—engage students in active and self-directed learning that requires progressively sophisticated thinking, reasoning, information literacy, and communication skills. K^{12}'s courses address the many ways students learn, including the varied capabilities offered by the online medium and supported by instructor-student and facilitated student-student interaction. The curriculum provides for multiple levels of mastery, teaching concepts and skills that will be retained over time and that provide a foundation for further study. Ongoing assessments verify students' progress and readiness for advancement. K^{12} conducts continuous and systemic internal audits of its courses to assess effectiveness.

A K^{12} evaluation of its courses against the iNACOL standards reveals high marks for compliance. Documentation for alignment with the 2011 standards is available for review.

AdvancED Accreditation

K12 Inc. is accredited through AdvancED, the world's largest education community, including such members as North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and Commission on International and Transregional Accreditation (CITA). K^{12} is the largest national kindergarten through grade 12 online school provider to be recognized by AdvancED. Online public schools using K^{12} curriculum have received accreditation from qualified accrediting organizations across the country including CITA (now part of AdvancED), Middle States Association, NCA CASI (also now part of

AdvancED), Northwest Association of Accredited Schools, and Western Association of Schools and Colleges.

AP Approved Courses

K^{12} currently offers 19 Advanced Placement courses that have been approved by the College Board. These courses were officially approved through the AP Audit process in the summer months of 2011. K^{12} AP courses are college level courses that follow curriculum specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at most of the nation's colleges and universities. K^{12} will work with the Board to create a "dual pathway" for students to earn college credit while enrolled at DC Flex: taking Advanced Placement Courses as well as taking dual enrollment courses. Agreements will be sought with local colleges to develop an articulated agreement for co-enrollment whereby students can earn high school and college credits at the same time. Credits may be earned in a variety of ways, including: physically attending classes at DC Flex or on the local college campuses; by taking credit-earning online classes in a supervised setting at DC Flex; and by the school negotiating the right to have some of its coursework at the DC Flex facility considered a co-enrolled credit course at a college.

NCAA Approved Courses

The National Collegiate Athletic Association (NCAA) has approved K^{12} courses as meeting the requirements for establishing the initial-eligibility certification status for high school student-athletes wishing to compete in college. While courses are approved for all blended and virtual schools managed by K12 Inc. (approval for Silicon Valley Flex is in process), each school is listed individually. You can visit the NCAA website and follow the link to "High School Administrators" then "List of NCAA Courses" to navigate to the High School Portal. For an example of a listing of approved courses for K^{12} blended and virtual academies, please see the list for the Ohio Virtual Academy (CEEB code 365143).

Leading Sources Standards

K^{12} has developed courses that incorporate standards, parameters, and characteristics outlined by a host of leading sources including: the National Academy of Science; American Council on the Teaching of Foreign Languages; Chinese Language Teachers' Association; National Art Education Association; International Association for K–12 Online Learning; National Association for Sport and Physical Education; National Council on Economic Education; National Council for History Education; National Council of Teachers of English; National Council of Teachers of Mathematics; National Institute of Child Health and Human Development; and Partnership for 21st Century Skills. The quality of the K^{12} courses and learning management system along with a track record of academic success has been documented.

b. Resources and Instructional Materials

We will provide DC Flex students and teachers with K12 Inc.'s world-class, and award-winning curriculum, rated as "Exemplary" by the PCSB in their October 2011 Program Development Review Report of CAPCS Online Public Charter School which also uses this curriculum, to provide students with an exceptional learning experience (see **Section A Educational Plan (2)(a) Student Learning Standards**). Each course includes online and offline lessons and teaching tools

to serve varied learning styles. Combining traditional classroom instruction with the latest in individualized, online learning approaches, DC Flex staff will use K^{12} content and systems to ensure DC Flex students are provided with the tools they need to succeed in school and beyond. The exceptional, individualized **K¹²** curriculum covers both the core subject areas and electives. Based on decades of education research, the **K¹²** curriculum packages high-quality lessons with assessments that ensure students achieve success at each level.

In addition to being aligned to the Common Core State Standards, the K^{12} curriculum is also aligned to the mission and philosophy of DC Flex to prepare a diverse community of students to be successful in college and a career by providing an individualized, engaging, and flexible blended learning experience with:

- Careful work built on educational research to identify the "Big Ideas" of a subject area as well as the concepts that are stumbling blocks for many students

- Clear layout of the objectives to be mastered in each lesson, unit, and semester, crafted from educational research, the best state and national standards, and deep content expertise

- Easy-to-navigate online content, including summaries and reviews, with more time and effort spent on the hardest, most important topics and skills

- Engaging, interactive, media-rich content to illustrate and explain the toughest concepts in ways no static page (print or Web) could ever match

- Beautiful, printed and other hands-on materials complement the online courses (in most cases actually built for the online course) so that the images, phrases, and organization of these references clearly reinforce the key concepts, explanations, and work done throughout the course

- Terrific offline experiences with labs, books, and writing designed to give sufficient practice in key skills that students must master, as well as challenging problems and assignments to develop each student's ability to apply what they've learned in new circumstances

- Clear assessment tools to measure mastery of lesson objectives, using both online and off-line tasks to carefully probe mastery

For any given lesson, the curriculum development team at K^{12} creates and assembles different learning components to satisfy the diverse needs of students in multiple learning environments. The team strategically chooses the appropriate interactive activities, printed material, assessment, video, laboratory, essay assignment, or hands-on exercise to provide a well-coordinated and purposeful learning experience. The mosaic of these individual components forms a lesson; related lessons are collected into units, and units into courses. Ultimately, all of the lesson components work together to create a rich K^{12} experience that is unlike any other.

K^{12} utilizes every medium and opportunity to advance students' learning by using a comprehensive, diverse, and innovative selection of materials, including books, protractors, seeds, clay—virtually any object that can aid the teaching process. K^{12} materials are intrinsically tied to the curricula because they are selected by the same experts and developers who design, write, and build the courses.

Offline Materials

Younger students are engaged with hands-on materials that are especially rich in color, texture, and variety and incorporate and emphasize the excitement of learning. K^{12} books match and often surpass materials available from commercial publishers because K^{12} books are customized for our courses by grade level and subject area. All materials are rigorously studied, tested, and adapted for ease of use by students.

Mature students with more-developed cognitive skills require fewer offline materials—a norm found in all educational settings. K^{12} materials include major literary works, relevant historical textbooks, appropriate lab items, and other carefully selected tools to reflect the typical high school experience. Offline materials are designed and selected to be deeply tied to and fully supplement the online curriculum. Examples of offline materials include science laboratory and reference guides; materials for lab experiments; math reference guides and problem sets as well as compasses, protractors, and rulers; history textbooks; literature anthologies and novels; and music recordings and textbooks.

While K^{12} is well-known for the quality of their online learning curriculum, they also received recognition for the quality of their offline materials as well by the Association of Education Publishers (AEP)

Association of Education Publishers (AEP) Distinguished Achievement Award

- **Winner, 2009:** *Algebra I: A Reference Guide and Problem Sets (Grades 9-12)*
- **Winner, 2007:** *Earth Science: A Reference Guide*
- **Finalist, 2006:** *The Human Odyssey* (Middle School History)
- **Finalist, 2006: K^{12} Grade 4 Art**

Interactive Activities

K^{12} uses a variety of user-tested, educationally sound multimedia throughout each curriculum to teach and apply content, and to assess knowledge. The foundation and use of multimedia is based on several factors:
- Offer a consistent, informative, and rewarding learning experience
- Impart the right level of detail and a balanced age-appropriate cognitive load
- Engage students to provide valuable learning opportunities and encourage reflective thinking.

Several types of multimedia are used in the K^{12} curricula:
- Audio: maximize the learner's ability to process information without being overwhelmed by visuals
- Photographs/illustrations: help represent, organize, and interpret the content
- Animations/interactive activities: used to segment content, personalize learning, promote interaction, and show relationships
- Videos: used as concrete modeling of behavioral learning objectives

As an example of interactive activities, many K^{12} science courses now include interactive vLabs (virtual labs). These highly engaging online experiments enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to

reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs.

K^{12} has won numerous awards in recognition of their web-based curriculum, innovative program, and leadership in the field of online and blended learning including:

- **Winner, 2011 Readers' Choice Award by *District Administration* magazine: Online Education Curriculum**
- **Finalist, 2011 Association of Education Publishers (AEP) Golden Lamp Award: Math+ Program**
- **Finalist, 2011 AEP Distinguished Achievement Awards**
  - **Science: Environmental Science course**
  - **Science: Virtual Labs/Biology**
  - **Technology: Timed Reading Practice**
- **Finalist, 2011 The Software Information Industry Association, CODiE™ Awards**
  - **Best Mathematics Instructional Solution: Math+**
  - **Best Public Virtual School Solution for Students**
- **Winner, 2010 United States Distance Learning Association (USDLA) 21st Century Best Practices Award**
- **Bronze Award Winner, 2010 USDLA Best Practices in Distance Learning Programming: *K12 Inc. Honors Earth Science Program***
- **Ohio Virtual Academy and Pennsylvania Virtual Charter School, Parent's Choice Winners in GreatSchools.net/*Business Week* January, 2009 School Rankings** (*Both statewide online public schools use the K^{12} curriculum.)*
- **Co-Recipient with Florida Virtual Academy, 2007 ITFlorida Government Technology Leadership Award**
- **ComputED's Education Software Review Award for Innovation, 2007 Winner: *K^{12} Online School (Learning Management System)***

High School Curriculum

 DC Flex will be able to offer more than 150 K^{12} high school courses designed to help students earn their high school diploma and find their own path to post-high school success—whether that's in college or in the workforce. K^{12} offers Math, English, Science, and History courses in multiple levels—Core, Comprehensive, Honors, and Advanced Placement— plus remediation and credit recovery courses to meet the needs of diverse learners. Students can take up to five years of Spanish or French (including AP courses), up to four years of German and up to two years of Latin, Chinese, and Japanese. They may also choose from a variety of electives, including Anthropology, Web design, Entrepreneurship, and Green Design & Technology. Unlike other programs, where a student must be in a particular "academic path", the K^{12} program allows students to chart their own course, choosing from among the four levels of courses to match their aptitude and goals. So, if a student excels in Math and Science, they may take all Honors/AP courses in those subjects, while choosing from among the Core and Comprehensive English and History courses. These multiple course levels prevent you from being "locked in" to one level of a particular subject, and account for natural progress and growth.
Many K^{12} science courses now include interactive vLabs (virtual labs). These highly engaging online experiments enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs.

Many K[12] textbooks, reference guides, literature readers, and lab manuals are now also offered as online books (a.k.a. eBooks), and are optimized for use with mobile devices. Plus, K12 has launched new mobile applications for the iPhone and iPod Touch, available as free downloads on iTunes. These apps include "K12 Algebra I Study and Review" and "K12 Periodic Table," which students can use to reinforce course concepts.

By using the K[12] high school curriculum, the school will allow students to harness the power of individualized learning by choosing from the following six levels of Math, English, Science, and History courses:

- **K[12] Core courses** are similar to the standard courses offered by many other programs. They meet all academic requirements for each course area both for graduation as well as for potential admission into a wide range of colleges. Topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.

- **K[12] Comprehensive courses** are designed for students entering with a strong foundational knowledge and aptitude in the subject area being covered, as well as solid study skills. Students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in core courses.

- **K[12] honors courses** hold students to a greater degree of accountability, and demand even greater independence and self-discipline than their Comprehensive counterparts. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college level courses. Students also demonstrate college level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources.

- **K[12] AP courses** are college level courses that follow curriculum specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at most of the nation's colleges and universities. K[12] currently offers 19 Advanced Placement courses that have been approved by the College Board. These courses were officially approved through the AP Audit process in the summer months of 2011.
While most DC Flex students will be prepared to enroll in one of our four levels of core courses, especially those students who have been enrolled in DC Flex through elementary and middle school, we can assume that some students will have gaps in their proficiencies—predictably in math and reading. We are prepared to meet all students where they are. K[12] also provides two levels of courses for struggling students, "at risk" students, and students who have not successfully completed courses required for graduation:

- **K[12] remediation courses** bring students up to grade level in math and English—guiding them through the skills and knowledge needed for success. Remediation courses evaluate students' current knowledge and provide the instruction needed for them to continue their studies at a high school level.

- **K^{12} credit recovery courses** allow students to gain credit for courses they have previously taken and not completed successfully. These courses include diagnostic unit tests that assess students' understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment with teacher-graded assignments and assessments, as appropriate.

Elementary and Middle School Curriculum

From kindergarten through 8th grade, K^{12} courses are categorized into six core courses: Language Arts/English, Mathematics, Science, History, Art, and Music— plus adaptive K-5 math courses and MARK^{12} adaptive reading remediation courses (see K-8 catalog in **Section J**).   In addition, K^{12} provides multiple levels of World Languages in Spanish, French, Latin, German, and Chinese. Their proprietary curriculum includes all of the courses that students need to complete their core kindergarten through 8th grade education—in more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student will need to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum is mastery-based with assessments built into every lesson to ensure mastery and provide for remediation or enrichment where necessary.

Enhancements to the K^{12} K-8 curriculum this year include a variety of innovative games—from"xGerms Computational Fluency," which features colorful germ characters and a fun laboratory theme, to "Spell-n-Stack,"an arcade-style spelling drill game. K^{12} has also launched new mobile applications for the iPhone and iPod Touch, available as free downloads on iTunes. These apps include "K^{12} Money," which lets students solve math problems using currency, and "K^{12} Timed Reading Practice," which helps them calculate their reading pace in words per minute.

- **MATH:** Building upon the success of a long-established program, K^{12} Math balances mastery of fundamental skills with critical thinking and problem-solving. K^{12} Math emphasizes an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensures mastery of basic skills. Online games and animations motivate students and help illustrate concepts, while challenge problems help develop critical thinking skills. Math+ for Grades K-5: These exciting, research-based courses focus on computational fluency, conceptual understanding, and problem solving. The engaging approach features colorful new graphics and animation, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for families at home to support their students to succeed. From helping younger students make the link between the concrete and the abstract to introducing older students to Algebra, K^{12} Math provides a thorough mathematic grounding.
- **SCIENCE:** K^{12} is unique in offering real science for young students. The program balances hands-on experience with systematic study of scientific terms and concepts. Students perform many experiments to help them understand scientific principles, and receive guided instruction in important scientific concepts. Exploring life, earth, and physical sciences in each grade, K^{12} science nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances. Students learn about the human body, plants and

animals, rocks and minerals, stars, matter, motion, electricity, magnetism, and much more. Through hands-on experiments, the program helps students develop skills of observation and analysis, and learn how scientists understand our world.

- **LANGUAGE ARTS/ENGLISH:** K¹² Language Arts/English helps students develop important reading and writing skills, while also inspiring a love of literature. Combining Phonics, Literature, Language Skills, and Spelling lessons, the Language Arts/English program emphasizes classic works, teaches writing as a process, and prepares students for standardized tests in the areas of language skills and reading comprehension. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities, while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. MARK¹² Reading is a three-stage course for students in grades 3-5 who are reading two or more grades below grade level. The course gives students the opportunity to master missed concepts in a way that accelerates them through the remediation process.

- **HISTORY:** With integrated topics in Geography and Civics, K¹² History opens young minds and imaginations to far-off lands, distant times, and diverse cultures. K¹² emphasizes the story in History—a story that includes not only great men and women but also everyday people. The kindergarten History program takes students on a world tour of the seven continents, and provides an overview of American History through a series of biographies of famous Americans. The History program in grades 1–4 tells the story of civilization from the Stone Age to the Space Age, while students in grades 5 and up explore major themes and topics in greater depth through survey courses in American and World History. Lessons for state specific history requirements are embedded throughout each grade level history course.

- **ART:** Following the timelines in the History lessons, K¹² Art lessons introduce students to great works of art from different cultures and eras, while engaging them in creative activity—painting, drawing, sculpting, and weaving using materials such as oil pastels, crayons, molding clay, plaster, and yarn etc. Students are introduced to the elements of art—line, shape, color—and identify different types of artworks such as portrait, landscape, and still life as they learn about important paintings, sculpture, and architecture. They study the works of famous artists, from Rembrandt to Warhol, and learn about different artistic movements such as Impressionism and Cubism. Students also create their own works of art similar to those they have learned about, such as mobiles, collages, and stained glass.

- **MUSIC:** K¹² Music teaches basic music concepts at different, age-appropriate levels, so that all music students have a consistent understanding of the essential concepts governing Western music. The curriculum builds quickly, in a structured, sensible way. The concepts in the lessons are critical to fostering music comprehension, which is taught in stages as students move through their years in K¹². Much more than simple music appreciation, this is an approach that will help students train their own ears, voices, and bodies in the fundamental building blocks of music.

- **WORLD LANGUAGES:** The only online language-learning program designed specifically for students in the lower elementary grade levels, the K¹² offering in world languages, powerspeaK¹² and Middlebury Interactive Languages, gives students a choice of five World Language courses (Spanish, French, German, Latin, and Chinese) and helps students to read, write, speak, and listen for meaning in the languages they choose to study. Combining a variety of games, simple narratives, and regular writing and speaking challenges, the World Language program highlights

common vocabulary terms and phrases, introducing younger students to a wide range of grammar patterns, while helping older students master numerous grammar principles. Courses prepare students to generate language incorporating the vocabulary and patterns they have learned. In addition, culture lessons challenge younger students to recognize different cultural manifestations, while older students analyze and compare practices and perspectives of various cultures.

Courses thoroughly meet all national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages) and follow state guidelines in covering level-appropriate standards in communication, cultures, linguistic and cultural comparisons, cross-curricular connections, and engaging with target-language speaking communities.

The scope and sequences for Kindergarten History, Grade 3 Science, and each High School core course are provided in **Section J**. The scope and sequences include a detailed list of the materials that will be used within each course. Scope and Sequence documents can also be provided for all electives upon request.

Supplemental Curricula

DC Flex will use the planning year before school opens to finish the review and evaluation of appropriate PE, Health, and Technology supplemental curriculum well before school opens. We will be seeking proven District and national standards-based curricula of a quality equal to the K^{12} curricula. The curricula must also meet applicable District and high school graduation requirements.

PE

We will evaluate curricula that address District content standards strands:
- Competency in Physical Skills (K-12)
- Movement Concepts and Principles (K-8)
- Promotion of a Physically Active Lifestyle (K-8)
- Health-Enhancing Level of Fitness (K-12)
- Safe and Responsible Personal and Social Behavior (K-12)

Health

We will evaluate curricula that address District content standards strands:
- Health Promotion and Disease Prevention
- Access to and Evaluation of Health Information
- Self-Management Skills
- Analyzing Influences
- Interpersonal Communication
- Decision-Making and Goal-Setting

Technology

The K12 blended learning program, by its very nature, provides extensive technology training for our students. Nonetheless, we are evaluating programs that will do the following:
- o Provide instruction in effective keyboarding for all students
- o Provide instruction in the basic Microsoft Office package for students in grades 3+
- o Allow for purposeful integration into core content as applicable

Learning Management and Student Information Systems

Students, parents, teachers, administrators and the Board may continuously measure and receive reports on student achievement gains during the school year using the school's learning management and student information systems. Using these systems, the school will deliver the curriculum to its students and permit teachers and parents to see, at every moment, how the student is progressing. These systems provide each student with an individualized learning experience. The school will be using the following management tools which are components of the education program that K^{12} will provide to the school:

Learning Management System (LMS)

The LMS is an intuitive, web-based software platform. It provides access to more than 22,000 online lessons and courses; lesson/unit/term assessments; hands-on activities; alternative learning approaches; classroom collaboration tools; and optional and supplemental lessons and activities, as well as lesson planning and scheduling tools and progress tracking tools. Students, parents and teachers can access the LMS with an Internet connection at any time.

Lesson Planning and Scheduling Tools

The K^{12} lesson planning and scheduling tools enable K-12 teachers and parents to establish a schedule for completing lessons. These tools are designed to update the plan as a K-8 student progresses through each lesson and course, allowing flexibility to increase or decrease the pace the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame. Changes can be made to the schedule at any point and the remainder of the student's schedule will automatically adjust. For grades 9-12 students, teachers use these tools to establish assignment dates. They are designed to provide student and parent visibility into upcoming assignments and course progress. (An example of a 1st graders weekly plan follows.)

Progress Tracking Tools

Once a master schedule has been established for K-8 students, the LMS delivers lessons based upon the schedule. Each day, a student is initially directed to a screen listing the syllabus for that day and selects one of the listed lessons. As each lesson is completed, the student returns to the day's syllabus to proceed to the next subject. If a student does not complete a lesson during the session, the lesson will be rescheduled to the next day resuming at the point where the student left off. The progress tracking tool allows students, parents and teachers to monitor student progress. In addition, information collected by the progress tracking tool regarding student performance, attendance and other data is transferred to the management system for use in providing administrative support services.

Once a master course schedule has been established by a high school teacher in the LMS, content units and assignments are delivered to students based upon the schedule. Each day, a student is initially directed to a screen listing the upcoming assignments for the course, as well as specific teacher-created announcements that assist in guiding the student's activities for the day and/or week. As each lesson is completed, the student returns to the day's assignment list to proceed to the next activity. The progress tracking tools allow students, parents and teachers to monitor student progress in each course. (Below is a screen shot of one of the progress screens from a student view. This screen shot is from a demo account therefore no progress is indicated.)
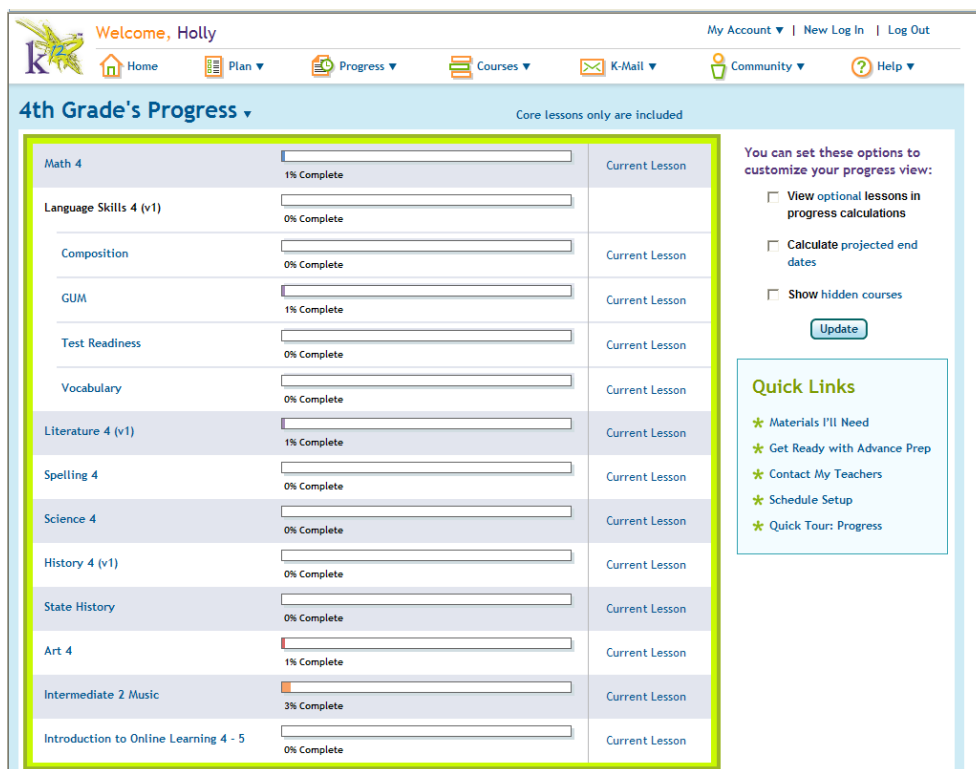
Below is a one of many views a teacher has for monitoring students.
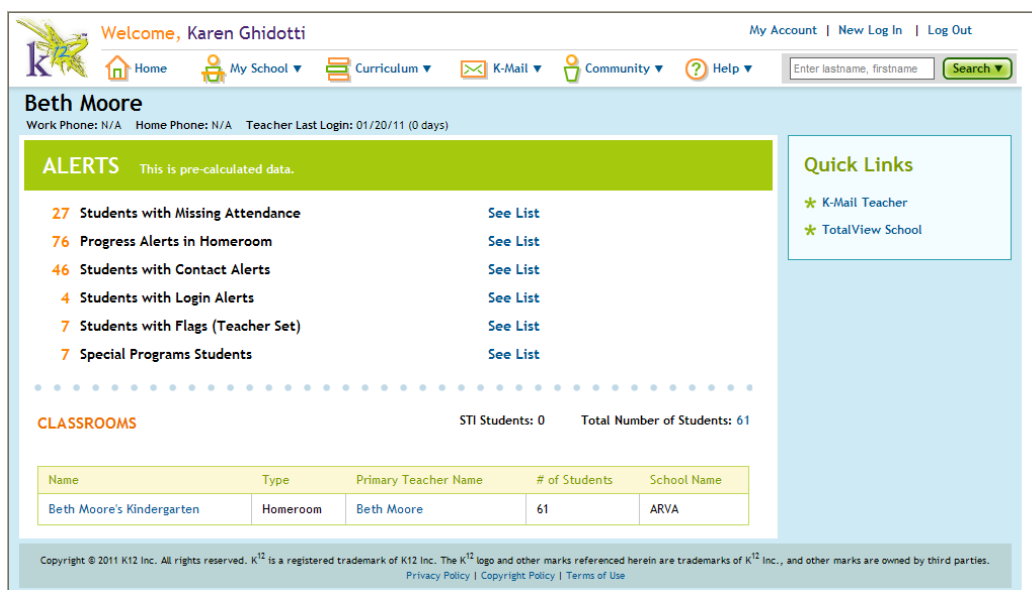
Student Administration Management System (SAMS)

SAMS, the master digital database, captures raw student data, stores it, organizes it, and integrates with other systems. SAMS collects and provides all of the information required to manage student enrollment and monitor student performance. TotalView School and MyInfo are two sides of SAMS. They are

applications for administrators, teachers, parents, and students to use that display the information stored in the SAMS database. TotalView School serves the school—teachers, administrators, and other staff—by providing a secure, internal communications tool, an overview of their students' current progress and history, and the status of the shipment of curriculum materials. It allows teachers to interact one-on-one with students. Parents and students use MyInfo as a secure communications tool to track students' course progress, grades, and attendance history, and to check the status of course material shipments.

Benchmarking Student Progress

At DC Flex, high student achievement is a primary success indicator that does not occur without a focused and concerted instructional approach. A shift from a sole focus on teaching, to a focus on student learning is central to the blended school model. At DC Flex, "learning for all" is not cliché but rather a fundamental goal achieved through a focused instructional model built upon the use of data to guide every aspect of instructional delivery. Through the use of online, adaptive technology combined with highly effective face-to-face and web-based instruction, the DC Flex Academy provides a customized learning experience for each student.

We have provided detailed information about our plans for formative and summative assessments in the response to **Section A. Educational Plan (2)(d) Student Progress and Achievement** below. To summarize here: our data-driven approach to instruction will enable us to benchmark student progress across all grades and for all students, including English Language Learners and Students with Exceptional Needs, in the following ways:

- DC Flex students, at a minimum, will demonstrate mastery of District-level learning objectives which are aligned and embedded within the K^{12} curriculum. Enrichment and remediation opportunities allow for deviation from those standards and further enhance DC Flex Academy's personalized student learning experiences. For those students not mastering objectives, remediation may include mastery of prerequisite skills to close learning gaps. For accelerated students, advanced course placement and additional learning opportunities will vary for each student based on accelerated path.

- DC Flex instructional staff will have specific knowledge of how students are progressing towards the District-level objectives based upon consistent assessment and data disaggregation. This process for data analysis is detailed later in our application. A list of base level assessments that guide daily instruction for DC Flex students is noted below.
    - Scantron Assessments
        - Performance Series Assessments
        - Achievement Series Assessments
    - K^{12} Course-based Assessments (lesson, unit and semester)
    - Supplemental Curriculum Assessments
        - Study Island, Compass Learning, etc.
- The blended school model is specifically designed to provide real-time, immediate and targeted intervention to address student non-mastery of specific skills. Students receive remediation in a variety of methods and settings within the school model.
    - Remediation (RTI Process)
    - Targeted Interventions
    - Use of supplemental learning resources and materials
    - Increased frequency of assessments
    - Re-teaching

- Individualized Academic Goals
- Project-Based Learning Opportunities

- DC Flex is designed to meet the advanced learning goals of each student and provide enriched learning opportunities. Students who have demonstrated mastery of District-level objectives can continue to progress instead of waiting for all students to master those objectives. Through the use of adaptive technology, students can continue to advance through the K^{12} curriculum as well as receive additional enrichment. To augment their learning experience, small group advanced work, including project-based will be available. This includes self-paced labs and academic challenges. Some students may also engage in community service projects, Independent Study experiences, internships, or other job opportunities to support their studies. These opportunities are made available through the local school Guidance Counselor and by utilizing other resources within the local community. Examples of enrichment activities include:
  - Project-Based Learning opportunities, including Service Projects
  - Portfolio Samples
  - Honors/AP Course Placement
  - Internships
  - Dual Credit
  - Individualized Academic Goals

- Students with Exceptional Needs will have access to the accommodations and modifications deemed appropriate by their IEP team. This includes the use of assistive technology to ensure equal access to all classroom tools, including the online curriculum component. Students with disabilities, as well as other at risk learners and the ELL population, will have the opportunity to have daily exposure to grade level content materials with their general education peers and instructional level support using Study Island and K^{12}'s National Math Lab. Continual assessment of progress made in both settings will assist in closing the learning gap to ensure all are moving toward their instructional level and meeting their grade level standards. The special education teacher will provide the support deemed necessary in each student's IEP in these settings. This may include co-teaching, small group mentoring within the general education classroom, pull out for individual or small group sessions with the amount of pull out time dependent on student needs. Examples of possible accommodations are: change of setting, timing, scheduling and how the student responds to the materials. Specific examples are: students may be provided guided notes, study guides, set up on a block schedule, special seating within the classroom and allowed to answer questions verbally. Examples of possible modifications are: weighted grading scale, significant alterations to the requirement of work to be completed and alternate work as deemed necessary.

- Students who meet the criteria for ELL services will receive support following the sheltered instruction model. This model provides instruction by an ESL certified teacher (dually certified) or a teacher with 90+ hours of professional development in ESL instruction. It is the DC Flex's mission that the ELL students develop English proficiency, content knowledge and academic language skills to be successful in a mainstream classroom. Assessment tools will include but are not limited to: Accessing Comprehension and Communication in English State to State (ACCESS for ELL's) and the WIDA ACCESS Placement test. Communication between the ELL student and their parent/legal guardian is vital to a successful educational experience. DC Flex will provide materials in the parent's/legal guardians in the appropriate native language as well as translators at necessary meetings. All staff at DC Flex will be provided professional development

on the SIOP method of support for ELL students. This model will assist in lesson planning and implementation to allow access for the ELL student to grade level standards.

c. Methods of Instruction

The blended school learning model combines the best of traditional classroom instruction, including small group instruction by highly qualified teachers, with the best of online education including a robust curriculum and the ability for students to study at their own pace. The cornerstone of the DC Flex blended school instructional model is student centered learning, providing an individualized and differentiated learning experience to maximize the learning potential of each student.

This is not a one-size-fits-all instructional model. Student performance data is frequently analyzed in order to tailor student learning and instruction around the specific needs of each student. As a result of great data analyses, students fall somewhere along the blended school learning continuum that allows teachers to provide appropriate instruction to either remediate or enrich their learning experience. It is also a continuum, determined by the school staff in consultation with students and parents, of how often the students need face-to-face contact with teachers on site at the school. That is the reason we have built in a flexible design for attendance at the school site. The school will serve students in grades kindergarten through twelfth grade and will provide that continuum of services and interventions at all grade levels. Through clear and guided consultation, using prior state test scores, attendance records, parent and student input, students will be guided on a path that can range from a pure virtual learning environment to a five days a week onsite model. Students working in the pure virtual learning environment will study from home guided by District of Columbia certified and highly qualified teachers providing daily guidance, instruction, remediation, enrichment, and support to students and parents via email, telephone, and during synchronous learning sessions using platforms such as Elluminate/Blackboard Collaborate.   Virtual kindergarten through twelfth grade students will attend the school site primarily for mandatory testing and school related meetings and events. Students in grades three through twelve will be able to attend face to face sessions at least two days a week and up to five days a week, as appropriate (later in the application detailed information is provided about how students move through the continuum of services). . Students on site will participate in group learning opportunities, direct instruction sessions, peer to peer learning, remediation session, and independent work.

On a daily basis, DC Flex students will engage in K^{12}'s rigorous online curriculum combined with targeted, face to face classroom and/or synchronous instruction. Academic Coaches onsite and parents or other responsible adults at home, referred to as learning coaches, support teachers and closely monitor each student's academic progress led by their teachers. State-certified teachers carefully collect and analyze data to design targeted instruction to students at their respective academic locations along the learning continuum. Teachers identify students who may be struggling to understand a concept or master a skill and provide targeted, small group instruction in breakout rooms to help remediate deficiencies and close achievement gaps. Students who progress through the curriculum at an accelerated pace are also challenged with additional enrichment activities and projects that enhance the online curriculum and allow for peer interaction and collaboration.

The figure below illustrates the different instructional options and modalities in a Flex school:
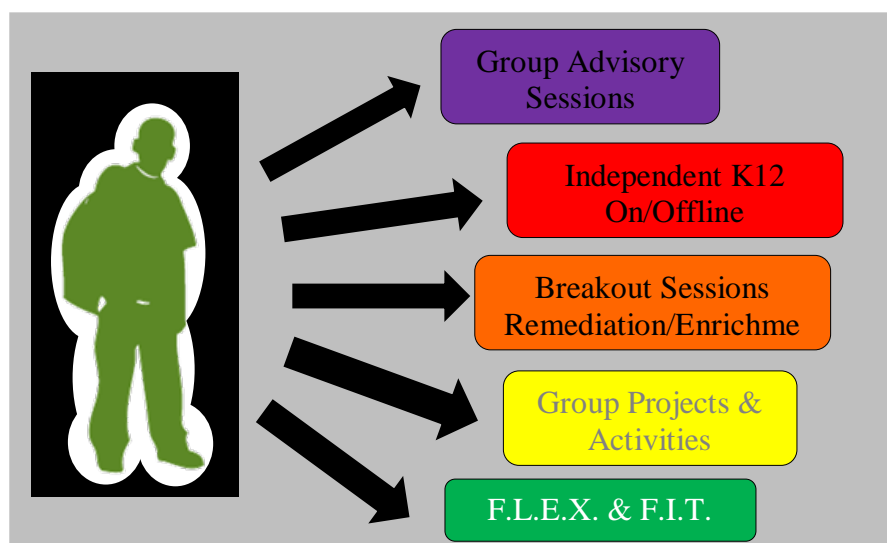
The figure below illustrates the blended school learner and the different supports he/she receives as he moves along the learning continuum.

The Blended School Learning Continuum

Dependent Learner Profile:
- At-Risk
- SPED
- New Student
- High Needs

Supports:
- 1:1 and small group instruction
- Daily F.I.T. Time
- Daily Breakout sessions
- More frequent assessments

Independent Learner Profile:
- High Achiever
- College Prep Ready
- Gifted/Accelerated Learner
- Self-Starter

Supports:
- Dual Credits
- Honors/AP Course Placement
- Internships
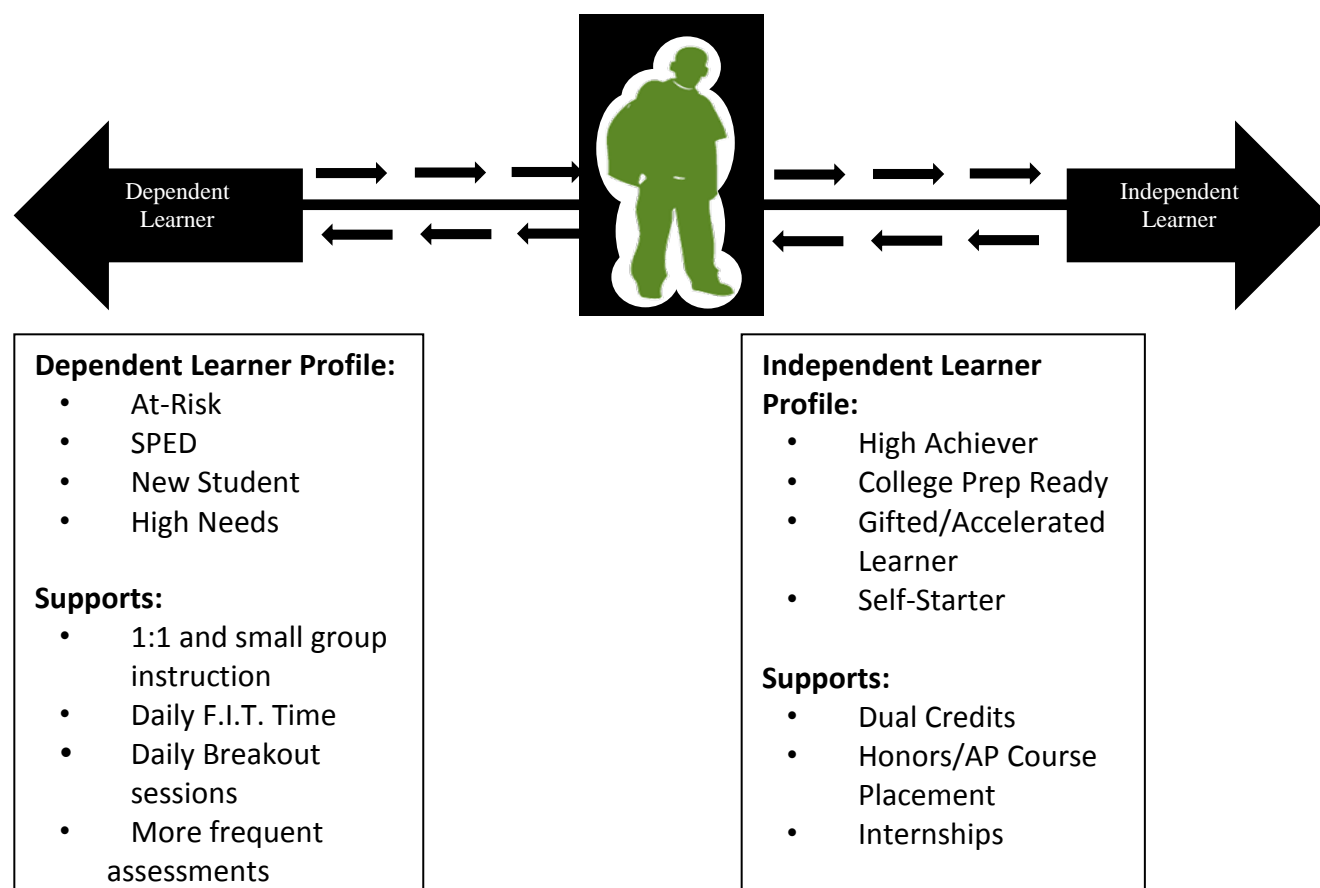
A Day in the Life of DC Flex Students

DC Flex students will be engaging in the online curriculum on a daily basis to retrieve an immense amount of information and experiences through the use of technology as an instructional tool, but they will also be given direction instruction from certified teachers. Direct teaching is an integral component of our blended school model as it is essential for teachers to deliver instruction based on student needs. Direct instruction can take place in a number of formats, including in breakout groups for inspiration or educational experiences, one on one, or during Focused Intervention Time (F.I.T.), time when a teacher chooses to work with an identified "at-risk" student or small group of at-risk students to remediate a specific skill or deficiency.

The school facility is designed to have four student areas, including areas for (1) focused study, (2) teacher direct instruction, (3) student collaboration for projects and experiential learning/labs; and (4) social space, including space for lunch and events.

The space for focused study is a quiet space with personal study carrels which will hold a personal laptop provided by the school, textbooks and other materials, much like you might experience in a large university law library. Each student carrel has ample light, power, and an Internet connection for student success, with supervision and support provided by teachers as well as paraprofessionals we call Academic Coaches. Academic Coaches ensure an academic culture, help fix computer problems, answer questions and help individual students when needed.

Surrounding this focus area is a series of smaller classrooms where small groups of students receive direct instruction from certified teachers. The facility will have ample space for catered food service, administrative space, student resources and common areas that support the communal school culture.

Students will be enrolled in robust online courses which they will study in the school facility focus area, or when appropriate, at home or other locations. The online curriculum will be complemented by teacher guides that can be downloaded, as well as traditional materials such as novels and textbooks, science lab equipment, art supplies, CDs, math, and other hands-on materials. Individual learning plans will drive a student's learning path from the course selection to differentiated learning environments that meet their needs within specific curricular areas. Students will be instructed at the school site by certified and highly qualified onsite teachers as well as certified and highly qualified online teachers for electives including world languages. Onsite and online teachers will work one-on-one and with small groups of students to provide instruction, remediation, acceleration, and support individualized to the needs of the students.

The best way to describe a DC Flex student's experience is through the description of a "regular" school day. There will be balance between on- and offline work, synchronous and asynchronous sessions led by certified teachers, and daily instructional activities.

High School Students

We anticipate that high school age students will be the majority of DC Flex enrollment and that most will attend the school facility five days each week, with fewer days onsite only allowed when a student has earned this privilege by demonstrated success and responsibility with the online curriculum, or offsite study better meets the needs of the family.

The DC Flex high school student day begins with a thirty minute "Advisory" period. Each teaching staff member will be assigned a homeroom of students who they will support throughout their school experience. Students will be assigned to groups heterogeneously and will reflect a range of learning levels. When possible, students will be grouped by grade level in an effort to engage students in similar discussions and topics that are appropriate to their grade level (i.e. ACT/SAT test prep, the college process, state testing preparation, graduation plans, etc…). The Advisory Leader will support each student until they graduate, creating a unique way for each staff member to take special interest in a group of students and to shepherd them through this unique learning experience. The advising cohort model also allows teachers to create a learning experience that addresses each student's academic strengths and weaknesses so they can be properly supported throughout the years.

Students will log into the K^{12} Online School (OLS) each day to access their coursework. Students will be supervised by Academic Coaches in the main rooms and work on any assignments, tests, quizzes, or activities both on and offline that have been assigned to them by their content area teachers. Academic Coaches will be readily available to support students as questions arise through their daily coursework to ensure their work is completed by the end of each day. In addition, online teachers will also host synchronous *Elluminate* (web conference) sessions throughout the day and week to support students onsite and offsite with their coursework.

Students will also have breakout sessions with teachers throughout the week, depending on their progress in a course and whether they need additional academic support for either remediation or enrichment. Teachers will establish set breakout session schedules on a weekly basis based on individual student needs. The breakout schedule changes on a weekly basis, and is driven by data to ensure students are getting the support they need to be successful in a course.

Note too that parents and staff have unprecedented access to the curriculum and student work as the K^{12} curriculum and systems were originally designed for use by families in a virtual rather than blended school program. This means students, parents, advisors, administrators can all see at any time how a student is doing and what work they have completed successfully.

Elementary and Middle School Students

Much like the successful CAPCS Online school managed by K^{12}, the blended learning model for students in grades 3-8 students will depend on the needs of each student and family as determined by the school staff review of student assessments and course progress:

- Students performing below proficient (primarily in math and reading, but potentially in other curriculum such as science) would be required by school staff to attend the school site for up to two or more days per week. The purpose of the attendance would be to provide onsite interventions and remediation to bring these students up to proficiency. The instruction would be individualized to the students' needs and could be delivered one-on-one or in small groups by DC Flex Academy teachers and Academic Coaches. This is in addition to online high qualified teacher interventions via live online "Elluminate" classroom sessions.

- Students performing at or above proficient level (e.g., accelerated 8th grade students taking high school courses) might be able to be onsite fewer days if it met the needs of the student and family.

Students in the Virtual School Program

Teachers of K-8 students in the DC Flex virtual school program will provide both synchronous and asynchronous instruction and support to students and their learning coaches at home by phone, email, and web conferencing. The teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will also provide direct instruction based on the students' individualized learning plan through Elluminate/Blackboard Collaborate, a web-based conferencing platform. Students will attend classroom sessions by logging in on Elluminate/Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students.

Teachers of K-8 students will monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, integrated with assessments and a comprehensive learning system will provide learning coaches and teachers with the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the Learning Management System. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until they master the lesson objectives.

High school students in the virtual high school program will have one subject-specific teacher for each subject studied, and these teachers will be responsible for reviewing all student work and providing instructional feedback. The teachers will work together on a teaching team, and employ a cooperative team-teaching approach. This approach will allow the parent to focus on serving as a learning coach and guide to her/his student to help them achieve academic excellence. Students are regularly involved on a course-by-course basis in threaded discussions, teacher-monitored discussions with each other about key topics and ideas being covered.

While the K^{12} K-8 curriculum is self-paced, high school courses will make use of a weekly schedule of activities and assignments. Each week, there are due dates, and assignments and mandatory online discussion sessions designed into the program to:
  • Allow a class to move through material at the same time or in close proximity;
  • Enable teachers to run online group activities as needed for each section of students, helping many students to overcome the same often complex obstacles at the same time;
  • Free parents from detailed academic support burdens at the high school level;
  • Encourage students, with help from family and teachers, to acquire the experience of planning their work and lives day by day, which is a key skill for later in life.

While providing students with the needed flexibility for work, extracurricular activities, and hobbies, the high school program's weekly schedule permits the teacher to ensure that each student is moving along at a reasonable pace, and enables state-of-the-art distance learning techniques to be used, such as conducting a full-class meeting online. The most successful online learning environments are those in which groups form a "community of learners" with their teacher. Students come to know each other, respect each other's differences and contributions, and work together. In the DC Flex virtual school program, students will participate in online, teacher-

monitored discussions providing students with both practice and confidence in the underlying concepts of a particular topic, as well as practice in communicating. Teachers can both coach one-on-one, privately, and provide direction to the whole group at once. Teachers and students get to know each other during these discussions.

Student Centric Academic Learning Experience

Central to the blended school model is the understanding that students learn at different rates, have varying learning styles, and enter with varying degrees of academic skills and ability levels. The blended school model is designed strategically to support individualization and tailored instruction to meet the needs of each student as s/he moves along the blended school learning continuum (measured from dependent to independent learner). As the figure of the blended learning continuum above illustrates, the DC Flex student's learning experience is dictated by his/her academic performance and skill mastery that places them at different points along the learning continuum. The blended school instructional model provides a myriad of teaching and learning opportunities, locations, approaches, and times for students to receive appropriate learning experiences ranging from remediation to enrichment. Unlike traditional school settings, DC Flex students' "placement" along the learning continuum is not fixed, but rather adjusts based upon students' real-time progress. The DC Flex student, therefore, is able to shed learning labels and stereotypes that regulate him/her as either an independent or dependent learner throughout their high school career. This focus on real-time progress ensures a differentiated, student-centric experience for each student, irrespective of learning rate, style, or entering academic profile.

Student Centric Non Academic Learning Experience

There are many non-academic factors that can impede a student's ability to perform at his/her highest academic potential. We are committed to intensely understanding the non-academic needs of each student and equally committed to providing relevant support services to address those needs. DC Flex will conduct a non-academic needs assessment for each student at the onset of the school year that allows for the design of targeted services that become a part of each student's individual learning plan. Just as blended schools conduct academic needs assessments for all students to tailor instruction, non-academic assessments are also administered to tailor wrap-around support services to support developmental needs. An example of a nonacademic assessment we are considering is the Urban Hassles Index (UHI), a research-based tool developed at Cleveland State University by Dr. David Miller. To provide the needed wrap-around support services, DC Flex is committed to developing partnerships with community-based support services and connecting students with these resources so that they can be accessed even outside of the school day. Among the additional services and partnerships to support student success as appropriate to their age and needs include:

- Mentoring and Role-Model Program
- Career Assessment and Exploration
- Post-Secondary Transition Planning (including resume drafting, the reality of financial aid, applications, essays, etc.)
- Academic Tutoring
- Health and Fitness Programs
- Personal Finance
- Resume Workshops
- Leadership Development Program
- Child Care Services and Education

- Legal Services for our students who have been arrested in the past and need to address their criminal records
- Paid Internships
- Clubs

Student Centered Learning Process

Although some students may fall more frequently on one end of the continuum, it is important that high academic outcomes are expected for all students to maximize their individual maximum potential. The blended school model inherently allows us to meet the needs of each student according to their ability level using an appropriate pace and instructional strategies. The blended school model is designed strategically to support individualization and tailored instruction to meet the needs of each student as they move along the blended school learning continuum (from dependent to independent learner).

The figure below illustrates the student centered learning process. All students take a baseline assessment at the beginning of the school year. This baseline helps inform teachers of what students know and do not know which in turn helps them identify learning gaps and deficiencies of each student. This data is used to help teachers create a customized learning path for students. The plan acts as a framework that clearly identifies what standards or skills students have mastered or need to master and develop before the school year ends. It also serves as a roadmap for how teachers will strategically instruct students during the school year, defining topics that may require more emphasis face-to-face. The K^{12} curriculum delivers content in conjunction with what teachers provide to students through the use of technology and face-to-face instruction. Teachers provide targeted remediation to fill learning gaps and remediate skill deficits so students can continue to engage in the curriculum. Students who are doing well or better than average can be given enrichment activities and special projects, including community service projects, to enhance their learning along the way. Students are given a post assessment to determine what skills have been mastered and if there are any holes then they are remediated again. This part of the process can repeat as many times as necessary until students have a strong foundation to continue moving through the curriculum. This evolutionary process will repeat again and again throughout the year for students and for any grade-level skill or standard.

POST ASSESSMENT

Student Learning!

BASELINE & ONGOING ASSESSMENT

START

GAPS & DEFICIENCIES IDENTIFIED

Blended School Student Learning Process

TARGET REMEDIATION & SUPPLEMENTAL RESOURCES OR ENRICHMENT

CURRICULUM CONTENT DRIVE INSTRUCTION

CUSTOMIZED LEARNING PATH

Here is an example of how this process works. A student takes the Scantron Performance Series assessment (or another baseline assessment) in the fall and scores in the 16th percentile for math, scoring very low. The content area teacher reviews the topics that illustrate possible deficiencies and puts together a plan (Customized Learning Plan) for remediating them. The teacher will create a list of objectives that have not been mastered that fall below grade level, determines what parts of the curriculum the content will cover or not cover (Curriculum Content Driven Instruction), and develops 6-8 week plan outlining specific skills that will be taught each week to provide targeted instruction focused on those deficiencies. The teacher determines this student will need to be supported during Focused Intervention Time (F.I.T.) (time when a teacher chooses to work with an identified "at-risk" student or small group of at-risk students to remediate a specific skill or deficiency) for 45 minutes for the next 6-8 weeks (Targeted Remediation) and also provides the school Academic Coaches (paraprofessionals) with a list and some strategies to target when the student is working independently. The student continues to engage in the online curriculum each day, but is pulled out for breakout groups on a daily basis in math and also every other day during Focused Intervention Time (F.I.T.) (45 minutes) so the teacher can remediate the student's deficiencies. The teacher uses the Achievement Exercise assessments and a series of self-created assessments to assess the student's progress each week (Post Assessment). He is clearly showing progress, because he scored 80 percent on the post assessment during his sixth week (much better) and mastery is being achieved over time. The teachers and coaches work together to support the student with his individual needs on a weekly basis and keep his parent(s) informed of the progress. They even came up with a list of things the parent can do with the student at home to continue practicing skills and strategies. At the end of the year, this student improved his Performance Series scores a lot and scored in the 63rd percentile.

Accommodations for Students with Exceptional Needs and Limited English Proficient Students

The educational needs of at risk students, whether identified as ELL or students with disabilities will vary greatly as determined by evaluations, learning plans and/or IEP team decisions. Regardless of the

variances of special education services, the DC Flex will be using the K^{12} curriculum – known for its instruction using all modalities to meet the needs of all learners. Embedded within the daily offerings in each subject area, students have the opportunity to review previously introduced materials and be continually assessed on their mastery of the state standards. Students will have access to remediation programs such as Study Island and K^{12}'s National Math Lab to focus on specific strand mastery as well as Scantron Performance and Achievement Series to ensure mastery while progressing through this curriculum. Instruction will be provided by Highly Qualified teachers and paraprofessionals.

Students with disabilities will have access to the accommodations and modifications deemed appropriate by their IEP team. This includes the use of assistive technology to ensure equal access to all classroom tools, including the online curriculum component. Students with disabilities, as well as other at risk learners and the ELL population will have the opportunity to have daily exposure to grade level content materials with their general education peers and instructional level support using Study Island and K^{12}'s National Math Lab. Continual assessment of progress made in both the settings will assist in closing the learning gap to ensure all are moving toward their instructional level being their grade level standards. The special education teacher will provide the support deemed necessary in each student's IEP in these settings. This may include co-teaching, small group mentoring within the general education classroom, pull out for individual or small group sessions with the amount of pull out time dependent on student needs. Examples of possible accommodations are: change of setting, timing, scheduling and how the student responds to the materials. Specific examples are: students may be provided guided notes, study guides, set up on a block schedule, special seating within the classroom and allowed to answer questions verbally. Examples of possible modifications are: weighted grading scale, significant alterations to the requirement of work to be completed and alternate work as deemed necessary.

d. Student Progress and Achievement

Formative and Summative Assessments

It is critical that teachers consistently plan lessons that drive instruction and even more essential they assess students for mastery of state standards and skills. Assessments will be administered formally or informally and may be done online or in person. Teachers will use both formal and informal assessments. **Informal Assessments** may include observations of daily work, classroom discussions, online threaded discussions, kmail communication about a particular topic, and more. **Formal Assessments** within the high school curriculum include tests, quizzes, papers, and assignments and in the elementary and middle school curriculum include Lesson Assessments, Unit Assessments, Semester Assessments, and Skills Update checkpoints. Any kind of assessment can be used to support instruction and drive remediation and enrichment.

In high school, students will take frequent quizzes and unit tests to assess their understanding of course content. Grades from assignments, quizzes, and tests can be reviewed in the teacher's course Gradebook. Teachers can also give assessments in person and ask students to complete assignments outside of the online curriculum to enhance their learning experience or to add extra credit.

Teachers also have access to a variety of **Formal Assessments** that can be found outside of the K^{12} curriculum.

Scantron Performance Series or another similar baseline student progress assessment will be used to assess students at least two times a year. This is a web-based, adaptive test which quickly pinpoints the proficiency level of each student. All students will be required to take the Scantron Performance Series test in at least both Reading and Math two times a year, at the beginning and end of each school year.

Assessment questions will begin one grade level below their age appropriate grade and the response will determine the next question a student is given. The assessment adjusts items' difficulty based on the students' answer. Since the assessment is adaptive, each student will receive a unique assessment and the number of items may vary. There is no set number of questions, but the assessment should take students approximately one hour to complete each assessment or subject area. (For advanced learners the test may take longer). The information from the assessments is valuable to parents, teachers, and students, because it provides a report illustrating each student's strengths and weaknesses, a National Percentile Ranking, and illustrates academic progress and growth for a school year.

Scantron Achievement Series or another similar weekly assessment tool will be used to measure student's achievement, i.e., mastery of skills, on a weekly basis. To ensure students are mastering coursework throughout the year, teachers will use a series of Achievement Exercises ("Exercises") to determine students' mastery level of state standards and grade level. Students will answer 5-15 math questions on a weekly basis that will take approximately fifteen to thirty minutes, depending on the number of standards being assessed each week and how long students take to complete each assessment. Teachers will use the Exercise results to determine which students need additional support on a skill or standard. Those who do not pass with an 80 percent or better or show signs of needing additional support will be pulled into a breakout session, or an online synchronous session for our virtual students, where teachers can provide targeted instruction to help remediate their deficiencies to support them with building strong foundational skills to move forward in their coursework.

Study Island is a web-based state assessment preparation program that helps students master state assessments, while giving them access to sample lessons with thorough examples, worksheets, practice quizzes and tests, and a variety of online games. Study Island provides students with practice in an assessment-like environment where they can receive immediate feedback with explanations to various problems on different topics at grade level. Students should be encouraged to spend at least thirty minutes a day on Study Island for practice on grade-level standards.

Assessments will be reviewed by teachers and coaches, and with students (and parents) so there can be a targeted approach to remediating any deficiencies and engaging students in appropriately challenged coursework. Student academic data will be reviewed on a daily, weekly, monthly, and quarterly basis to both ensure mastery of skills and to adjust instruction as needed. This intense focus on data analysis is what allows each DC Flex student to have a customized learning experience. DC Flex teachers and Academic Coaches will conduct data meetings to review a range of data metrics that provide specific insight into each student's academic profile and progress to date.

Student progress is reported quarterly. DC Flex will provide a minimum of four grade reports a year for all students. Students will be given a Midterm Report Card at the end of each quarter and a Semester Report Card at the end of each semester. Dates will be included in the school's calendar and also in the school's Handbook.

District and School Assessments
All applicable students at DC Flex will participate in any District-wide Assessments mandated by the Office of the State Superintendent of Education: currently the DC Comprehensive Assessment System (DC CAS). DC CAS for reading is currently given in grades 2-12; math in grades 3-8 and 10; science in grades 5 and 8; biology in high school; and writing in grades 4,7, and 10. There is also a District required End of Course Exam for Algebra I for any student who has taken that course. While DC CAS scores do not get released in time to change the academic program for the current school year, when the scores are

released in late spring/early summer, they will be studied closely to determine what changes, if any, are necessary to the instructional program for the following school year. Once student level reports are available, they will be sent via mail to parents, so that all parents are informed of their students' performance on DC CAS.

Associated with the District's adoption of the Common Core State Standards (CCSS), in 2014-2015 the District is planning to transition to the assessments associated with CCSS: PARCC (Partnership of Assessment of Readiness for College and Careers). This assessment will replace the DC CAS for DC Flex as well.

Understanding the importance of testing will be part of the partnership we build with our parents. A testing schedule, including District assessments, will be made available to parents and students as part of the school calendar, which will be available on the school website as well as in the Parent/Student Handbook. The Handbook will also include a section on state standardized assessments and student participation in them. Prior to the scheduled state assessment dates, teachers will be in contact with parents and students about upcoming assessments, their required participation, and information on where students will take the assessments.

DC Flex students will not be permitted to take the state required tests in their homes. The school will provide proctored testing at the school building. Parents will be responsible for transporting students to and from school on testing days as they are on all school days. The Head of School will review available resources, and work with students' parents to provide suggestions for transportation if needed so as to ensure that transportation is not a barrier to equal access for all students. Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's Individualized Education Plan (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws.

DC Flex will administer all required tests, maintain control over those tests, and will ensure the security of those tests. The school will have a designated testing coordinator who is responsible for the receipt and secure distribution of all testing materials for the school. Test materials will be shipped to the administrative offices of DC Flex and will be under the oversight of the school testing coordinator. The school will utilize secure lock boxes to secure the tests at the end of each day. Tests will be administered by certified DC Flex instructional personnel. Specific testing dates will be published no later than one month prior to the testing window. DC Flex's Special Education program will meet the individual testing accommodations of students as designed in the student's Individual Education Plan (IEP). Upon completion of tests, the test administrators will return all test materials to the DC Flex school testing coordinator for prompt shipping to scoring centers. Results are returned to the administrative offices for distribution to students.

In addition to the District mandated assessments and assessments embedded in the K^{12} curriculum, DC Flex proposes to administer the Terra Nova and Dynamic Indicators of Basic Early Literacy Skill (DIBELS) assessments at the appropriate grade levels.

Using Assessment Results to Improve Student Achievement
A Data-Driven Culture

DC Flex will be rooted in a culture of data analysis where the Head of School, teachers, academic coaches, parents and students are keenly aware of the academic skill levels (mastery and non-mastery)

in each subject area. Data analysis is fundamental to this process where teachers and academic coaches review student progress in order to remediate or enrich each student's learning experience. This intense focus on data analysis is what allows students in the blended school model to have a customized learning experience.

The DC Flex instructional leaders and staff engage in frequent "Data Meetings" to analyze and disaggregate data to drive teaching and learning. Data meetings are purposeful and follow specific process for reviewing, analyzing, and reflecting on the data. They are also scheduled regularly.

Instructional Data Meetings

- *Achievement Exercise Report* - A list of students and the objectives they have mastered and not mastered to show progress they are making for becoming proficient towards mastering all grade level standards in each subject. Teachers will make a list of who to target and provide focused instruction to for the upcoming week.

- K^{12} *Performance Data Reports* – List of all students and their overall course averages will be used to quickly identify struggling students.

Student Data Meetings

Teachers will have regular data meetings with students to discuss their goals, how they are progressing toward these goals, and develop improvement strategies. In addition to having a focused approach for utilizing data, DC Flex will have effective ways for discussing and analyzing the data as a team through the use of scheduled team meetings. Where appropriate, we will use scheduled advisory time to make sure these reports are given the time and attention they deserve.

Leadership Team Meetings

The Head of School will meet with the Administrative Team to review how the school is doing overall. The Head of School brings these data reports to the meeting.

- **Engagement Report –** Review a list of students who are "Low" engaged. Discussed strategies to decrease this number and implement them over the next few months as a staff.

- **High School Passing Rate –** This report highlights those students not currently passing a course, and those in danger of not-passing. Tracked monthly, this report provides a longitudinal view which allows the team to assess the impact of interventions as well as to highlight new students whose performance has started to slip. Data and suggested interventions from this meeting are shared with all teachers and advisors. Often the cause of a student slipping is tied to a new event in his/her life which may not be apparent to all. Our teachers need to know as much of a student's complete story as possible.

- **HS Course Band –** The team can see which classes and sections are doing the best, which are struggling and examine the root causes of each.

Staff Meetings

Data from the Leadership Team Meetings are summarized and shared with all staff at monthly staff meetings. These meetings allow for all staff input to review the data, establish trend lines, discuss anomalies, and share strategies for improvement. Coordination, as obvious as it is, is too often lost among staff in even the most well-intentioned staff meetings.   We recognize the inherent challenges, but also commit ourselves to this goal. We know that if we don't make time for this, it will remain an aspiration of the school, rather than part of its foundation.

Scorecard Meetings

The staff will have Scorecard Meetings to reflect on how the school is tracking against monthly, quarterly and yearly academic, enrollment, financial, reporting, operational and other targets. These meetings will take place at least four times a year after each quarter concludes and data should be analyzed collectively.

Virtual School Programs Addenda: Our response to this question applies to the assessment of both our blended onsite and virtual students.

e. Students with Exceptional Needs

Child Find activities may include but are not limited to: posting the school's Child Find policy on the school's website, providing a print copy of the Child Find policy to all enrolling families, messaging and additional print copies available at all school events as well as applicable public buildings and professional development to the entire staff on their Child Find responsibilities. The record registrar will be trained in Child Find identifiers to implement when reviewing records sent from the previous school. A Child Find liaison will be appointed. DC Flex's mission is to locate, identify, evaluate and serve all students suspected of having a disability.

Per D.C. Municipal Regulations and DC Register 924.3, DC Flex will ensure the provision of services for all students with disabilities in the least restrictive environment possible.

This includes maintaining records of special education services provided to students as well as the security and confidentiality of the special education record.

The model and supportive services available to students with disabilities will depend on the frequency and intensity of these needs as determined by the IEP team. The IEP team at DC Flex will ensure students receive their allowable IEP accommodations, modifications and related services within the least restrictive environment. Specific examples of support, services and progress monitoring can be located in **Section A (2)(c)**.

DC Flex will implement a four tiered RTI process to ensure all students who are struggling in one or more academic or behavioral areas are identified, provided the appropriate remediation and if need be, evaluated for possible special education qualification. The actual evaluations to be administered are dependent on the suspected disability of the student. No initial evaluation will be completed without parental consent and without the appropriate team members in attendance and agreement with the proposed plan. The team members include but are not limited to: general education teacher/s, special education teacher/s, LEA representative which may be the Head of School or Academic Administrator,

related service personnel, guidance counselor, social worker, student and the student's parent/legal guardian. The same team will reconvene for all re-evaluations and determine what evaluations are necessary to determine continued eligibility

All staff will be highly qualified in their respective areas of expertise. Related service providers will be licensed in their areas of service. The school will contract with various providers as deemed necessary in the IEP's of students attending DC Flex. These providers will ensure support and services are provided at the school facility and will maintain communication with the IEP team to ensure consistency and transference of the service to all environments.

Evidence of the success of a subset of a school population, such as Students with Exceptional Needs, includes many variables – some data driven and others evidenced by outside factors such as parental involvement, student satisfaction, compliancy and others. Factors such as the smaller size of the "n" group in regard to the state mandated test may not allow for students with disabilities' state test scores to be factored into a school's AYP status.

Across the K^{12} managed schools, students participate in the Scantron Performance and Achievement Series. The Performance Series is administered twice per year, typically in the fall and spring. The results of this assessment for two of the K^{12} blended schools for students with disabilities can be viewed in the chart below. This chart below provides data indicating that students had significant in year gains in reading and math scores.

SCHOOLS	COUNT OF STUDENTS	AVERAGE % GAINS ACHIEVED in READING 2010-11	AVERAGE % GAINS ACHIEVED in MATH 2010-11
CHICAGO VIRTUAL CHARTER SCHOOL	37	234%	137%
HOOSIER ACADEMY at MUNCIE	23	143%	83%

Additional evidence of successful support and service to students with disabilities can be found in the annual parent satisfaction survey. The survey, administered in May 2011 for Hoosier Academy, indicated that 100% of Hoosier Academy at Muncie families were highly satisfied or satisfied with the level of special education support and expertise provided by that school.

Supplementary evidence of success can be inferred by the growth of the special education population across all K^{12} managed schools from 2006 to date. In 2006, 6% of the entire population were identified as students with disabilities. Currently, 11.9% of the population are identified as students with disabilities – across all disability categories.

Virtual School Programs Addenda:

Child Find activities may include but are not limited to: posting the schools Child Find policy on the school's website, providing a print copy of the Child Find policy to all enrolling families, messaging and additional print copies available at all school events as well as applicable public buildings and professional development to the entire staff on their Child Find responsibilities. The record registrar will

be trained in Child Find identifiers to implement when reviewing records sent from the previous school. A Child Find liaison will be appointed. DC Flex's mission is to locate, identify, evaluate and serve all students suspected of having a disability.

Per D.C. Municipal Regulations and DC Register 924.3, DC Flex will ensure the provision of services for all students with disabilities in the least restrictive environment possible.

This includes maintaining records of special education services provided to students as well as the security and confidentiality of the special education record.

The model and supportive services available to students with disabilities will depend on the frequency and intensity of these needs as determined by the IEP team. The IEP team at DC Flex will ensure students receive their allowable IEP accommodations, modifications and related services within the least restrictive environment.

DC Flex will implement a four tiered RTI process to ensure all students who are struggling in one or more academic or behavioral areas are identified, provided the appropriate remediation and if need be, evaluated for possible special education qualification. The actual evaluations to be administered are dependent on the suspected disability of the student. No initial evaluation will be completed without parental consent and without the appropriate team members in attendance and agreement with the proposed plan. The team members include but are not limited to: general education teacher/s, special education teacher/s, LEA representative which may be the Head of School or Academic Administrator, related service personnel, guidance counselor, social worker, student and the student's parent/legal guardian. The same team will reconvene for all re-evaluations and determine what evaluations are necessary to determine continued eligibility

All staff will be highly qualified in their respective areas of expertise. Related service providers will be licensed in their areas of service. The school will contract with various providers as deemed necessary in the IEP's of students attending DC Flex. These providers will ensure support and services are provided at their office or virtually and will maintain communication with the IEP team to ensure consistency and transference of the service to all environments.

f. English Language Learners

Every parent/legal guardian enrolling a student in DC Flex must complete a home language survey, which is available in the parent/guardians native language. If the results of that home language survey indicate that the student might qualify for ELL support, the student will be assessed in the four domains of listening, speaking, reading and writing using an English Language screener proficiency test. A letter informing parents/legal guardians of this proposed assessment and describing the next steps will be sent in the adult's native language. The results of this screener are shared with the adult in that parent/legal guardian's native language to ensure they understand the options available to their student who may qualify for ELL support.

Students who score a 1.0 – 4.9 on the screener will qualify for ELL services and will be assessed annually. Once the students reach level 5 they will be exited from ELL services as they are deemed proficient in English will be monitored for two years following that exit date.

Students who meet the criteria for ELL services will receive support following the sheltered instruction model. This model provides instruction by an ESL certified teacher (dually certified) or a teacher with

90+ hours of professional development in ESL instruction. It is the DC Flex's mission that the ELL students develop English proficiency, content knowledge and academic language skills to be successful in a mainstream classroom.

Assessment tools will include but are not limited to: Accessing Comprehension and Communication in English State to State (ACCESS for ELL's), WIDA ACCESS Placement test

Communication between the ELL student and their parent/legal guardian is vital to a successful educational experience. DC Flex will provide materials in the parent's/legal guardians in the appropriate native language as well as translators at necessary meetings.

All staff at DC Flex will be provided professional development on the SIOP method of support for ELL students. This model will assist in lesson planning and implementation to allow access for the ELL student to grade level standards.

Virtual School Programs Addenda:

Every parent/legal guardian enrolling a student in DC Flex must complete a home language survey, which is available in the parent/guardians native language. If the results of that home language survey indicate that the student might qualify for ELL support, the student will be assessed in a face to face setting in the four domains of listening, speaking, reading and writing using an English Language screener proficiency test. A letter informing parents/legal guardians of this proposed assessment and describing the next steps will be sent in the adult's native language.

The results of this screener are shared with the adult in that parent/legal guardian's native language to ensure they understand the options available to their student who may qualify for ELL support.

Students who score a 1.0 – 4.9 on the screener will qualify for ELL services and will be assessed annually. Once the students reach level 5 they will be exited from ELL services as they are deemed proficient in English will be monitored for two years following that exit date.
Students who meet the criteria for ELL services will receive support following the sheltered instruction model. This model provides instruction by an ESL certified teacher (dually certified) or a teacher with 90+ hours of professional development in ESL instruction. It is the DC Flex's mission that the ELL students develop English proficiency, content knowledge and academic language skills to be successful in a mainstream classroom. These services and support will be delivered in the virtual setting through the use of web based conferencing tools, translators and other forms of assistive technology.

Assessment tools will include but are not limited to: Accessing Comprehension and Communication in English State to State (ACCESS for ELL's), WIDA ACCESS Placement test
Communication between the ELL student and their parent/legal guardian is vital to a successful educational experience. DC Flex will provide materials in the parent's/legal guardians in the appropriate native language as well as translators at necessary meetings. Communication will occur through web based conferencing tools, phone and email using translators if necessary.
All staff at DC Flex will be provided professional development on the SIOP method of support for ELL students. This model will assist in lesson planning and implementation to allow access for the ELL student to grade level standards.

Through web based conferencing tools – all communication can be synchronous, translated and all parties can view shared documents – such as a working draft ELL plan. Documents shared through the web

based conferencing tool can be modified while all are present and communication can be recorded if all parties are in agreement.

g.   Strategies for Providing Intensive Academic Support

Our instructional model will have a specific focus on an intervention program for our struggling, "at risk" learners. The student centered learning process serves those students very well. All students take a baseline assessment at the beginning of the school year. This baseline helps inform teachers of what students know and do not know which in turn helps them identify learning gaps and deficiencies of each student. This data is used to help teachers create a customized learning path for students. The plan acts as a framework that clearly identifies what standards or skills students have mastered or need to master and develop before the school year ends. It also serves as a roadmap for how teachers will strategically instruct students during the school year, defining topics that may require more emphasis face-to-face. The K^{12} curriculum delivers content in conjunction with what teachers provide to students through the use of technology and face-to-face instruction. Teachers provide targeted remediation to fill learning gaps and remediate skill deficits so students can continue to engage in the curriculum. Students who are doing well or better than average can be given enrichment activities and special projects, including community service projects, to enhance their learning along the way. Students are given a post assessment to determine what skills have been mastered and if there are any holes then they are remediated again. This part of the process can repeat as many times as necessary until students have a strong foundation to continue moving through the curriculum. This evolutionary process will repeat again and again throughout the year for students and for any grade-level skill or standard.

We described the diagnostic and ongoing student performance assessment tools we will use in this program in considerable detail in previous sections of the application. Teachers will provide students with targeted interventions or remediation to students who enroll substantially below grade level in reading or mathematics. Teachers or Academic Coaches first need to identify a weakness or academic deficiency, using the embedded curriculum assessments or the Scantron Performance Series, or another similar test, and then teachers will plan a lesson or activity that can re-teach the skill using a different method than what was introduced in the online curriculum. Students will be engaged through activities that are appropriate for their individual learning style, whether they are auditory, visual, oral, or kinesthetically motivated, teachers will find ways to engage each student's appropriate learning style to deliver an effective lesson and help remediate academic deficiencies.

Teachers are responsible for administering interventions, testing whether that intervention was successful, and tracking progress of student mastery and intervention effectiveness. Teachers will also maintain and record every administered intervention in order to help best serve each student in obtaining academic success.

An effective intervention is rooted in the Response To Intervention (RtI) framework. In this model, the majority of general education students receive instruction at a collective baseline level. However, there will be some students who need additional support, whether it is using a different approach, through extended learning time, or in a different setting in order to obtain mastery of skills. These students may need to be taken through the RtI process and given additional support on a regular basis for 6-8 weeks. Essentially the goal is to try the same intervention over a period of time to find out if students are able to master the material. For students who do not master the material, teachers will try different interventions. When there is clear evidence the interventions are not successful, a student can be referred to the Special

Education team and may need to be considered for additional services. The RtI process must be tried before any student is labeled and given an Individualized Education Plan (IEP).

Here is an example of how the RtI Process works. On a Friday, Tommy takes 5-10 minutes to answer five questions on his weekly Scantron Achievement Series exercise, or another baseline assessment for math and did not answer any questions correctly, scoring a 0 percent on the test. The state standard was assessing changing whole numbers into mixed fractions. The content area teacher analyzed the test results and noted who scored less than 80 percent on the assessment, and Tommy was one of them. The teacher put together a list of students who did not pass and placed them on the schedule for a targeted breakout session. She then reviewed the K[12] curriculum to see how this objective was taught online and also looked at the Achievement Exercise test to see what problems or skills students most struggled to master (Curriculum Content Driven Instruction). She then developed a 6-8 week plan outlining the specific skills that will be taught each week to provide targeted instruction to those students to improve their deficits. The teacher supports the student for the next two weeks during breakout session time (Targeted Remediation) and administers the Achievement Exercise assessment (or other formal assessments) to determine if the student is still struggling. Tommy continues to show improvement, but he has not scored above 40 percent on the assessment. Tommy continues to engage in the online curriculum each day, but is pulled out for breakout groups on a daily basis in math for six weeks. By the end of the six weeks, Tommy took one more assessment on fractions and scored a 40 percent (Post Assessment). He is clearly still struggling and it is becoming evident that he may be having some other challenges in his learning process in other subjects as well. The teacher determines it is best to fill out an RtI Referral Form and gives it to the special education team to determine if Tommy should be given some additional assistance. She also informs Tommy's mom of the concerns she has for Tommy's progress. The special education team then schedules a meeting with Tommy's mom, the teacher, and (maybe) Tommy to determine the next steps of action.

Our strategy for students with math and reading skills below grade level includes enrolling in our research-based remedial courses: MARK[12] reading (Grades 3-5); English Foundations (high school); Math+ (Grades K-5); and high school math remedial courses. When the student is identified as needing remedial reading or math, the course and the participation requirements will be discussed with the parent in a required phone conference. They will be required to attend an information session that explains the components of remedial reading.

In addition to the course components and expected grade level instruction, these students performing below grade level in reading will meet with a highly qualified reading teacher once a week for additional reading strategies. These sessions will focus on reading comprehension, identifying important information, visualizations, inference /predictions, summarizing, questioning, monitoring, synthesizing, evaluating, and test taking strategies. Most parents will attend as strategies are used with other subject areas such as math. Students will also be assigned additional reading and will log the titles of their books in their reading log. We will conduct monthly progress monitoring. They will be required to work on Study Island 15 minutes a day and will be given additional reading passages which are similar to the DC CAS.

Early Literacy Screening
Early literacy screening will be provided for DC Flex students in kindergarten through grade 2. One of the most effective strategies for preventing reading difficulties is ensuring accurate and early identification of those children who are experiencing difficulties in attaining critical early literacy skills (Catts, Fey, Zhag & Tomblin, 2001). Literacy screening can help identify children who are particularly at

risk for later problems with literacy achievement. Literacy screening tools will reflect the five core areas of reading instruction. These core components include phonemic awareness, phonics, accuracy and fluency with connected text, vocabulary, and comprehension (National Reading Panel, 2000). Results for the screening will be used to inform instructional strategies and interventions.

Identification/Benchmark Screening	• All Kindergarten- 2nd grade students will be screened three times per year • Students may be identified as at-risk and in need of intervention • Teachers will inform the parent of their student's results on screening measures
Intervention/Progress Monitoring	• Teachers will use literacy screening results to inform student's reading instruction as documented in their Individual Learning Plan (ILP) • Teachers will monitor progress for students who do not have a benchmark score in a particular literacy subtest • Students will receive direct instruction or supplemental programs to address deficiencies between progress monitoring and screening sessions • Teachers will record interventions in TotalView School
Growth Measures	• Teachers will be accountable for students' growth • Growth will be recorded in a student's ILP and reported to learning coach • Students who fail to make progress will receive interventions based on the school's Response to Intervention (RTI) plan

Virtual School Programs Addenda: Our response to the general question applies to both our blended onsite and virtual school students.

Curriculum Materials: Curriculum materials representing our full curriculum that may be helpful to the Board's understanding are included in **Section J**. The materials collectively address these requirements:

- 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
- Discreet skills or concepts required prior to this learning

Please Note: The founding group does not propose to add grade levels after the first five years of operation and, therefore, the curriculum materials included in **Section J** apply to the operation of the school from its opening in 2013.

3. Student Performance

a. Gateway Measures

At DC Flex Academy, high student achievement is a primary success indicator that does not occur without a focused and concerted instructional approach. A shift from a sole focus on teaching, to a focus on student learning is central to the Flex school model. At Flex, "learning for all" is not cliché' but rather a fundamental goal achieved through a focused instructional model built upon the use of data to guide every aspect of instructional delivery. Through the use of online, adaptive technology combined with highly effective face-to-face instruction, the Flex Academy provides a customized learning experience for each student.

ACADEMIC ADVANCEMENT

Student Course Level Advancement Policy

DC Flex Academy provides six (6) core courses per student, per year, to be mastered. Due to the accountability requirements for public school programs, the policies of DC Flex Academy, and the design of the K^{12} curriculum, students are expected to complete the entire set of assigned courses before advancement to new courses may be considered. The design of DC Flex Academy and the availability of the K^{12} Online School (OLS) allow parents flexible schedules in regard to the delivery of instruction. However, all courses are expected to be completed within the school calendar year unless there are exceptional circumstances or Special Education provisions which have been discussed, agreed upon, and approved by the parent/guardian, teacher and DC Flex Academy administration. Any significant increase in the pacing of lesson completion must be discussed with and approved by the student's teacher.

Advancement of a student from one course level to the next requires teacher verification and the approval of DC Flex Academy administration. Sufficient progress in **all courses** is required before course level advancement in one area will be considered. Sufficient progress will be determined by the total number of hours of instruction completed, the total number of lessons completed, and the mastery level of the student on the lesson assessments.

Students Who Finish Required Hours and/or Progress before the End of School
1. Students who finish their attendance hours but have less than 90% of the core lessons complete in any subject assigned must continue attending school until course mastery (100%) is achieved.

2. Students who finish the assigned core lessons coursework, but still have attendance hours to complete may be promoted to the next course level. If the next course level is unavailable, the student's teacher should work with the family to identify appropriate learning opportunities for the remainder of the school year.

Course Placement & Grade Level Assignment

Course level assignments and grade level assignments are not always the same. Scantron assessments, previous standardized test scores, previous school records and parent/teacher conferences are used to determine course level assignments.

DC Flex Academy's goal is that all students will complete **100% of each course**. This is the goal for every student. Enrollment approval date, learning style and pace can cause variations in the rate of progress among students. For grade level promotion, there are guidelines listed below that outline what is **minimally** expected for promotion. Decisions about grade-level promotion are made only after close consultation between the parent and the teacher about what is in the best interest of the student. Ultimately, final decisions will be made by teachers and the administration.

Progress will be captured from "Core Lessons" View only. Teachers will use a prorated percentage for those who enrolled later in the year. For students recently enrolled, the records/report card from previous school is recommended as the basis for promotional decisions. Extenuating circumstances must be escalated to the Head of School.

 M = Mastered
 C = Completed sufficient percentage for advancement
 I = In Progress (Mid-year, only)
 I = Incomplete (End of year, will not advance to next course)

NOTE: If a student enters after the beginning of the school year the scale will be pro-rated using a 7%-10% per month guideline.

Elementary Grades K-4

 Math and Language Arts
 90% and above = M (Or a "**C**" at the teacher's discretion and can be used when progress does not demonstrate mastery)
 80% to 89% = C
 79% and below = I (course grade incomplete)

 History, Science, Art, Music, PE
 90% and above = M
 70% – 89% = C
 0 – 69% = I (course grade incomplete)

 NOTE: If a student enters after the beginning of the school year the scale will be pro-rated using a 7%-10% per month guideline.

Elementary Grade 5

 Math and Language Arts
 90% and above = **M** (Or a "**C**" at the teacher's discretion and can be used when progress does not demonstrate mastery)
 80% to 89% = **C**
 79% and below = **I** (course grade incomplete)

History, Science, Art, Music
90% and above = **M** (at the teacher's discretion and can be used when
progress does not demonstrate mastery)
70 – 89% = **C**
0 – 69% = **I** (course grade incomplete))

Middle School Students (Grades 6-8)

Math and Language Arts
90% and above = **M** (Or a "**C**" at the teacher's discretion and can be used
when progress does not demonstrate mastery)
80% to 89% = **C**
79% and below = **I** (course grade incomplete)

History, Science, Art, Music
90% and above = **M** (at the teacher's discretion and can be used when
progress does not demonstrate mastery)
70 – 89% = **C**
0 – 69% = **I** (course grade incomplete).

In order to be promoted to the next grade level, Middle School students must have successfully completed and demonstrated mastery and progress of least **80%** in Math and English and at least **70%** in History and Science. Promotion does not negate a student's requirement to complete the course when "**I**" has been given. When indicated, students must continue and complete any course into the next school year.

Grades 9-12

The graduation requirements for DC Flex will match the DCPS graduation requirements. In the Spring of a student's 8th grade year, a graduation plan will be developed that will set forth the courses that the student will take each year of high school in order to graduate within four years. For new high school students entering DC Flex, a thorough transcript review will be completed by the high school counselor upon enrollment and a detailed graduation plan for the student will be developed immediately. Students will not be promoted to the next grade until they have earned enough credits to stay on track for graduation. Student graduation plans will be evaluated for each high school student every semester and changes will be made, if necessary. DC Flex will work with students on plans for credit recovery in cases where students begin to fall behind on earning credits towards graduation.

The following chart indicates how high school students will be classified based on number of credits earned:

Number of Credits Earned	Grade Designation
Less than 6	9th Grade
More than 6, but less than 12	10th Grade
More than 12, but less than 18	11th Grade
More than 18	12th Grade

DC Flex will award a High School Diploma to students who have earned these 24 credits:

- o <u>English</u>: 4 credits

- o <u>Math</u>: 4 credits (including Algebra I, Geometry, Algebra II, and Upper Level Math)

- o <u>Science</u>: 4 credits (including biology, 2 lab sciences, and 1 other science)

- o <u>Social Studies</u>: 4 credits (including World History I and II, DC History, US Government, US History)

- o <u>World Languages</u>: 2 credits

- o <u>Electives</u>: 3.5 credits

- o <u>Health and Physical Education</u>: 1.5 credits

- o <u>Art</u>: 0.5 credits

- o <u>Music</u>: 0.5 credits

b. Leading Indicators

DC Flex's extensive onboarding process is designed to ensure that students get off to a successful start to their school experience. The DC Flex enrollment procedures are designed to collect beneficial information for teachers and staff that is utilized when making classroom assignments, individualized instructional paths, orientation opportunities, intake teacher assignments, and other relevant school decisions. Some DC Flex students will likely exhibit at-risk behaviors that impede the student's academic success. What makes this model work is the understanding of student nonacademic/"social" needs with the goal of providing interventions to build student capacity for academic success. Therefore, a risk assessment is utilized during the enrollment process to assist with the holistic planning. Additionally, the onboarding process covers a variety of topics that also help to establish the students' roles and responsibilities in ensuring a healthy school climate. The DC Flex student intake process begins prior to the start of school and includes the following:
- • Transcript evaluation and course assignment
- • Introduction to Online Learn course
- • Student Risk Assessment
- • Academic Baseline Testing
- • Social Skill Development including:
  - - Laws of communication
  - - Listening techniques
  - - Identifying the working and communication styles of self and others

- Learning how to construct and participate in a cohesive work team
- Reflection techniques

DC Flex strives to retain students through the design of a rigorous program, maintaining high expectations for students, and established relationships with staff and community organizations. School staff will do everything to try to retain enrolled students so they can take full advantage of the program offerings and successfully complete their educational experience and participate in senior graduation activities.

Attendance

Attendance regardless of the learning environment is a strong indicator of academic success. Therefore, school leaders and teachers must work to provide a conducive learning environment that meets the needs of the learner and instills the joy of learning. Truancy is a key indicator of a student's potential to drop out of school, having low academic achievement, and possible discipline issues. DC Flex Academy will set strong and clear expectations for attendance, parent involvement, and student engagement. Below are some excerpts from the draft parent-student handbook for the DC Flex Academy, but does not represent the entire section addressing attendance.

Policies and Procedures

As a public charter school, DC Flex Academy is required to monitor, report, and document daily attendance and progress, in accordance with all applicable statutes and District of Columbia Municipal Regulations (DCMR) rules and regulations.

DC Flex Academy student attendance is recorded by staff as students enter the school building and is also recorded by the time in the attendance section of the "Online School" (OLS) for students both onsite and offsite. For the small number of virtual students using the K12 curriculum at home, parents and students are responsible for compliance with attendance statutes and regulations; however the school is obligated to keep an accurate record of daily attendance.

Attendance hours must reflect the student's daily lesson time and should be recorded in a consistent and regular manner. DC Flex Academy teachers and administrators will monitor student attendance and progress. Attendance is one of the determining factors in student advancement to the next curricular level and for continued enrollment in DC Flex Academy. DC Flex Academy student progress is recorded by the mastery of lessons in the OLS for grade K-8 and completion of lessons in grades 9-12.

Hours and Attendance

District of Columbia Municipal Regulations (DCMR) requires all public school programs to record a minimum of 180 days of attendance per year. As a public school program, DC Flex Academy Online students must record their hours of attendance and progress in approved educational activities.

Our DC Flex Academy teachers carefully monitor the attendance and progress of each student assigned as part of their class list. While individual schedules may vary, students are generally expected to complete approximately 25% of the curriculum per quarter. One of the benefits of DC

Flex Academy is a flexible daily schedule, however daily attendance is limited to not more than 8 hours per day with no more than 150 minutes per day in each course without teacher approval.

If a student fails to log attendance for 5 consecutive calendar days or at a rate that is 10% below the attendance requirements over a given month, the DC Flex Academy teacher is required follow the procedure outlined in the Excessive Absenteeism policy.

Excused Absences

DC Flex Academy excuses student absences from school due to a physical or mental condition that makes instruction inexpedient or impracticable in excess of 10 school days. To be eligible for the excused absence policy, the student's parent or guardian must provide a written doctor's note prior to the 5th consecutive absence. If a doctor's note is not provided before the 5th consecutive school day of nonattendance, the student may be withdrawn for excessive absenteeism.
- Death in the student's immediate family;
- Illness of the student (A doctor's certificate is required for a student absent more than five days.);
- Observance of a religious holiday;
- Medical reasons such as a doctor's appointment.

Attendance and Truancy

As a public charter school, DC Flex Academy is required to monitor student attendance in accordance with all applicable statutes and rules. Academy teachers and administration monitor student attendance.

DC Flex Academy Family Accountability Plan

Families who enroll their children in the DC Flex Academy agree to the "I Understand" statements listed in a Parent Handbook. These expectations represent the basic minimums to which parents and students must comply in order to experience success in the Flex Academy. Parents are required to sign the handbook agreement form and return to the teacher by the end of the first month of school.

The vast majority of families who enroll with the Flex Academy consistently and conscientiously comply with these expectations. However, as the school year progresses, some families may demonstrate the inability or unwillingness to fulfill one or more of the "I Understand" statements. In these cases, the Family Accountability Plan (below) will be initiated so that the school has a mechanism by which the responsible parent can be officially notified of behaviors that compromise the successful school experience of the student. Family Accountability Points (FAPs) will be allocated as necessary until one of two outcomes occurs:
- The family acknowledges their deficiencies and implements programmatic changes to address the issues, resulting in an improved school experience; or
- The family continues to earn FAPs until the limit of ten (10) FAPs is reached. If/when this occurs; the student will be withdrawn from the school. The school will notify the district of residence since the student is no longer enrolled in the DC Flex Academy.

It is anticipated that families would accept and implement school support required to address the issues. The chart below explains the possible deficiencies, points and timelines that comprise the Family Accountability Plan:

Issue/I Understand	Point Value	Minimum Expectation	When Recorded
Attendance	1 FAP per month	20-25 days of 4.5-5.5 hours each per day, or as specified by the teacher	End of each month
Progress	1 FAP per month	8-10% per month, or as specified by the teacher	End of each month
Portfolio submissions	2 FAPs pre required date (each quarter)	Portfolio submissions are either RECEIVED	One week after work is due

- The teacher keeps track of the Family Accountability Points accumulated by the parent/student.
- The teacher keeps the parent informed of the student's FAP status through telephone conferences or by written communication.
- Students with IEPs may have additional parent contact and work sample requirements.

All appeals are directed first to the Enrollment and Compliance Coordinator, who will interview the teacher and the parent/learning coach, and examine the applicable documentation. The final decision will be made by the Academic Administrator and Head of School, in consultation with the Board.

Removal from DC Flex Academy

Students may be removed from Flex Academy due to disciplinary action, lack of attendance/progress, failure to participate in state-mandated assessments, or attendance in another public school. Students are provided all necessary due process rights before removal. Academy administrators and teachers may recommend expulsion to the Board of Trustee's Expulsion Hearing Committee for student violation of school policies.

Students and parents are made aware of the date and time for an expulsion hearing before the Expulsion Hearing Committee. Public schools in the District may refuse admission to a student who has been expelled from DC Flex Academy.

Responsibility for compliance with District attendance statutes and regulations belongs to the parents, but the school is obligated to keep an accurate record of daily attendance. A student is considered truant if he/she fails, without a legitimate excuse, to log attendance for 10 consecutive calendar days or at a rate that is 10% below the attendance requirements over a given month. Academy staff follows the procedures outlined below to notify parents of a truancy situation. Truancy may result in expulsion.
Process for Withdrawal and Expulsion of Truant Students:
1. Both onsite staff and the virtual teachers monitor student attendance no less than weekly through their Online School (OLS) class list.
2. Individual teachers send an e-mail or conduct a phone conference informing parents that their child(ren) has been absent for 10 or more calendar days or attends 10% less time than mandated by state requirements and is in danger of being withdrawn or expelled due to excessive absenteeism. If parents respond within 24 hours, the teachers create attendance action plans with the families. Adherence to these action plans are monitored by teachers. (Response expected within 24 hours).
3. If a family does not fulfill the attendance action plan, Academy teachers and administrators may make a recommendation to expel a truant or excessively absent student. If there is no response

within 24 hours, the teacher will forward the student's name, contact information and file documentation (number of missed days, etc.) to the director. The director notifies the Board of Directors and an expulsion hearing is scheduled. Parents are notified in via e-mail and certified letter of this recommendation and provided a date and time for a hearing during which the Board of Directors considers expulsion. The decision of the Board of Directors is final.

4. Teachers take responsibility for monitoring family progress toward the attendance action plan and updating the assistant director regarding the family's progress at the dates outlined in the plan.

One of the strongest points of the school's program is the close monitoring of each student's educational progress. Parent / teacher conferences are held, as needed, on a monthly basis. Conferencing also takes place informally via the Elluminate Classroom and during the Face-to-Face sessions. Conference calls and meetings will be held during regular school business hours, and are outlined in the School Calendar. Teachers and administrators will notify parents of any mandatory conferences via the monthly progress reports, kmail, email, or telephone.

Conferencing will take place in a variety of platforms:
- Face-to-Face
- Telephone
- Online Classroom

Conferencing is a good time to voice concerns, relay good news about the student, obtain enrichment ideas for the child, discuss attendance and progress through the curriculum, review work samples, etc. The teacher will also speak to the student on a regular basis to help develop a learning partnership with the student. Teachers will check in with students and parents to review progress and determine ways to boost student performance. Parents may also submit written reports on student progress. Conferences are vital for tracking student completion of assignments and attendance.

Virtual School Programs Addenda: Our response to this question applies to both our blended onsite and virtual programs.

4. Support for Learning

a. Parent Involvement

Parent involvement at DC Flex is an integral part of the student and school success. We share partnerships with parents that are rooted in a collective interest and commitment to maximizing each student's academic and social potential. As such, we provide numerous opportunities for parents to become meaningfully engaged in their child's school experience. At DC Flex, we recognize that not all parents are engaged in their child's education for a variety of reasons. We are committed to ensuring that all students succeed, despite this barrier, creating school and community-based supports to address the range of student needs. Below are examples of how parents will become partners in the education process at DC Flex:

- Parent Contracts/Agreements – To the extent permitted under current District of Columbia laws and regulations, parents will sign contracts or agreements that demonstrate their commitment to the school's complete school policies, procedures and expectations.
- Individual Learning Plan (ILP) Development – Parents will collaborate with the school and student to develop, monitor, and adjust, an individualized learning plan that addresses the academic and non-academic needs of their child.

- Data Analysis – Given our data-rich culture, parents will receive weekly updates on student progress in order to assist the student and school in achieving academic outcomes as indicated in the student's ILP.

- Parent training – Beginning with parent orientation at the time of student enrollment, the school will provide both onsite and online training for parents throughout the school year to help parents support and become more involved in their child's learning. (see **Section C(4)(d)**)

- Communication – As parents and students represent our primary stakeholders, DC Flex will utilize a variety of electronic and print tools to provide updates on all pertinent school information to parents including the proposed school's performance in meeting adequately yearly progress, if applicable, and the qualifications of our teachers, as currently required by the No Child Left Behind Act.

- These will include teacher-generated emails (using our Kmail system) and/or phone calls, as well as written notification when the goals in a student's ILP are not being met. The school will produce regular reports about what has been accomplished and what is planned in the near future highlighting events where parents are encouraged to attend.

- Conferences – Parent conferences will be held both formally and informally throughout the school year to provide updates on progress toward expected academic outcomes.

K^{12}'s online platform makes it easy for teachers to communicate with parents and students on a daily basis. K^{12} has an internal email system called "kmail" that allows parents and students to easily communicate with school staff and gives staff the ability to easily communicate with students and parents. All of the communication is carefully documented and there are features built in that even allow users to know when email was read by the other party. Teachers and staff members will respond to all student and parent inquiries within 24 hours. Teachers will have frequent communication with parents using kmail, but also have access to parent contact information, work and cell phone numbers, and emergency contacts. They will notify parents through kmail or phone about concerns, questions, and also to celebrate student successes. The school will also use these modes to regularly communicate important reminders, upcoming events, field trips, and coordinate meetings with parents.

The school will also use a phone messenger system to frequently communicate important school announcements, reminders about school events, and things like sudden school closings to students and parents.   They will even have access to report data that shows how many calls went through to the callers, the number unanswered, or that went to voicemail. The school has access to a lot of great resources to enhance communication with parents and students outside of the normal school day.

Outside of these engaging online features, there will be scheduled school events and other opportunities for parents to engage in the school and with staff. Parents will be invited to school events, teacher conferences, and other meetings at the school throughout the year. Parents will also be encouraged to participate or volunteer at the school if they choose to be involved.

Teachers will have plenty of opportunities to talk with other school staff, such as during weekly staff meetings, monthly professional development events, instant messenger, and through daily email communication. There will be constant communication among teachers and staff members using a variety of tools.

Students and parents can give feedback about the curriculum, contents, and usability of the online system. K^{12} has teams devoted to improving the systems and curriculum who review the responses on a routine basis.

Students, parents, and teachers are also surveyed annually by K^{12} and the school to determine ways to enhance their educational experience with additional improvements. Students and parents may also be asked to participate in focus groups to gather input and improve school offerings.

DC Flex will provide family programs and activities to meet other like minded parents, connect students through special interest clubs, discuss a topic that affects parents' families or become a Booster parent. Examples of these programs and activities are:

Family Support Sessions

- **Speaker Series Sessions** occur at least once a week and are hosted by experts across a wide variety of topics. These sessions are designed to inspire, encourage and offer real life tips and advice on being a successful K^{12} family. Sample topics include:
    o Monitoring Multiple Children with K^{12}
    o Shifting the Paradigm from Traditional School
    o Managing the Home Learning Environment (for virtual students)
    o And so many more!

- **Coast2Coast** is a monthly five-hour opportunity for parents around the nation (and the world) to chat and discuss a variety of topics. During these monthly sessions, participants gather in an Elluminate/Blackboard Collaborate online meeting space, and visit various "discussion rooms" to ask questions and share information with other parents. Topics in each "discussion room" change monthly, and there is always a space where parents can go to just chat.

- **K^{12} RoundTable** is a once-a-month focused discussion on a topic of interest of parents, hosted by a K^{12} team member, but directed by parents. Topics such as "Single-Parenting and Virtual Education," "Schooling an Only Child at Home," and others are discussed that may meet parents' needs. These sessions are an opportunity to share and discuss with other parents who are also concerned about the same topic. Round Tables will begin with 10 minutes of sharing and topic set-up, and then the sessions are opened for sharing and strategizing.

thebigthinK^{12}

- The **thebigthinK¹²** is an online community designed to bring together our parents, high school students and schools to share information and resources specifically focused on their school. It's the school office— the place to find information and documents specific to your school.
- The **Parents' Lounge** is a community available to many of parents and mentors within thebigthinK¹². Created exclusively for parents, teachers and school administrators, it is a powerful and robust way to connect with other parents to share experiences, information and

advice. Think of the Parents' Lounge as "the social center" — the place to go to connect with other virtual school families, both locally and globally, and find answers to questions.

- For high school students, we will offer **theteenthinK¹²**, a community where students can feel free to contribute ideas, share experiences and opinions, get the latest news and information from K¹², research colleges, and interact with one another. Think of theteenthinK¹² as a giant, global school yard — the place where students can connect, hang out, and be themselves! theteenthinK¹² is available as a parental opt-in feature from participating schools in order to determine if this feature is right for their family.
- Because **thebigthinK¹²** is a private community available only to K¹² families, access is available once they become enrolled.

Virtual Schools Program Addenda:

DC Flex will work with all of our students' parents in the numerous ways described in the response to the first part of this question:

- to strengthen support for learning, improving communication, and encouraging parental involvement in school operations;
- facilitate parent-teacher interaction; and
- to inform parents of the school's performance in meeting adequately yearly progress, if applicable, and the qualifications of our teachers, as currently required by the No Child Left Behind Act.

In our Technology Plan (see **Section A. Educational Plan (4)(h)**), we describe how we will provide students and their families with the technical information, training, equipment, and technical support to support the learning process. Parent-teacher, student-teacher, and student-student interactions will happen regularly via face-to-face interaction, phone calls, synchronous online learning sessions, and email in the course of instruction as well as by participation in school sports, special interest clubs both online and at the school, school events, and by joining the thebigthinK¹²online community.

b. Community Participation

As we stated previously, there are many non-academic factors that can impede a student's ability to perform at his/her highest academic potential. We are committed to intensely understanding the non-academic needs of each student and equally committed to providing relevant support services to address those needs. To provide the needed wrap-around support services, DC Flex is committed to developing partnerships with community-based support services and connecting students with these resources so that they can be accessed even outside of the school day. Among the additional services and partnerships to support student success as appropriate to their age and needs include:

- Mentoring and Role-Model Program
- Career Assessment and Exploration
- Post-Secondary Transition Planning (including resume drafting, the reality of financial aid, applications, essays, etc.)
- Academic Tutoring
- Health and Fitness Programs
- Personal Finance
- Resume Workshops
- Leadership Development Program

- Child Care Services and Education
- Legal Services for our students who have been arrested in the past and need to address their criminal records
- Paid Internships
- Clubs

School administrators and staff will work to coordinate volunteers, including parents, and community outreach to maximize the support necessary for all students to achieve. DC Flex will solicit many volunteers to support the instructional model. The expectation is that volunteers will commit to meeting weekly with students. We will look to the community, businesses, law firms, and colleges and universities across the District of Columbia to leverage every possible resource available for all students to succeed.   We will provide parents opportunities to volunteer and participate in their child's learning experience at school. Specifically, the Flex Academy will develop a parent volunteer schedule that includes optimum times for on-site volunteering, observing and providing school support as well as specific expectations for parent support on site.

Please see the description of our "Semester of Service" in the following section, "**School Organization and Climate."** This will be a community service requirement for all DC Flex students. Students will work with others in their community, with their family, and independently to address social issues like poverty, inequity, and injustice. We plan to reach out to various organizations to provide community service or other service learning opportunities to students and parents.   These offerings should be extremely helpful for our high school students who are working to obtain the required 100 service learning hours required by the school for graduation in compliance with District requirements.

c. School Organization and Culture

Building a purposeful and healthy school culture within the DC Flex is vital in producing strong academic outcomes for students.   A positive school culture is neither random nor vague, but rather strategically designed to produce intended school outcomes. DC Flex is rooted in cultural best practices and it is expected that the Head of School ensures these cultural norms are being carried out by the students and staff throughout the entire school on a daily basis.

The foundation of a positive school culture are sound statements of the school's mission and goals. The mission of DC Flex Academy is to prepare a diverse community of students to be successful in college and a career by providing an individualized, engaging, and flexible blended learning experience.   We have stated our goals in **Section A Educational Plan (1)(d) Goals** of this application.

The following school values are aligned with the personal characteristics and mindsets required to help all DC Flex students and staff to achieve the mission. These values are specifically identified as core attributes of successful Flex students. These values will be evident in all students and staff within our school.

Respectful
SELF-
DISCIPLINED

HONEST
Responsible

Open-Minded
Flexible
Proactive

- **Respectful:** Treating students, parents, staff, and the local community with high respect and regard
- **Open-minded:** About learning in a unique blended environment, challenging oneself to think differently, and openly accepts others and their input.
- **Honest:** With self, daily work, and with staff who are supportive of the student learning process
- **Flexible:** Patient, perseverant, dedicated, and able to adapt to different learning environments
- **Responsible:** Ownership of personal behavior and outcomes, responsive, willing to reach out for help when it is needed
- **Self-Disciplined**: Motivated, focused, driven, and having belief in own self
- **Proactive:** Thinks ahead, is optimistic, active in communicating needs, anticipating areas of support, and ownership of own academic success

The DC Flex Academy values define the culture of the school and all staff members must be committed to each and understand their impact on students' success. The process for introducing these values to all DC Flex staff will begin during the hiring process. During the interview process, candidates will be provided with a written explanation of each school value. The HOS will also discuss the expectation that all staff is expected to embody, promote and reinforce all values with all students and how upholding these values help to achieve the school's mission. Additionally, candidates will be asked explicitly if they are willing to focus equally on these values as they do their subject area or specific role within the school.

These values will also be reinforced with all staff during the staff onboarding process and prior to the start of the school year. Specific sessions will focus on these values and how each specifically leads to success of all students, regardless of challenges they may bring to the school. These sessions will also focus on how the school's overall success will be determined also by the degree to which the DC Flex Academy students demonstrate each of these values.

To further instill a deep understanding of each value with DC Flex staff throughout the school year, the HOS will schedule specific professional development sessions focused solely on the important of school culture and how the schools values lead to successful students. The HOS will provide updates and status reports at staff meetings on how well the students are demonstrating the values and will address areas of concern to reinforce with staff the importance of these values. The HOS will also institute a school-wide incentive program that recognizes students for demonstrating different values. These students and the particular value they embodied or demonstrated will be shared and celebrate in morning announcements, internal and external school communications, etc. At the end of the year, staff will also be given a culture survey that speaks to the school's commitment to and effectiveness in making sure students are taught and held accountable for school values. The HOS will also build staff reinforcement of the school values into the evaluation process. Staff members will be evaluated based upon their effectiveness in this area and a plan for improvement will be developed if necessary.
Plan for embedding values in students
As an initial way to make students and families aware of the school values, all outreach and enrollment communications for DC Flex will include the school's values and how DC Flex is

committed to building well-rounded students who are both academically strong and sound of charter. During the student onboarding process, specific sessions will be led by HOS and staff that focus on expectations for students to build their understanding of and commitment to the DC Flex values. During this process, staff will also reinforce and further explain the meaning of these values and how they can help students reach their goals and grow into highly successful students.

These values will be displayed throughout the school in large print and also via artwork and motivational posters and banners that demonstrate each of the values. All DC Flex staff will acknowledge students for demonstrating school values and redirect students who use values contradictory to these.

As the school will be recruiting students from across D.C., students can expect to interact with and learn from peers from diverse cultures and backgrounds. In particular, we will focus on developing a strong sense of "community" and promoting responsible citizenship among our students. They will be encouraged to work with others in their school and local community, with their family, and independently to address social issues like poverty, inequity, and injustice. An example of our plans to build commitment to community is to involve all students in a "Semester of Service." DC Flex students will join others across the country in "A Semester of Service", sponsored by Youth Service America, that encourages young people to develop and carry out a service-learning project at least 70 hours over several weeks or months. Projects take place in classrooms as part of the academic curriculum; in schools as part of the extra-curricular activities; in congregations of faith; and in youth development groups in neighborhoods across the United States. During these 12 weeks, young people from elementary schools to graduate universities will identify a problem or unmet need that affects their community, the nation, or the world. They will prepare a plan to address the problem or need; take action to implement their solution; reflect deeply on their progress and next steps; and celebrate their success. DC Flex students will experience the impact they can make as individuals in their local community contributing to a cumulative impact on a global scale.

d. Extracurricular Activities

Our extracurricular activities will focus on developing a strong sense of "community" among our students. Depending on available facilities in and near our final site, we plan to offer intramural and interscholastic sports such as basketball, volleyball and soccer that are not difficult to implement, as well as a school council, a community service club, a drama club, and a wide array of additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc).

DC Flex will determine initial student interests and ideas for additional clubs by a survey distributed as part of orientation activities or during summer and fall welcome meetings and calls. It is normal for new schools to wait for student interest before making a final decision on what the exact extracurricular programs the school plans to offer. Establishing a sense of school community is a high priority of DC Flex and is an important part of a successful blended school in just the same way as in a traditional school.

In addition, unlike most other schools, DC Flex's students will be able to connect with K^{12} students around the world in robust online extracurricular programs via K^{12} International Clubs. These clubs for students in Grades 2 to 12 include, for example, Book Buddies, Brain Teasers, Culinary, Creative

Writing, Debate, Forensic Science, Geography, Health and Fitness, Music, Math, MS International, Photography, Sports, Story Seekers, Virtual Field Trips, Volunteer, and Yoga. l

For virtual students, DC Flex will list clubs and activities, and host a web-based "Meet the Clubs and Activities" night that leads to greater student awareness and participation of the school's offerings. Each interest or activity group develops a presentation for onsite or ClassConnect.

All of these clubs for the virtual students will have a space on thebigthinK[12] (an online community designed to bring together our parents, high school students and schools to share information and resources specifically focused on their school) and students are encouraged to share their ideas and thoughts on each club space.

The DC Flex administration will survey the families and teachers at least once a year on the success of the clubs and events and gather feedback for future planning.

e. Safety, Order, and Student Discipline

Overall Plan

The school intends to adopt policies, procedures and plans during the planning year to ensure a safe, orderly and drug-free school. These plans will be reviewed with all school staff and will be evaluated regularly by the Board, staff and families for effectiveness, fairness and utility, modifying where necessary. A rough draft Student and Family Handbook is already available upon request as is a draft Safety plan. The school rules and safety issues will be explained to parents and students at least several times a year in meetings and in K[12]'s online forum for parents and students.

The school will have zero tolerance policy in regards to weapons and violence, including threats of violence. It is our intention that the school culture and student behavior shall create an orderly environment in order to allow the students and staff to focus on learning.

The Head of School shall ensure that all staff are provided with a step by step procedure for reporting and handling all serious incidents that might occur in or near the school.

Discipline Philosophy and Training

Each staff member will be trained in Harry Wong's approach to classroom management and organization. This approach contains key elements that will foster student involvement and cooperation in all classroom activities; and establish a productive working environment. These elements include:
- Establishing a positive climate
- Organizing your classroom
- Developing rules, routines, and procedures
- Assigning and managing work
- Preparing for instruction
- Managing behavior
- Maintaining momentum

Instituting these practices school wide will allow for consistency and continuity for all students regardless of their age or the classroom they are assigned to.

Safety

After extensive research and consultation with other charter schools, we plan to create a safety plan that encompasses these strategies and procedures:

- Student ID badges will be distributed to each student to wear throughout the day. The ID badge will serve as their personal identification and indicates the student is allowed entry into or out of the school.
- A visitor check in system will be implemented that requires each visitor to the school to check in immediately upon entering the school building. This system will be easy to use while supporting a safe environment for all, including the visitor.
- Students using inquiry-based learning, for instance in hands-on laboratory investigations, will follow school adopted safety procedures and adhere to experimental procedures.
- As defined by DC code, students will have regular practice in following emergency drills: tornado, fire, bomb, stranger on campus, plus any other as applicable or required by state law.
- Daily attendance will be taken and families will be notified of a student's absence in a timely manner.
- The school will have access to an auto-dialer that automatically calls phone numbers supplied by the family to alert them of school closings due to weather and other emergencies.
- Detailed procedures for drop-off and dismissal will be created, practiced and employed to guarantee the safe transfer of students to their families, and form their families to the school.
- We will comply with all applicable health and safety requirements (e.g., immunizations, building inspector, fire department, municipal license authority, all other federal, state, and local health and safety laws and regulations) for our facility. All necessary certificates and occupancy permits will be obtained and will be in effect prior to the opening of the school.
- Parents will be required to sign permission slips for any activities that take place off-site.

Discipline

A progressive discipline policy for serious infractions will be developed during the planning year by the Board in compliance with all DC Flex policies and in collaboration with a representative group of prospective families.

In general, students will be prohibited from engaging in behavior that will endanger or threaten to endanger the safety of others, that will damage property, or that will impede the orderly conduct of the school program Prohibited offenses will be monitored on campus, during field trips, and in connection with school events, regardless of location. The offenses will fall into two categories: Prohibited Behavior and Illegal Behavior.

Prohibited behavior will include behavior such as insubordination and verbal abuse.

Illegal behavior will include behavior such as threats of violence, battery, possession of weapons, theft, arson, blackmail, vandalism and false fire alarms.

Communication with Parents and Families

Communication is vital to a partnership with parents and families. DC Flex will encourage the use of many modes of communication designed to not only inform parents and families, but to encourage their active participation.
These modes of communication will include:
- Email
- Phone, with TTY accommodations
- Parent meetings
- Weekly teacher newsletters
- Monthly school newsletters from the administration
- Auto dialer for general school reminders and announcements
- Curriculum Nights once per quarter
- Availability of administration at drop off and pickup times
- Administration holds an open door policy for parents, families, staff and students
- Robust volunteer opportunities within the school day and in the evening

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

DC Flex is rooted in a culture of continuous improvement and ongoing professional development which will ensure that DC Flex teachers and staff are equipped and prepared to deliver high quality instruction that supports the range of student academic needs. The DC Flex instructional staff will participate in a variety of engaging training sessions year-round both in person and asynchronously, which will include, but are not limited to a variety of types of training to maximize effectiveness in the blended school environment, introduce and refresh them about effective online instructional methodologies, and to develop their confidence in their ability to perform well in a public charter school environment.

School Based Training: This training will take place before school starts and throughout the year as needed. The purpose of the school-based training is to provide teachers and staff with additional training that is more school specific and essential to their daily responsibilities at the school. Depending on needs that come up throughout the year, K^{12} will provide additional ongoing support and training to the staff and school as it is needed.

Virtual National Teacher Training: All staff will participate in Virtual National Teacher Training (VNTT), which consists of synchronous and asynchronous training modules. Each staff member will be assigned various modules based on their job role and responsibilities to complete within the K^{12} Training (www.k12training.com) website. Staff members will receive certificates for completing the training and are held accountable by the Head of School to complete all assigned modules.
National Professional Development Events: K^{12} Professional development is considered an ongoing and yearlong experience. School leaders and teachers are afforded opportunities to participate in synchronous and asynchronous training and professional development throughout the year offered by K^{12}. The topics will vary and DC Flex staff can join other K^{12} educators in discussing interesting topics and sharing best practices.

Teachers can monitor and maintain their training and professional development plan through K12Training.com and provide verification of module completion to their training managers and/or

administrators as needed. Similarly, school leaders can monitor and maintain the professional development outlined below within K12Training.com.

School-Based Professional Development with Training Specialists and Consultants: The Head of School will work with his/her administrative team and staff to determine appropriate professional development topics to address throughout the year. Generally these events will be scheduled monthly and are targeted to address specific school goals and needs. K^{12} has a number of people who are experts on particular platforms and with K^{12} products and the Regional Vice President can provide support in organizing additional support from these specialists.

Personal Professional Development Opportunities: DC Flex may have additional funding (state or federal grants or Title money) to support staff members with participating in additional professional development workshops or conferences outside of the school. Such available opportunities will be encouraged by the Head of School and will support the school's mission and vision.

All school specific professional development opportunities are closely linked to the school's Student Achievement Improvement Plan (SAIP). The responsibility for planning and providing this additional, school specific ongoing professional development belongs to the Head of School with the assistance of the Academic Administrator. Topics covered will include assessment, technology, instructional strategies, and content.

Special education teachers will be included in all aspects of the professional development. In order for teachers to develop effective IEPs with appropriate content, instructional modifications, and measurable goals, teachers of students with special needs must be very knowledgeable about the content the special needs students are studying. In some cases, assessments will also need to be modified to meet the terms of a student's IEP. Cases like these demand that special education, and regular education teachers are familiar with the scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modification.

Administrator Training
In order for teachers to be effectively led by the school administrators, academic school leaders will also participate in professional development on a monthly basis to ensure that the school is following its strategic plan for student achievement and strategies are executed and evaluated for quality performance. Administrators will also take advantage of leadership training in best practices in leadership, curriculum, and instruction such as attending the national charter school conference, FOCUS trainings, National Charter School Resource Center trainings, the iNACOL conference, State and National Title 1 Conferences, and OSSE conferences.

Virtual School Programs Addenda:
All the administrative, support, and instructional staff for both the onsite and virtual programs of the DC Flex blended school will attend the same professional development offerings described above. Since almost all of staff will need to be knowledgeable about and skilled in the use of the school's curriculum, learning management system, and student information system, the topics to be covered in the professional development sessions, will, generally, be of great interest to the whole staff. In some cases, during professional development offerings, whether onsite or during an Elluminate/Blackboard Collaborate web conference, separate breakout session will be provided

for subgroups of the staff to address topics of interest, for instance, specific curriculum, grade level issues, technology, and pedagogy, etc.

g. Structure of the School Day and Year

All DC Flex students will be full-time students. We will provide a minimum of 180 days of instruction for all our students which complies with the District of Columbia Municipal Regulations (DCMR) which require all public school programs to record a minimum of 180 days of attendance and progress in approved educational activities per year. For the 2013-2014 school year, the DC Flex school calendar is scheduled to begin on August 26, 2013. Our teachers will carefully monitor the attendance and progress of each student assigned as part of their class list. While individual schedules may vary, students are generally expected to complete approximately 25% of the curriculum per quarter.

In **Section A. Educational Plan (2)(c),** we provided a detailed description of our blended school site (designed to have four student areas, including areas for (1) focused study, (2) teacher direct instruction, (3) student collaboration for projects and experiential learning/labs; and (4) social space, including space for lunch and events) and a typical "Day in the Lives" of DC Flex students who will attend school there. The following is a synopsis of our previous description.

High School Students

We anticipate that high school age students will be the majority of DC Flex enrollment and that most will attend the school facility five days each week, with fewer days onsite only allowed when a student has earned this privilege by demonstrated success and responsibility with the online curriculum, or offsite study better meets the needs of the family.

The DC Flex high school student day begins with a thirty minute "Advisory" period. Each teaching staff member will be assigned a homeroom of students who they will support throughout their school experience. Students will be assigned to groups heterogeneously and will reflect a range of learning levels. When possible, students will be grouped by grade level.

Students will log into the K^{12} Online School (OLS) each day to access their coursework. Students will be supervised by Academic Coaches in the main rooms and work on any assignments, tests, quizzes, or activities both on and offline that have been assigned to them by their content area teachers. In addition, online teachers will also host synchronous Elluminate/Blackboard Collaborate (web conference) sessions throughout the day and week to support students onsite and offsite with their coursework.

Students will also have breakout sessions with teachers throughout the week, depending on their progress in a course and whether they need additional academic support for either remediation or enrichment

Parent-teacher conferences and professional development offerings will take place at the school site. Depending on our facilities, we may offer some intramural or interscholastic sports at the school site (e.g. soccer, basketball, volleyball) as well as a wide array of clubs depending on student interest.

Elementary and Middle School Students

Much like the successful CAPCS Online school managed by K[12], the blended learning model for students in grades 3-8 students will depend on the needs of each student and family as determined by the school staff review of student assessments and course progress:

- Students performing below proficient (primarily in math and reading, but potentially in other curriculum such as science) would be required by school staff to attend the school site for up to two or more days per week. The purpose of the attendance would be to provide onsite interventions and remediation to bring these students up to proficiency. The instruction would be individualized to the students' needs and could be delivered one-on-one or in small groups by DC Flex Academy teachers and Academic Coaches. This is in addition to online high qualified teacher interventions via live online "Elluminate" classroom sessions.

- Students performing at or above proficient level (e.g., accelerated 8th grade students taking high school courses) might be able to be onsite fewer days if it met the needs of the student and family.

Virtual School Programs Addenda:

Students enrolled in the DC Flex blended school virtual program will follow a self-paced schedule according to a functional equivalent of the instructional model of attending school five days per week, thirty-six weeks per year. Although DC Flex will encourage students to learn at their own pace, they will meet all District of Columbia requirements for attendance days including a school year minimum of 180 days of instruction. Parents (or responsible adults) and students will record student daily hours of attendance using the attendance tracking system that will be part of the Online School (OLS). Attendance records will be submitted to teachers by parents on a regular basis. Teachers will also be able to monitor daily student attendance through the OLS. Teachers will be responsible for submitting attendance records to DC Flex administrators according to school rules.

Given the virtual nature of the DC Flex program, however, student learning time will not be confined to a traditional academic calendar or school building hours. Students enrolled in the virtual program of our blended learning charter school, will not have a set daily schedule with regular classroom periods. Their program model is fluid and flexible. With 24/7 access to the DC Flex online school and lessons as well as books and other materials, students will be able to complete lessons and assignments at any time and have it credited to meet their required instructional hours.

Teachers of K-8 students in the DC Flex virtual school program will provide both synchronous and asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing. The teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will also provide direct instruction based on the students' individualized learning plan through Elluminate/Blackboard Collaborate, a web-based conferencing platform. Students will attend classroom sessions by logging in on Elluminate/Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students.

Teachers of K-8 students will monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, integrated with assessments and a comprehensive learning system will provide learning coaches and teachers with the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the Learning Management System. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until they master the lesson objectives.

High school students in the virtual high school program will have one subject-specific teacher for each subject studied, and these teachers will be responsible for reviewing all student work and providing instructional feedback. The teachers will work together on a teaching team, and employ a cooperative team-teaching approach. This approach will allow the parent to focus on serving as a learning coach and guide to her/his student to help them achieve academic excellence. Students are regularly involved on a course-by-course basis in threaded discussions, teacher-monitored discussions with each other about key topics and ideas being covered.

While the K[12] K-8 curriculum is self-paced, high school courses will make use of a weekly schedule of activities and assignments. Each week, there are due dates, and assignments and mandatory online discussion sessions designed into the program to:
- Allow a class to move through material at the same time or in close proximity;
- Enable teachers to run online group activities as needed for each section of students, helping many students to overcome the same often complex obstacles at the same time;
- Free parents from detailed academic support burdens at the high school level;
- Encourage students, with help from family and teachers, to acquire the experience of planning their work and lives day by day, which is a key skill for later in life.

While providing students with the needed flexibility for work, extracurricular activities, and hobbies, the high school program's weekly schedule permits the teacher to ensure that each student is moving along at a reasonable pace, and enables state-of-the-art distance learning techniques to be used, such as conducting a full-class meeting online. The most successful online learning environments are those in which groups form a "community of learners" with their teacher. Students come to know each other, respect each other's differences and contributions, and work together. In the DC Flex virtual school program, students will participate in online, teacher-monitored discussions providing students with both practice and confidence in the underlying concepts of a particular topic, as well as practice in communicating. Teachers can both coach one-on-one, privately, and provide direction to the whole group at once. Teachers and students get to know each other during these discussions.

h.   Technology Plan: *Virtual School Applicants Only*

Virtual School Programs Addenda:

Required Technology Equipment and Services
Families of virtual students at DC Flex who use the K[12] curriculum offsite, or families of students who attend the school less than five days a week, will be required to have access to a computer and Internet service that meets the minimum specifications necessary to access the school's curriculum on the K[12] Online School (OLS) at home or at other locations where their students are studying.

Minimum specifications are:

- Speed: 1.8 GHz or better
- RAM: 512 MB (minimum)
- Disk space: 20 GB or more
- CDROM or DVD drive
- Monitor: 15-inch flat panel
- Audio: 16-bit sound card
- Modem: 56 kbps (minimum)
- Microphone and speakers
- Operating system: Windows XP SP2
- Microsoft® Internet Explorer version 6.0
- Adobe® Reader®
- Macromedia Flash™
- Shockwave™
- QuickTime®
- McAfee® Virus Protection

Minimum connection requirements to access the K^{12} OLS would be a 33.2 kbps dial-up connection. A high-speed Internet connection, such as a DSL or Cable Modem connection, is recommended.

When students are at school, each student will have access each day, for the time they are in attendance, to a personal laptop or thin-client computer. These computers will support the then currently available Operating Systems, such as Microsoft 7. Each computer will have ample protection for the student's appropriate curricular experience as well as equivalent Lo-Jack – like systems to prevent theft or misuse.

For DC Flex Academy families with one or more K-8 virtual students using the curriculum at home and each DC Flex Academy virtual high school student using the curriculum offsite will be eligible for a loaned computer and printer/fax/scanner for home use for the duration of the student(s)' enrollment in the school. The school will ensure access is available for all virtual students using the K^{12} curriculum offsite.

K^{12} will provide technical support for K^{12} issued computer equipment (see "Technical Support" in the next section) and has extensive experience and success providing this support for families in all 50 states and in 70 countries. If students are using their own computer equipment offsite, their families are responsible for the maintenance and repair of that equipment.

Virtual students using the curriculum at home or offsite must also have Internet access which they are responsible for setting up. The school will establish a set rate to assist families with the cost of their home Internet service. K^{12} will ask that all families first contact their Internet Service Provider (ISP) if they are experiencing Internet connectivity problems. If the ISP determines there is a problem with K^{12} issued hardware or software, families will contact the K^{12} Technical Support staff for further assistance. All students may also access the school's web-based curriculum via local publicly available Internet such as in public libraries.

If the primary or supplied computer experiences technical issues, the student can use another computer within the environment to access required instructional content until the primary or supplied computer is repaired since the required content is accessible using any computer that has Internet access. If there is a technology services (ISP) failure, the student can temporarily access local publicly available Internet (e.g.,

at a local public library) and use a computer to continue the OLS and all other K[12] systems required to access instructional content until the ISP failure is corrected.

Technical Support

Prior to the start of the school year, parents of virtual DC Flex students will be invited to one of several parent orientation sessions that will be conducted in locations throughout the District or online. At the orientation session, parents will meet the administrative staff, teachers, and K[12] representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies. This is mandatory for parents of virtual students using the curriculum at home or offsite and strongly encouraged for students attending school onsite. Parents will receive a school handbook. Follow up regular parent training includes speakers at the school and in the community, modeling, webchats, roundtables, and the K[12] online school community.

Technical support for student online learning activities at school will be provided by teachers and the school IT staff with back up, as needed, from appropriate K[12] regional and corporate staff. All technical support personnel are knowledgeable in K[12] systems' use and have received training on resolving technical support problems.

Technical assistance will be provided to our students and their families by K[12] according to the terms of our educational products and services agreement. K[12] provides technical support for students and parents including web-based, email, and phone support. All support personnel are knowledgeable in K[12] systems use and have received training on resolving technical support problems. K[12] Technical Support includes the following web-based support areas:

    1) Using the K[12] Online School (OLS)
    2) K[12] Supplied Computer Equipment
    3) Connectivity- ISP, Firewall, Troubleshooting
    4) Materials
    5) Account Information
    6) Parent Resources

K[12]'s provides support in three (3) general areas:

    1) Customer Care (using the LMS, shipment of materials);
    2) Technical Support (available only for K[12] issued equipment or K[12] systems);
    3) Enrollment Consultants (assistance for enrolling students).

K[12] Technical Support is managed by a knowledgeable and mature Customer Support Team. Students and families can choose to access support through three separate channels; information about all three channels is available via the "Customer Support" portal on the K[12] website:

- Phone Support: The K[12] Customer Care and Tech Support is staffed to handle technical support issues 24 hours per day, 7 days per week. The telephone number is provided on the K[12] Customer Support portal.
- E-mail: E-mail support is available 24 hours per day, 7 days per week. The form-driven front end is accessed via the K[12] Customer Support portal, and guides the customer to provide all necessary information to allow a fast and accurate response. K[12] responds within 24 business hours of receiving a customer e-mail inquiry.

- Self Help: Self help is available 24 hours per day, 7 days per week. This web-based channel is accessed via the K[12] Customer Support portal; it provides answers to frequently asked questions (FAQs), video tutorials, teaching resources, software downloads, and other information on common issues.

Internal escalation processes are in place to provide quick access to second-line technical support as necessary, as well as access to resources in other groups such as Systems & Technology, Product Development, Customer Fulfillment, etc., if required.

Acceptable Use Policy

When students enroll, there will be an Agreement for Use of Instructional Property ("computer equipment, software, and related instructional books and materials") in the enrollment documents which parents or the adult designated by the parents will be required to read and sign. In addition, prior to the commencement of operations, the Board will develop and adopt appropriate acceptable use policies for the use of technology and they will be included in the DC Flex personnel policies, the student code of conduct, and the parent handbook all of which will also be developed and adopted before school opens.

System Availability, Downtime, and Back-Up Procedures

The K[12] Online School (OLS) is available for students and parents to log in 7 days a week, 24 hours a day.   The OLS exceeds 99.99% uptime and has never been down for an entire day. K[12]'s content development and learning management systems have been deployed in a fully redundant configuration into a biometrically secured level 3 facility with complete data redundancy to include mirrored file systems, hourly data snapshots, daily incremental backup, weekly full backup, secured off-site backup storage and secondary data center for disaster recovery in a distinct geographic location.

As part of good preparation, parents are requested to print their students' lesson guides two weeks in advance. These lesson guides reference the materials, activities, and lessons that students are required to complete on a daily basis. Alternatives to logging into the OLS in the event of OLS system down time and, instead, using the materials cited in the lesson guides to complete each activity and lesson are clearly explained.   Upon request, these materials could be mailed in hard copy to families experiencing an interruption in Internet service. Additionally, if the K[12] OLS were unavailable at any time, students are invited to visit websites where activities and/or test preparation lessons are offered using their school log-in credentials (examples: www.studyisland.com,   www.streaming.discoveryeducation.com, and http://kids.nationalgeographic.com/kids/?source=NavKidsHome, www.solpass.org)

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

The founding group is composed of members with all of the requisite experience to create and sustain an effective, innovative and inclusive charter school, including caring and engaged parents, diverse community leaders, educators with extensive elementary, middle school and high school experience, an attorney, a finance expert, a charter expert, and a team of talented advisors. Some of this founding group was involved in a previous charter application and have worked for two years to address the useful suggestions voiced by the Public Charter School Board and staff. Partly inspired by the parents who have used the K^{12} curriculum with their students for years, the founding group is excited to create an onsite blended learning school using K^{12}'s award winning curriculum, something that is not yet offered in the district at the high school level. The founding group fully embraces the core knowledge approach the curriculum offers, the structure provided in the daily instructional planning and the frequent student assessment data provided to teachers and students.

Founding Member Addresses and Biographies

Anita K.B. Walls, Chair
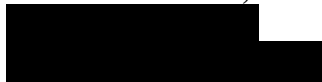
Anita Walls earned dual Bachelor degrees in Chemistry and African American Studies from Indiana University in 1988. She went on to earn a Masters degree in Management from Webster University in 1992. Anita used her Chemistry degree working in the medical labs for the United States Air Force and in the private sector. Later she used those experiences and her health care knowledge to further her career in the Health Information Systems field.

For years Anita has donated her time and talents to her East of the river community and community service organizations. She is a member of Delta Sigma Theta Sorority, Inc. and Mocha Moms, Inc. She previously served as President of the DC Chapter of Mocha Moms. As President of the Chapter she spearheaded fundraising efforts which allowed the Chapter to support community and family based organizations in the city of Washington, DC. In 2006 she became a home educator and started a science co-op exposing children (as young as four years old) to the wonders of science through unique hands-on lessons and demonstrations. She continues sharing her love of science at Fort DuPont Ice Arena in Washington, DC, providing the same type of exciting hands-on lessons and demonstrations to children of all ages. She is currently a parent at the successful CAPCS online program and wants a K^{12} curriculum and school option at the high school level, which isn't currently offered in D.C.

Dr. Nicole Clifton, Ed.D.

Dr. Nicole Clifton is currently principal of Whittier "STEM" Education Campus in the District of Columbia Public Schools. She has transformed her urban traditional school into an urban "STEM" school, a school of choice by many parents. She serves a population from Pre-k to grade eight. She has worked in the education field for 15 years and has taught Research in Education at Trinity University in Washington, D.C. for 2 years. Dr. Clifton is a co-author of a book chapter that highlights the impact of technology access in urban education. She was honored as a member of the Class of 2009 Emerging Leaders with ASCD (Association of Supervision and Curriculum Development) and is currently the president of DCASCD and serves in other positions within the organization. Her professional experiences as a teacher of youth, mentor, and leader of 21st century learning have allowed her to provide quality leadership and service to students, parents, teachers, administrators, and educators both nationally and in Washington, D.C.

Tamika M. Cummings, Esq.

Tamika Cummings received a B.A. in English from Spelman College and a J.D. from The University of Pennsylvania Law School in 2003.   Mrs. Cummings began her legal career in private practice as an attorney for the international law firms of Arnold & Porter LLP and Cooley Godward LLP, where she counseled various information technology companies regarding commercialization of their intellectual property assets. She currently serves as counsel for The National Center for Missing and Exploited Children, a national nonprofit organization. In this role, she focuses primarily on contractual and intellectual property matters. Mrs. Cummings is an active member of the Fairwood Education Task Force, focusing on key public and private school issues for the Fairwood community of Bowie, Maryland. She is also a member of Alpha Kappa Alpha Sorority.

Alisha Griffey

Alisha is Chief Operating Officer of Verdeo Sindicatum Corp, a clean energy company based in Washington, DC. She is responsible for all internal operations including finance, HR and IT. Alisha also serves as acting CFO and has final oversight for all internal finance tasks including budgeting, variance analysis and third party audits.

Prior to joining Verdeo, Alisha was a partner at the Corporate Executive Board where she founded The Sustainability Forum—a research and consulting service that serves more than 100 Chief Sustainability Officers at Fortune 500 companies. Before founding The Sustainability Forum, Alisha launched an executive education business for general managers running $1B+ businesses. Within four years of its launch, Alisha had grown the business to over $5M in revenues and expanded the customer base to over 200 companies. Alisha has an MBA from the Stanford Graduate School of Business and a BA in Economics from the University of Virginia.

Dr. Randolf Mitchell, Ph.D.

Dr. Mitchell earned a BS in Health Science and Physical Education from Virginia State University (1978), a Master's in Economics Education from Carey Business School at Johns Hopkins University (1987), and a PhD in Educational Leadership from George Mason University (2000). Dr.). Dr. Mitchell has served as a principal in the Alexandria City Public School system since 1993 and as an adjunct professor at the University of Maryland University College between August 2002 and September 2005. He is currently a visiting professor at George Washington University. Dr. Mitchell has served on the Board of Trustees for the Hopkins House Center for Children, the Alexandria United Way Community Services Board, and the Board of Directors of NOVA of Secondary School Administrators. He is a member of the Omega Psi Phi Fraternity (Tau Pi Chapter) and the Virginia Association of Secondary School Principals. Dr. Mitchell's work, "Molding Adolescent Boys into Avid Readers" was published by NAESP in March 2008.

Cheryl Ryder

Ms. Ryder received a Bachelor of Arts in Human Services from Temple University in 1984. She is currently serving as a learning coach with the CAPCS Online School and wants to help create a fully blended learning school for both families that want a fulltime onsite school as well as those that want to use K12's curriculum at home. She is also a volunteer coordinator for the Home School Co-op. She has provided support to the seventh graders since 2002. Cheryl is very active with community service and is the facilitator for the Muslim Women's Study Group.

Domonique Williams

Ms. Williams has been a learning coach using the K^{12} curriculum for seven years guiding instruction in the Home School Co-op program. She loves K12 and wants to help create a high school K12 curriculum option.

She worked for over 12 years with Marshall Heights Community Development Organization as a Project Associate with the Child and Family Services branch and served as a liaison between families and schools, making sure that clients whom the organization served received the educational assistance needed. As a parent, she advocates for and created a parent center at her children's elementary school. She started the "Share a Book" program for parents to assist them with literacy. She is also the owner of Azur Soleil Organics, a handmade bath and body products company. She produces handmade soaps, lotions, soy candles, and other products that have a large following.

ADVISORS TO FOUNDING GROUP

CB Richard Ellis, real estate brokerage firm

Phyllis Hedlund, education consultant specializing in curriculum, instruction and teacher professional development, with experience in D.C. charter schools.

Kevin Kraham, Esq. and Alison Davis, Littler Mendelson, charter school legal experts

Mark Kushner, K12 Inc., charter school expert and instructor at Stanford University

Bryan Patten, EdOps, charter school finance expert

Darren Reed, K12 Inc., school operations expert and former DC principal

Zach Wasilew, K12 Inc., real estate expert

Organizations and corporations for which individual Founding Group members are Serve as Directors or Officers

Dr. Nicole Clifton is currently the president of DCASCD, an affiliate of ASCD. DCASCD does not publish an annual report. The annual report of ASCD can be found at http://www.ascd.org/about_ascd/Annual_Report/Annual_Report_-_Current.aspx

Resources Contributed by Partner Organizations:

Kevin Kraham, Esq., a partner at Littler Mendelson, and Alison Davis, an associate, are providing the board with charter legal advice where needed to ensure compliance with all DCPCSB requirements and rules, as well as advising the board with respect to contract negotiations with K^{12}.

Mark Kushner and Darren Reed are providing expertise regarding blended charter school operation and new school development.

Bryan Patten, co-director of EdOps, is providing charter school finance advice to ensure sound and prudent financial planning at the school.

K12, Inc. is proposed to offer its world class curriculum and school operations services to the extent desired and requested by the founding members. As explained in the charter application, no other organization has as much experience with blended learning models or virtual education as K12, Inc and the charter application documents success with the proposed model.

The founding group reflects the community, coming from many areas of D.C., with deep connections to the area, a broad array of relevant professional skills, and a number of whom have been either teachers, administrators or learning coaches in D.C. for many years.

The founding group has contributed to the quality of school plan by nature of our experience using the K^{12} curriculum, our school operations experience, our charter startup experience, and our knowledge of the diverse communities of D.C.

At this point, all of the founding group members (excluding the advisors) are willing and able to serve on the board of the charter, and the group is not currently planning on recruiting additional founders or organizers unless there is a good reason to do so. The only exception is that the team may consider adding a communications/public relations expert to help us recruit students, but a number of the team has experience doing this already.

It may also be important to note that while the founding group plans to contract with K^{12} Classroom LLC for educational products and services for the new charter school if it is approved, it is in no way legally committed to using K^{12}. The board is an independent board, and the expected service agreement, if any with K^{12} in the future, will be negotiated at arm's length. The satisfaction of parents CAPCS Online (a school powered by K^{12}), including the three parents who are part of the founding group was the driving force behind the intent to use K^{12} 's services for the new charter school, as well as the fact that no other service provider has as much experience in the blended learning space. If one counts their drop-in learning centers, K12 operates more than 30 blended learning sites to date.

The board's ongoing role if it contracts with K^{12} is to ensure that K^{12} fulfills its obligations and that the school is successful, meeting its stated mission, goals and objectives.

b. Planning Process

As stated in the previous section, several of the founders have actively used the K^{12} online program successfully for a number of years in connection with CAPCS Online, a school which does not offer a 9-12 option, and these founders wanted to have this incredible option for themselves as well as for others.

In addition to the positive experience several of our founders have add with CAPCS Online, the DC Flex model is based on what the founding group learned about effective blended learning schools for urban student populations such as Carpe Diem in Arizona, San Francisco Flex Academy in San Francisco, Silicon Valley Flex Academy, the Chicago Virtual Charter School, and the Passport program for over-age/under-credited high school students who have dropped out of school at the Youth Connections Charter School located at Malcolm X Community College in Chicago.

Accordingly, working for a number of years, the founding group with guidance from our advisors developed this proposal for DC Flex Academy, a charter school proposed to meet the target's population identified needs with an education program much like that offered so effectively at CAPCS Online but for more grades:

(1) an onsite 3rd through 12thth grade blended school program with students using K^{12} online courses onsite at the school from 2-5 days a week, with support from onsite highly qualified teachers (HQT); and

(2) a full time grades K-12 virtual school program for a small number of families who want to use K^{12} curriculum at home, with attendance onsite for mandatory assessments.

Based on feedback from our previous charter effort, as parents we sought out experienced educators as well as individuals with the administrative, charter, start-up, legal and financial background needed to have a strong founding team. The founding group may consider adding a communications/public relations expert to help us recruit students, although a number of the school development team also have that experience. We met at length regarding the school's mission, philosophy and program, and all plan to serve on the charter board if approved and into the future to make sure this school is successful.

c. Corporate Structure and Nonprofit Status of the School

DC Flex Academy Public Charter School (DC Flex) will be a public charter school governed by DC Flex Academy Public Charter School, a District of Columbia Nonprofit Corporation. (see **Section I** of this application for copies of the nonprofit corporation's Certificate of Incorporation, Articles of Incorporation, and Bylaws).

2. Governance and Management

a. Board of Trustees

According to the terms of the bylaws (see **Section I**) DC Flex will be governed by a Board of Trustees of not less than three and not more than seven members unless changed by amendments to these bylaws. All Trustees shall be designated by the Board. The Board shall consist of at least 3 Trustees unless changed by amendment to these bylaws. Except for the initial Board, each Trustee shall hold office unless otherwise removed from office in accordance with the bylaws for 3 year(s) unless a greater term is required by law and a successor Trustee has been designated and qualified. The initial terms for the initial Board shall be set in the executed bylaws and shall align with the corporation's fiscal years. At the end of the initial terms, the Board shall provide for staggered terms of its members, by designating approximately one-third (a) of the members to a one year term, one-third (a) of the members to a two year term and one-third (a) of the members to a three year term. Following the end of each board member's term, the member shall hold office until his successor is elected and shall have been qualified, or until his earlier death, resignation or removal from office in the manner hereinafter provided.

In **Section A. 4 Support for Learning** of this application, we listed the many opportunities parents have to be involved in decision-making matters at DC Flex. Additionally, parents have the opportunity to hold a direct leadership position and influence the management of the school by serving on the DC Flex Board. Parents who are not members of the Board are actively encouraged to attend Board and other DC Flex meetings and to participate on ad-hoc committees appointed to address specific issues; this provides them the opportunity to ensure that at least two parents serve on the Board at all times.

Board member development will be a priority of the school's Board. DC Flex will contract with or provide a trainer who delivers governance training consistent with the school's governance training plan that has been approved by the Department. School trainings may include attendance at mandatory and other PCSB or OSSE training for charter schools; school board and charter school conferences; curriculum training; school funding training; team-building sessions; school mission and vision reviews; development of Board and officer job descriptions; leadership training; new Board member orientation; networking; and committee and task force assignments.

The essential function of the Board shall be policymaking, the assurance of sound operations and financial management, and active participation in the provision of necessary funds. The Board has ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration and development of DC Flex in accordance with its stated purposes and goals. The Board will be responsible for monitoring

K^{12}'s performance under and in compliance with the terms of the services agreement for educational products and administrative and technology services related to the operation of DC Flex.

In addition to annual financial audits, the Board will also arrange for a third-party evaluation of K^{12}'s performance as well as the academic and operational performance of the school. The Board of Directors has the power to:

i.   Appoint and remove, at the pleasure of the Board, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and the bylaws; fix their compensation; and require from them security for faithful service.

ii.   Change the principal office or the principal business office in District of Columbia from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside District of Columbia; and designate a place in District of Columbia for holding any meeting of members.

iii.   Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

iv.   Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

The Board will have the authority to approve policies and procedures regarding employment, including but not limited, to appointment, contracts, qualifications of professional and nonprofessional staff, professional development and dismissal of employees; approve all personnel actions; and fix the salary or other compensation of the employees of DC Flex.

K^{12} or one its affiliates will employ the administrative staff necessary to provide the educational products and services as agreed to by K^{12} and DC Flex in the services agreement such as the Head of School (HOS) and other potential positions such as the Technology Director and Academic Administrator. The head of school will be employed by K^{12}, however the DC Flex board will have input on the selection of the HOS. K^{12} will have the responsibility and authority for determining staffing levels necessary to carry out its obligations to the Board as agreed in the services agreement. DC Flex administrative staff will manage the school, handling all day-to-day academic, operational, and management issues. They will have leadership experience as school principals or school leaders. Staff will be expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration according to their position at the school. The administrative staff will assist in the development of policies concerning educational and operational issues of DC Flex for Board consideration and adoption, but the Board itself will retain ultimate responsibility for the adoption of academy policies and for overseeing the administrative staff's implementation of procedures consistent with those policies. The DC Flex administrative staff will be structured based on the school's education program and

projected enrollment.

Unless otherwise agreed in writing by K^{12} and DC Flex, DC Flex teachers and Academic Coaches will be employees of the charter school. DC Flex will review recommendations made by K^{12} regarding the hiring and dismissal of teachers by DC Flex, but DC Flex will have the authority to determine in its sole discretion whether any person to be employed by DC Flex as a teacher shall be hired or any teacher employed by DC Flex shall be dismissed.

Initially there will be continuity provided between the founding coalition's vision and the Board by the election of Trustees who were also founders. In addition, the DC Flex charter will charge the Board to carry out the education program proposed in the charter application— the vision, mission, and goals. DC Flex staff will regularly track and report to the Board, administrators, teachers, and students the successes and challenges the school is experiencing in realizing the school's vision, achieving its mission, and accomplishing its goals and objectives.

Please refer to the following sections of the application for additional documents relating to Board roles and responsibilities:

- Board Member resumes, Agreements, and signed personal Statement of Qualifications (**Section F**)
- Charter School Board of Directors Job Description (**Section I**)
- Charter School Individual Trustee Performance Expectations (**Section I**)

Virtual School Program Addenda:

Since the Board will govern all blended programs of the school, onsite and virtual, the response below addresses the question asked and the virtual addenda.

b. Rules and Policies

Currently, all rules and policies for governance and operation of the public charter school are included in the Bylaws (see **Section I**). A draft Code of Ethics is included in Section I. It will will be finalized and adopted by the Board of the school within 3 months of receiving conditional approval of our charter. Board members' Conflict of Interest Statements are found in **Section G** of this application.

c. Administrative Structure

Below is the organization chart which depicts the DC Flex organizational structure.

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                    ┌─────────────────────────────┐
                    │  DISTRICT OF COLUMBIA        │
                    │  PUBLIC CHARTER SCHOOL BOARD │
                    └─────────────────────────────┘
                                  │
   ┌──────────────┐      ┌─────────────────────────┐
   │  K12 INC.    │      │  DC FLEX ACADEMY         │
   └──────────────┘      │  PUBLIC CHARTER SCHOOL   │
   ┌──────────────┐      │  BOARD                   │      ┌──────────────┐
   │ K12 CLASSROOM│      └─────────────────────────┘      │  CONTRACTED  │
   │ LLC          │                                       │  SERVICES    │
   └──────────────┘                                       └──────────────┘
          │             ┌─────────────┐  ┌──────────────┐
   ┌──────────────┐     │ INSTRUCTIONAL│ │ SUPPORT STAFF│
   │ ADMINISTRATIVE│    │ STAFF       │  └──────────────┘
   │ STAFF        │     └─────────────┘
   └──────────────┘
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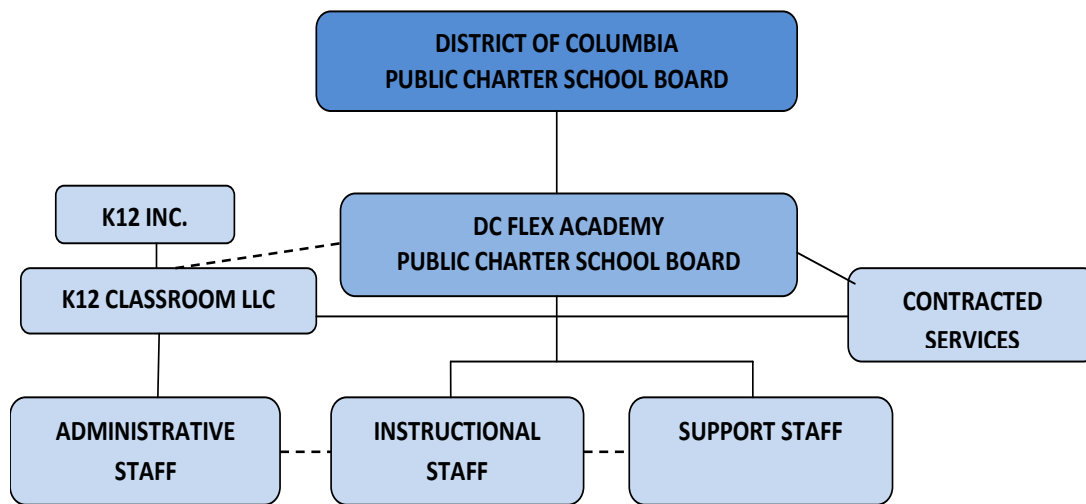
With regard to the nature and extent of teacher, parent, and student input to decisions that affect the school, as mentioned previously in the application:

- Parents can hold a direct leadership position and influence the management of the school by serving on the DC Flex Board.
- Parents who are not members of the Board are actively encouraged to attend Board and other DC Flex Board meetings and to participate on ad-hoc committees appointed to address specific issues.
- DC Flex parents can participate in the Parent Advisory Council. The Parent Advisory Council is parent-driven and is recognized as the official voice of DC Flex parents.
- Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community.
- Parents can log on to the DC Flex website and participate in a moderated online community discussion board to facilitate a constructive and interactive communication process.
- Parents can complete annual online DC Flex surveys to express their satisfaction with and/or critiques of DC Flex.
- New opportunities for parents, students, and community members to contribute will always be considered.

DC Flex students will have access to thebigthinK[12], a form of secure threaded discussion that is reserved for the discussion of non-course related topics. thebigthinK¹² is a community where students can feel free to contribute their opinions, ideas, and experiences. theteenthinK¹² is a secure community inside thebigthink¹² just for high school students where they can connect through discussions, polls, news feeds, blogs and more. It's a place where they can get involved in student government or the school newspaper, talk about national affairs; get into political action or service leadership.

The SAIP process, described in the School Design section of this application, is a planning process in which teachers and administrators work together to come up with a plan to improve student achievement in the school. The SAIP process is continuous—the committee will monitor student achievement at least quarterly, or more often if new information becomes available. Teachers and administrators will both be decision-makers in the SAIP process, which should result in a highly productive and respectful relationship.

Lead Teachers will meet with administrators weekly to discuss the Operations of the school, instructional issues, and their coaching and mentoring responsibilities for other teachers. The Lead Teachers are a communication link between administrators and teachers, building relationships between them.

d. School Management Contracts

i. A description of the process and criteria used to select the educational service provider, including other organizations that were considered, and the rationale for selecting this organization.

The Board of Directors intends to enter into a contract with K^{12}. As stated in previous sections, the founders have actively engaged with the K^{12} program for a number of years. Their satisfaction with CAPCS Online (a school powered by K^{12}) was the driving force behind their decision to use K^{12}'s services for the new charter school.

K^{12}'s mission is to maximize a child's potential by providing access to an engaging and effective education, regardless of geographic location or socio-economic background. Since their inception in 2000, they have developed curriculum and online learning platforms that promote mastery of core concepts and skills for students of all ability levels. Their approach combines cognitive science with individualized learning and is well suited for traditional brick and mortar classroom instruction, online schools, and other education applications.

K12 Inc., located in Herndon, Virginia, is a publicly traded company listed on the New York Stock Exchange (NYSE: LRN). Because most online providers serve individual courses and sometimes part-time enrollments, the industry standard for measuring student enrollments is the number of semester courses completed in a given year. By this measure, K^{12} currently provides over 1,000,000 courses annually —by far the nation's leader. K^{12} Inc. is accredited through AdvancED, the world's largest education community, including such members as NCA, SACS, and CITA. K^{12} is the largest national K-12 online school provider to be recognized by AdvancED.

K^{12} believes they are unique in the education industry because of their direct involvement in every component of the educational development and delivery process. While most educational content, software and service providers typically concentrate on only a portion of that process, K^{12} has taken a holistic approach. They have developed over 22,000 lessons of engaging curriculum, which includes online lessons, video, assessment, learning games, labs, physical experiences and published textbooks and workbooks. They combine this holistic, mostly in-house approach with a rigorous system to test and assess students and processes to manage school performance and compliance. Their proprietary data management tools include a web-based Learning Management system (curriculum, assessments, etc.), Lesson Planning and Scheduling Tools, Progress Tracking Tools, and a Student Administration Management System (master digital database).

K^{12} professional development programs, both in-person and online, enable teachers to better utilize technology for instruction. According to both the International Association for K–12 Online Learning (iNACOL) and *Education Week*, K^{12} is the nation's leader in

preparing teachers to teach online. In the 2008-2009 school year alone, they provided support and professional development to hundreds of classroom teachers teaching our math, science, history and art curriculum using state of the art interactive whiteboards in classrooms all across the country. In the same year, they also helped their public school partners recruit, train and manage over 1,600 full-time online teachers.

Ron Packard is K[12]'s founder and CEO and former chairman of the Board. Previously he served as Vice President of Knowledge Universe. He has held positions as McKinsey & Company and Goldman Sachs. He holds BA degrees in Economics and Mechanical Engineering from the University of California at Berkeley, an MBA from the University of Chicago, and he was a Chartered Financial Analyst.

Mr. Packard leads an experienced executive and management team. This team, in turn, is leading the company to provide an excellent educational program that enables students with diverse needs to meet high standards. The professional qualifications and expected contributions of the K[12] development team members for DC Flex Academy include:

Chip Hughes, Executive Vice President, School Management and Services
Chip will direct the overall delivery of all contracted services through various staff members within School Management and Services including Karen Ghidotti, Vice President, Southern Region, and Darren Reed Vice President, Blended Schools.

Chip Hughes joined K[12] in July 2007. From 1997 until joining K[12], Mr. Hughes was a co-founder and managing director of Blue Capital Management, L.L.C., a middle-market private equity firm. He previously served as a partner of McKinsey & Company, Inc., a global management consulting firm, in McKinsey's Los Angeles and New Jersey offices, where he was a member of the firm's Strategy and Health Care practices. Mr. Hughes serves on the National Board of Recording for the Blind & Dyslexic, and on the Board of Councilors of the College of Letters, Arts & Sciences at the University of Southern California. Previously he was a member of the Board of Trustees at Big Brothers of Greater Los Angeles and of Big Brothers Big Sisters of Morris, Bergen, and Passaic Counties (New Jersey). Mr. Hughes holds a B.A. in Economics, magna cum laude, from the University of Southern California and an M.B.A. with high honors from Harvard University.

Darren Reed, Vice President, Blended Schools Operations
Darren's role is to provide leadership support and mentoring for the Head of School as well as ensuring that the school meets all intended outcomes related to academic achievement, enrollment, budgeting, compliance, etc. He will work with Karen Ghidotti, Vice President of School Management for the Southern Region to oversee all aspects of school launch and serve as a direct link to K[12] regional and corporate level support.

A native of East Cleveland, Ohio, Darren Reed has received numerous recognitions for his success as an award-winning teacher and principal in inner-city, at-risk school communities for nearly 20 years. In his current position with K[12], he leads efforts to design and implement a range of blended learning school models across the nation. Among the models he helped design is a Chicago-based high school that allows students who have dropped out of high school to earn their high school diploma. Reed joined K12 Inc. in 2008 as Senior Director of Urban Programs and School Development before being promoted to his current

role. Darren Reed also serves as a guest lecturer at the George Washington University in Washington DC where he is a doctoral candidate. He holds a Masters in Educational Leadership, Policy, and Planning from The College of William and Mary in Virginia and a B.A. from Hiram College in Ohio.

Karen Ghidotti, Vice President, Southern Region, School Management
In her current role as the Vice President of School Management for the Southern Region, Karen is responsible for providing support and management services for each of the K^{12} managed schools in the region. Karen's responsibilities include overseeing the start up and launch of all new schools/programs within the southern region which involves locating and setting up office space, hiring and training staff, reviewing state laws and ensuring compliancy, and meeting with key stakeholders.

Karen Ghidotti holds a Bachelor of Arts degree from the University of Arkansas at Little Rock. Karen has worked within the field of education for over 13 years with experiences working with at-risk youth; setting up state wide programs to provide coordinated services to children and families; writing federal grants for state level government; managing state and federal grant programs for a state department of education; working with school districts to establish innovative programs for students and parents; and working on various legislative efforts. Karen has been working in the field of virtual education for over eight years with K^{12} and was the Head of School for the Arkansas Virtual Academy for 3 years before taking the position as the Vice President of School Management for the Southern Region.

Mark Kushner Vice President, Blended Schools Development
Mark Kushner is an advisor to the DC Flex Academy founding group, providing expertise regarding blended charter school operation and new school development. Mark is one of the country's leading charter experts as a charter school founder, state charter commissioner, and instructor on charter schools at Stanford University.

In 1995, he founded and led Leadership High School in San Francisco, one of the pioneering charter high schools dedicated to equity and excellence. In 2001, Mark next founded, and led as CEO, Leadership Public Schools ("LPS"), a prominent charter management organization dedicated to serving low-income students in California. In 2008, Mark joined K^{12} Inc., the country's leading provider of online courses, to help them open blended learning schools.

Mr. Kushner earned a B.A. from Wesleyan University, and completed graduate work in literature, law and educational administration at The Centre for Medieval and Renaissance Studies, Oxford, University of San Francisco (J.D.), and Harvard University (Ed.M.).

Russell Roselle, Vice President, Financial Planning and Analysis
Russell will oversee the accounting and finance related management services   provided.
Russell Roselle joined K^{12} in June of 2009. Prior to joining K^{12}, Russell was Chief Financial Officer of ITA Partners, Inc. a risk management firm specializing in oncology care from 2006 until 2009. Prior to joining ITA, Russell worked with several start-ups and middle-market growth companies as a financial and strategic consultant specializing in change management, and restructuring. He began his career with Headstrong, Inc. a

global information technology firm as a financial analyst on their M&A team. Russell holds an MA, Economics from Virginia Tech, and a BA, Economics and Business from the Virginia Military Institute.

Zach Wasilew, Vice President, Blended Schools Operations and Planning
Zach oversees and implements the planning and opening of new blended schools locations for K^{12} and its partners. His areas of expertise are budgets and facilities.

Zach Wasilew joined K^{12} in June 2011. Prior to joining K^{12}, Mr. Wasilew held a similar role at Rasmussen College as Director of Real Estate and Corporate Development. While at Rasmussen, Mr. Wasilew helped to open 14 new schools in markets around the country. Zach received his bachelor's degree in Chemistry at Vanderbilt University and his master's degree in Business Administration with a focus on economics and finance at the University of Chicago Booth School of Business.

Teresa Scavulli, Vice President, Academic Services
Teresa is responsible for the oversight of K^{12}'s Academic Services offerings which include learning evaluation, School Counseling support, centralized teacher support and training offerings, and accreditation, quality assurance, and assessment services.

Teresa Scavulli joined K^{12} in February of 2001 and was involved with the development of the K-5 History and English Language Arts Curriculum. Prior to joining K^{12}, Teresa spent 13 years in public education first as a Lead Teacher in upstate NY, and later as an elementary principal in Fairfax, Virginia. A graduate of Nazareth College and State University of New York, Teresa holds a Bachelor of Arts Degree in Psychology and Elementary Education, a Master's of Science Degree in K-12 Educational Administration and a Post Graduate Certificate of Advanced Studies in Education Leadership.

Tara Carpenter, Southern Region Special Programs Manager
In her current role as the Southern Region Special Programs Manager, Tara is responsible for providing support and management services for each of the K^{12} managed schools in the region in all special programs areas including special education, 504, Response to Intervention (RtI), Title I, English as a Second Language (ESL) and Advanced Learners Programs. Staff hiring, training, and supervision for these programs is managed, if not directly conducted, by Mrs. Richardson. Special programs policies and procedures are created to comply with state and federal regulations for each school.
Tara holds a Masters of Education in Early Childhood Special Education from the University of Arkansas at Little Rock and a Bachelor of Arts in Elementary Education and English from Centre College. She is certified to teach special education from birth through high school in Arkansas. Tara has worked within the field of special education for over 13 years with experiences in hospital based early intervention services, special education preschool settings, self-contained public school classrooms, outpatient therapy clinics, and virtual academies working with students of all ages and levels of need as well as their families.

Leah Rodgers, Senior Director Academics, Blended Schools
Leah will be providing support and training to the Head of School and instructional staff on best practices (e.g., instructional methods, metrics, systems and technology needs, etc.)

to ensure the school has a successful start, in addition to ongoing guidance and resources to ensure student needs are being met and academic gains are being obtained.

Prior to her current position, Leah worked for three years as the Academic Administrator and Head of School at the Chicago Virtual Charter School ("CVCS"), a K^{12} managed school that blended online and face-to-face instruction in the West Loop of Chicago. Prior to these roles, she was part of the Teacher Effectiveness Division (now called Academic Services) at K^{12} and worked as the Northern Regional Manager leading hundreds of teachers across the country through monthly National Professional Development events. She also has experience teaching seventh and eighth grade at CVCS and 2nd and 4th grade in other urban schools in the Chicago area. She earned a Master's Degree in Education from DePaul University and a bachelor's degree in Elementary Education from Michigan State University.

ii. A draft of the proposed contract (Educational Products and Services Agreement) with K^{12} Classroom LLC is included in this application in Section I.

iii. List of other schools managed by the educational service provider with contact information (see Section I).

iv.   Background information on the educational service provider's performance in   comparable markets, including relevant publicly available student performance data for other schools that the educational service provider has managed, a table of leading indicators (i.e., student attendance, retention, graduation data, suspensions/expulsions, waiting lists, etc.), descriptive information (i.e., grades served, number of students, years of operation, demographics, student and staff attrition rates, etc.), and evidence that the existing design has been effective in raising student achievement (see Section I).

Technology has the power to customize education for each and every student so all students can achieve their full potential for learning. Online learning allows students to learn in their own style at their own pace, which maximizes their opportunities for success in school and beyond. Online learning is a proven method. In 2010, the U.S. Department of Education released *Evaluation of Evidence-Based Practices in Online Learning A Meta-Analysis and Review of Online Learning Studies,* the largest study of online learning to date. While online learning is relatively new in K–12 public education, the report notes three important findings (while also encouraging the creation of new models to study):

- *Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.*
- *Instruction combining online and face-to-face elements (i.e., blended instruction) resulted in better student outcomes compared to both purely face-to-face and purely online instruction.*
- *The effectiveness of online learning approaches appears quite broad across different content and learner types.*

(See http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf for the full report.)

While there may be other charter schools whose coursework is "computer assisted," our school will provide much more:

- support from onsite credentialed teachers and other educators in small groups and in one-on-one interactions;
- greatly increased course offerings;
- standards-based online and hands-on curriculum and instructional materials;
- interactive technology;
- significant differentiation to meet the needs of different kinds of learners;
- onsite academic and social support from skilled teachers and learning coaches;
- community, collaboration, and socialization;
- powerful assessment tools; and
- a state of the art learning management system to monitor student achievement and improve student performance.

DC Flex is partly based on colleague schools such as Carpe Diem in Yuma Arizona and Rocketship in San Jose, California.

Carpe Diem was ranked #1 in its county and was among those schools showing the highest improvement in Arizona for the last few years. In 2008, with almost 99% low income students, the school had a 100 percent passing rate for eighth- and 10th-grade math. Carpe Diem students had 100 percent passing, which ranked the school No. 1 in the county. The average for passing in Yuma County was 47 percent in eighth grade and 57 percent in 10th grade. In reading, Carpe Diem eighth-graders also ranked first with an 89 percent pass rate, and 10th-grade students ranked third with 65 percent. The average in Yuma County for eighth grade was 55 percent, and for 10th grade it was 60 percent.

K^{12} blended learning programs work because <u>each</u> student receives the support and services they need for a successful education. Each student's individual learning plan is based on a data-driven evaluation of where the student fits on a learning continuum between high-achieving and at-risk of academic failure. For some students, the "at risk" students, interventions and comprehensive support are needed in addition to their online learning experiences. Their blended learning models have been proven to serve these students well.

- Community Academy Public Charter School—Online Campus ("CAPCS Online") was ranked among the Top 10 Proficiency Rates for DC Charter Elementary Schools in Reading <u>and</u> Math on the District of Columbia Comprehensive Assessment System (DC CAS) tests in 2011.   Using the K12 curriculum and learning management system, CAPCS Online students ranked #5 in the District in Reading Proficiency and #9 in the District in Math Proficiency.

- Chicago Virtual Charter School, a hybrid school, has outperformed the Chicago Public School System in reading, math, and science by up to 16 percentage points. The school was one of 147 state public schools to receive an Illinois Honor Award for achieving significant gains in academic performance in 2009.

- The Youth Connections Charter School program, also located in Chicago at Malcolm X Community College, is a Passport program for over-age, under-

credited, out-of-school youth. It had a graduation rate of 92% in its first year of operation and 95% in its second year. This is a full-service model with robust school and community-based social service supports: academic counseling, mentoring, social service referrals, tutoring, guidance counseling, college counseling, and student activities.

- Students graduating from K^{12} virtual schools have been accepted to hundreds of higher education institutions including many of the nation's top-ranked colleges and universities. From the class of 2011, students are attending Boston University, Columbia, Juilliard, Northwestern, and Stanford, to name a few. They are headed to schools of liberal arts, culinary arts, business, fine arts, and top technology and fashion institutes, among others. Graduates are also going into careers--in the military, vocational training, or directly into the job force. Whether **K¹²** students are college bound or career bound, we are honored to have the opportunity to help them achieve their dreams.

For a good overview of the status and promise of blended learning please refer to the recent Education Week article which featured, among other blended schools, K^{12}'s work in California, Pennsylvania, and Chicago (http://www.edweek.org/dd/articles/2011/06/15/03hybrid.h04.html?r=186214130).

v. Please refer to the following link for the educational service provider's three most recent corporate annual reports which include the audited financial statements:

http://investors.k12.com/phoenix.zhtml?c=214389&p=irol-reportsannual

The company's credit rating is in Section I.

K^{12} Classroom LLC has had no cancelled contracts in the District of Columbia.

vi. An organizational chart showing the relationship among all business entities being operated by or affiliated with the ESP (see Section I).

vii. A contingency plan to operate the school if the relationship with the educational service provider is terminated.

In addition to provisions for termination which will be included in the services agreement which will be negotiated with the school's chosen education services provider, the Board will, in its planning, and in consultation with our attorney, adopt a plan to operate the school if the relationship with any educational services provider is terminated. A proposed plan to operate the school if the relationship with K12 is terminated (if they are selected as the educational service provider) is included in the draft Services Agreement (see Section I).

3. Finance

a. **Anticipated Sources of Funds**

Based on expected enrollments, mix of grades, special education participation, and ELL students, plus non-residential facilities allowance, the School expects in year 1 to receive per pupil funding of $12,194. This number will adjust dependent on actual results and average daily attendance. A schedule of funding sources is provided in the table identified as **Exhibit A** in **Section E** of our application.

The cost of all operations, start-up, and capital expenses will be funded through a combination of these funds and loans from the management company, K^{12}. Where there is a shortfall in cash needs, such as capital expenditures to open the facility or operating expenses needed before school begins, K^{12} will provide a loan to be reimbursed over time. No additional funding arrangements will need to be made; the management company is providing a back-stop for financial investments.

The goals of the five year budget are to first achieve a balanced budget, and subsequently pay off any loans needed for the start-up investments. As shown in the profit and loss statement provided, outside of start-up costs, the school is expected to be break-even in Year 1 of operation. This is in part achieved by the partnership with K^{12}, as K^{12} will be discounting its fee schedule in the early years to assist the financial position of the school. A schedule providing detail of the sliding fee structure is provided below. As indicated in the draft Services Agreement, the educational services fee includes the salaries of all administrative positions provided by K^{12}; there is no additional cost for those positions for the school. It is therefore not comparable to other management company charges (e.g. those of Charter Management Or ganizations which just charge a central office fee) which usually do not include those school site services or costs for the fee charged.

Dollar Value of K12 Fees Charged to the School

	Year 1		Year 2		Year 3		Year 4		Year 5	
Educational Services	$16,684	0.6%	$334,350	7.6%	$884,956	15.0%	$1,115,785	15.0%	$1,354,332	15.0%
Technology Services	-	0.0%	-	0.0%	79,841	1.4%	441,797	5.9%	632,022	7.0%
Total	**$16,684**	**0.6%**	**$334,350**	**7.6%**	**$964,797**	**16.4%**	**$1,557,582**	**20.9%**	**$1,986,353**	**22.0%**

Dollar Value of K12 Fees Contributed to the School

	Year 1		Year 2		Year 3		Year 4		Year 5	
Educational Services	$443,041	15.0%	$660,776	15.0%	$884,956	15.0%	$1,115,785	15.0%	$1,354,332	15.0%
Technology Services	206,752	7.0%	308,362	7.0%	412,980	7.0%	520,700	7.0%	632,022	7.0%
Total	**$649,793**	**22.0%**	**$969,138**	**22.0%**	**$1,297,936**	**22.0%**	**$1,636,485**	**22.0%**	**$1,986,353**	**22.0%**

As the School increases in enrollment and expands its facility and infrastructure to match the needs, continued capital expenditures will be made. We have broken down these investments into two components: (1) Facility, Fixtures, and Equipment, and (2) Technology. A schedule of these investments is provided in **Section E Budget (5) Capital Budget.** If in the future, the School's attendance did not match original expectations, the School will reduce its capital expenditure investments to match the need. The total amount of Capital Expenditures could increase greatly if the negotiations with the Landlord result in investments required by the School to improve the Space; we are currently assuming that the Landlord will provide a turn-key (at their cost) build-out of the facility.

DC Flex plans to enroll 250 students during its first year of operation; 150 students in grades K-8 and 100 students in grades 9-12. DC Flex has budgeted for increased enrollments over the five year term. In Year 5, we anticipate students in K-8 to remain at 150, with 500 students enrolled in grades 9-12. DC Flex will apply for a three year USDOE Public Charter School Grant Program Planning and Implementation (startup) Grant. It is our understanding that, if funded, we would be

eligible for approximately $205,000 during the first year for planning and program design, and $510,000 over the next two years ($255,000 each year) for the purposes of implementation. In our proposed budget we have not included this grant funding as a source of revenue. We do plan to apply, but have not assumed receipt of the funding in our budgeting. Likewise, K[12] has not assumed that the school will receive this grant funding and will cover all costs associated with the school start-up. If grant funds are secured, grant money will be used for the purchase of equipment, furniture and supplies for the facility, equipment and licenses for instructional technology, teacher pre-service training and monthly teacher professional development, and consulting fees. During the second and third years of operation, grant money will be used to purchase additional equipment for instructional technology, provide test preparation resources including Study Island and Scantron, purchase curriculum and instructional materials, and contract for an external evaluation of the effectiveness of the Academy's instructional program.

DC Flex will also apply for private and state grants, as appropriate, to support activities and services above and beyond the primary instructional program. DC Flex is eligible to apply for a Walton Family Foundation Grant. During Phase 1, DC Flex hopes to secure up to $30,000 to begin school startup activities while awaiting final approval for authorization from DCPCSB. During Phase 2, and following authorizer approval of DC Flex's charter, the WFF grant will provide an additional $220,000 during the first year of operation to help with additional startup costs.

DC Flex will be an LEA for the purposes of Part B of IDEA and Section 504 of the Rehabilitation Act of 1973 and therefore that funding will be directed to DC Flex on behalf of eligible DC Flex students.
In the event that the school does not receive pupil allocations or grant monies as expected, the EMO will provide financing to ensure that the school can continue to operate effectively and according to the terms of the charter. The DC Flex board will continue to pursue any and all other financing to ensure sufficient cash flow.

To implement the curriculum of the school, DC Flex will ensure that teachers have access to the learning management system anywhere, including at the school or at offsite locations. Each teacher will be issued a laptop for this purpose. In addition to training provided through the start-up grant, the budget includes an additional allowance per teacher per year for travel for offsite professional development and other school related business. Teachers will receive the same complete set of curriculum materials that students receive. The budget includes sufficient funds to ensure that teachers have online accounts within the learning management system in order to access a complete set of curriculum, student information system, test preparation tools, and all reporting tools. At the K-6 level, the budget allows for 2 desktop computers per 3-6 classroom and 20 per computer lab. At the 7-12 grade level, each student will receive course materials and have the use of a laptop computer in order to access the learning management system.

The budget assumes expenses during the planning and first year to cover policy review and procurement advice as DC Flex contracts with vendors for goods and services. DC Flex plans to provide and/or contract for services, including student recruitment, technology management, a student information system management system, health, food and janitorial services, and security. In looking to secure an appropriate facility to house the charter school, DC Flex has analyzed property rental and utility rates across D.C. and has contracted with a reputable real estate broker to ensure that lease and build-out costs do not exceed the budgeted amount(based primarily on the

residential facilities allotment of $2,800/pupil). Please refer to **Section E Budget** for detailed information about anticipated sources of funds.

Virtual Schools Program Addenda: Our response is the same for our blended onsite and virtual programs.

b. Planned Fundraising Efforts

In order to be fiscally conservative in our planning, DC Flex's budget does not include additional fundraising beyond applying for the grants above during the term of the charter.

c. Financial Management and Accounting

DC Flex will, at all times, maintain its financial records in compliance generally accepted accounting principles as defined by the American Institute of Certified Public Accountants. DC Flex will engage in financial planning in the short and long term to provide for the financial viability of the school. We will establish school fiscal policies as needed to provide the education program in our charter, including staff salaries and benefits and procurement. We will establish financial policies and procedures including identifying those responsible for making and receiving regular financial reports and audits. The DC Flex administrative staff, under the guidance of the Board will be accountable for compliance with all local, state and federal laws and regulations pertaining to public schools, including budgets and financial records. The Business Manager will be adept at using financial software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency that will ensure compliance with all regulatory guidelines. The Business Manager and the Head Administrator will be responsible for planning, preparing and presenting an annual school budget to the Governing Board for adoption

The Governing Board of DC Flex will establish a Finance Committee made up of knowledgeable financial advisors who will work closely with the DC Flex Business Manager to ensure that the financial needs of the school are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools.

The Finance Committee and the Business Manager will work together to prepare and implement internal controls and processes to protect the assets of the school and minimize the possibility of fraud or misuse of funds. The internal controls and procedures manual will address the following, at a minimum. This is not intended to be an exhaustive list.

- **Cash receipts and disbursements**
  - Authorized signatories
  - Approval authority levels
  - Segregation of duties
  - Monthly bank reconciliations
- **Procurement Process**
  - Purchase requisitions
  - Approved vendors
  - Approved authorizers re: purchase orders
  - Reconciliations that product and services invoiced have been received

- **Human Resource Policies and Processes**
  - To address the approval of all hires and salaries
  - To ensure there are no conflicts of interest among hired DC Flex staff
  - Ensure the confidentiality of all personal and personnel information
  - Ensure benefits are competitive and provided
  - Ensure compliance with all local, state and federal laws and regulations
  - Implement an employee performance evaluation system
  - Provide staff with professional development opportunities

- **Fixed Asset Policy**
  - Dollar amount for capitalization
  - Depreciation periods
  - Asset tagging
  - Annual inventories

- **Budgeting, Forecasting and Reporting Processes**

  - Annually the Business Manager will prepare a "working budget" in May for review by the Finance Committee and the Governing Board. Working with the Board and Committee, the Business Manager will make all necessary arrangements for final Budget approval by June 30th for the succeeding fiscal year.

  - Monthly the Business Manager will prepare a financial report which will address the changes in net assets for the period in addition to a monthly cash flow statement and balance sheet.

  - All variances from the approved Budget will be investigated and explained.

  - Quarterly, based upon year-to-date results, the Business Manager will prepare a full year forecast for comparison to the approved budget. This will enable the Board to take the necessary actions, if any, to ensure the budget is met.

  - The Business Manager will ensure monthly that all regulatory reports are filed in a timely manner.

  - The Business Manager, working with the Finance Committee and the Governing Board, will identify an independent accounting firm to audit the DC Flex books and controls annually. A minimum of three firms will be considered based upon their experience in charter school audits and their reputation for quality and integrity. The sole decision will rest with the board of Trustees.

  - The Business Manager will work closely with the auditors each year to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately.

o The Business Manager will work with the Board of Trustees to procure federal entitlement funds, state funds, and other grants and ensure that each is properly accounted for in accordance with Fund Accounting standards.

d. Civil Liability and Insurance

DC Flex is working with Arthur Gallagher & Co. Insurance Brokers to seek insurance coverage. The coverages recommended (see **Section D)** are comprehensive and far exceed the types and minimum levels recommended in the charter application. The estimated cost for this insurance has been included in the budget (see **Section E**).

e. Provision for Audit

DC Flex will have an annual financial audit performed. The audit will be conducted according to Government Auditing Standards by an independent Certified Public Accountant licensed in the District of Columbia and included in the Approved Auditor List for charter schools. The school will provide all necessary financial records, documentation, and data required to complete the financial audit in a timely manner. The completed audit will be submitted to the DC Public Charter School Board and other appropriate authorities as required by law.

4. Facilities

a. Identification of a Site

K[12], as the proposed DC Flex Educational Management Organization, is searching for the appropriate leased site of approximately 36,000 square feet for the school including our administrative offices. A draft Letter of Intent indicating proposed terms and conditions of a lease is included in **Section I** of our application. We estimate that the entire process will take 12-18 months to complete from site search to opening; in advance of the Fall 2013 start we estimate opening the facility by June 2013. Our expected facility timeline is:

Calendar Month	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12
	1	2	3	4	5	6	7	8	9	10	11	12	13
1) Site Selection	ID Partners	Review Market	ID Sites										
2) Negotiation			RFP		LOI		Lease Negotiatio		Lease Signed				
3) Municipal Approvals									Start Plans	Plans Complete	Approvals Submitted		Approvals Received
4) Construction									Cost Estimate	Pick GC	RFP for Sub. Bids	Pick Subs	Const. Starts

	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	Jul-13	Aug-13	Sep-13
	14	15	16	17	18	19	20	21	22
1) Site Selection									
2) Negotiation									
3) Municipal Approvals					Receive C. of O.				
4) Construction				Const. Complete	Install FF&E	Site Open		School Starts	

As summarized in the Educational Plan section of our application, and based on K[12]'s strong recommendations, the school is using the following criteria to identify the optimal site:

- *a Northwest or Northeast Washington, D.C.* The school expects to serve a student body consisting of mostly low and middle income families. We estimate the highest density of these families to be on the Northeast and Northwest sides of the city.
- *a location with convenient access to and from bus, Metro, trolley, and car transportation.* We expect parents and children to utilize all these transportation modes to reach the school.
- *exclusive ground floor access.* To maintain our own identity and an optimal relationship with our landlord, it is recommended that the school have our own separate and exclusive entrance into the facility, thus minimizing any unfavorable interactions with other tenants or invitees to a building.
- *space configured appropriately for the school's open plan, and easily separable areas to accommodate the distinct educational needs of the lower school (K-8) and the upper school (9-12) students*,
- *appropriately zoned for the use*. Throughout the District, a school use is an approved use within most retail, office, or residential zoned properties.
- *favorable use to and relationship with the appropriate Advisory Neighborhood Commission (ANC).* Even though a school has the technical right to use a property according to zoning, the local ANC will be a critical partner needed for all the appropriate municipal approvals for construction and use.
- *adequate room for future expansion.* An ideal situation would allow the school to open with the minimal square footage needed and grow into the facility as the capacity is required to meet the enrollments. Perfect flexibility is almost never attainable, yet the school is attempting to minimize its initial fixed cost facility investments.
- *availability to accommodate an opening in the summer of 2013*, and
- *landlord has sufficient capital to make the needed tenant improvement investments.* Landlords and their lenders are being interviewed to determine their ability to fund any needed building investments.

The school facility will be designed to have four student areas, including areas for (1) focused study, (2) teacher direct instruction, (3) student collaboration for projects and experiential learning/labs; and (4) social space, including space for lunch and events.

The space for focused study will be a quiet space with personal study carrels which will hold a personal laptop provided by the school, textbooks and other materials, much like you might experience in a large university law library. Each student carrel has ample light, power, and an Internet connection for student success, with supervision and support provided by teachers as well as paraprofessionals we call Academic Coaches. Academic Coaches ensure an academic culture, help fix computer problems, answer questions and help individual students when needed.

Surrounding this focus area is a series of smaller classrooms where small groups of students receive direct instruction from certified teachers. The facility will have ample space for catered food service, administrative space, student resources and common areas that support the communal school culture.

Potential School Locations

At this time, we do not have a definitive location for the School. Using the above criteria, we have identified four potential school locations that meet some, yet not all of the criteria. While all of these locations are in Northeast Washington, we will continue to search for best possible sites including in Northwest Washington. The current locations under consideration are

- *64 New York Avenue NE*: A refurbished multi-tenant office building; former People's Drug Warehouse, now an office building.

  Positive Attributes: The neighborhood is considered safe with the following tenants within 1 block, XM Satellite Radio, and the ATF building. The space has first floor and basement area available with access to the parking lot and/or P Street NE. The first and sub-floor are mainly open plan. The site is within a short walk of Union Station. Renting a mix of first and sub-floor should reduce aggregate rent cost below market average.

  Negative Attributes: The building will require costly upgrades; due to the age of the building, there are huge columns that interrupt lines of sight and thus oversight in a large blended classroom.

- *6th and H NE*: A refurbished multi-tenant office building.

  Positive Attributes: The neighborhood is up and coming with the trolley service to begin in front on 6th Street within the coming year. There is a Murray's Foods across the street. There is an opportunity to put together 18,000 SF of first floor space for an exclusive access door from the street.

  Negative Attributes: The space is spread over three floors, first floor – 18,000 SF in two suites separated by a lobby, basement of ~7,000 SF, and second floor 10,000 SF available. The choppy nature of the spaces could cause oversight concerns dependent on whether we can devise an efficient layout. The dedicated door to the outside will have to consider traffic flow on H or 6th to determine the appropriate drop-off configuration. There is very little parking available for students, faculty, or parents.

- *Rhode Island Avenue Center at Rhode Island and 4th*: Partial basement of the Forman Mills space: space is above grade until 4th Street NE rises to the back of the property.

  Positive Attributes: The neighborhood is in a transition zone with access to the Rhode Island Red Line Metro Stop. There is good safe circulation, and an easily identifiable location. The basement has high ceilings and we will be able to create a grade-level dedicated entrance to the school.

  Negative Attributes: The sub-basement should net a better rent opportunity, yet has limited window line. And, there may be some negative concerns about the perceptions of the other tenants in the mall.

- *6000 New Hampshire NE*: A former school site slated for re-development with two former school buildings.

  Positive Attributes: The neighborhood is solidly middle income, and has access to New Hampshire Avenue bus service.

  Negative attributes: The former school will likely require extensive investment. The site is practically on the Maryland line and thus at one extreme end of the DC student catchment area. The surrounding green space is deceptive as the landlord/developer intends to sell-off a large portion for residential development.

Virtual School Programs Addenda:

As stated in the preceding response, K[12], as the proposed DC Flex Educational Management Organization, is searching for the appropriate leased site of approximately 36,000 square feet for the school including space for administrative offices for both our virtual and blended programs and four student areas for our blended program, including areas for (1) focused study, (2) teacher direct instruction, (3) student collaboration for projects and experiential learning/labs; and (4) social space, including space for lunch and events. The school's staffing plan can be found in **Section C. Operations Plan (2)(c) Staffing Plan** We estimate that the entire process will take 12-18 months to complete from site search to opening including securing an occupancy permit; in advance of the Fall 2013 start we estimate opening the facility by June 2013.

As mentioned previously, D.C. Flex will be recruiting students from across the District of Columbia. The optimal site for the school will be in a space that can be designed for the blended classroom, with exclusive access for the school and its community in a location that is safe and with convenient access to and from bus, Metro, trolley, and car transportation. Within the District, we are seeking a site in Northwest or Northeast Washington that is accessible to all students in the District. We have identified four potential school locations that meet some, yet not all of our criteria (see preceding response). We will continue to search for best possible sites. Our expected facility timeline is also included in our preceding response. We do not plan to convert an existing public school.

b. Site Renovation

Based on the current status of the project, a formal plan for any of the buildings has not yet been developed. Leasing from a third party commercial landlord, the school will look for the landlord to fund the improvements. The school and our educational management organization (proposed to be K[12]) will work with the landlord to identify the appropriate general contractor and subcontractors.

We expect to work very closely with the appropriate ward council member and the Advisory Neighborhood Council (ANC). Understanding their concerns and providing an outstanding public school choice should allow the school to achieve its approval in a reasonable time frame. Additionally, the school may consider hiring a consultant and/or land use attorney to help with the approval process.

Plans to renovate the facility will be created by a licensed school architect with the full input of the school Board and the appropriate neighborhood constituents.

c. Financing Plans for Facilities

Leasing from a third party commercial landlord will obviate any needs for capital to purchase. In its analysis of potential rental properties across D.C., DC Flex will seek those facilities where the lease and tenant build-out costs do not exceed the budgeted amount (based primarily on the per pupil facilities funding of $2800/pupil). The school will seek landlords who will contribute all or almost all of the cost of the improvements necessary to fit out the facility. In accordance with the proposed Educational Products and Services Agreement between K^{12} and the school (see **Section I**), K^{12} will provide adequate capital for the needed improvements (in excess of what the landlord will contribute) and furniture, fixtures, and equipment and thus there is no third party financing needed for the project.

d. Building Maintenance

Leasing from a third party commercial landlord, the school will first look to the landlord to provide maintenance services for the facility and the site. In some instances, the school may need to sub-contract the appropriate vendors to provide these services. In that instance, the school will undergo a competitive bidding process and choose the vendor whose values match up with the school's values, and also provides the best value and quality of service.

DC Flex will comply with all applicable health and safety requirements (e.g., building inspector, fire department, municipal license authority, all other federal, state, and local health and safety laws and regulations) for its facility. All necessary certificates and occupancy permits will be obtained and will be in effect prior to the opening of the school.

As required in the DC School Reform Act, DC Flex will submit before September 16 of each year that the school is in operation, a report to the chartering authority and in a control year to the chartering authority a report that documents that the charter schools facilities comply with the applicable health and safety laws and regulations of the federal government and the District of Columbia, including the District of Columbia Fire Prevention code and the American with Disabilities Act. The report shall be open to public inspection and available upon request.

5. Recruiting and Marketing

a. Outreach to the Community

Initially, our outreach efforts in the District of Columbia community will be recruiting efforts as well. We seek to serve students in grades K-12. The following section of this application describes in detail the great variety of ways we will make our new school known to students, parents, and the community in general. Our founding board is made up of individuals with years of experience in the DC community and many past and present associations with community organizations with which the school can network.

Board members serve not only as a link between the school's staff and its constituents, but also as the school's ambassadors, advocates, and community representatives. The Board therefore oversees an effective public relations program to project an accurate and positive public image for the school. The Board works closely with the Head of School to develop an effective public relations strategy to heighten awareness about the school's offerings,

achievements, and contributions to the community. The strategy includes open houses, annual reports, timely and informative press releases, targeted communications initiatives with community and government leaders, and speeches by appropriate Board members to civic and community groups across the District.

b. Recruitment of Students

Under the contract with the Board, K^{12} can provide pupil recruitment services, including creating, designing, and preparing information to assist parents and students in making an informed choice about DC Flex. As part of its outreach plans, DC Flex will make available information on its curriculum and policies to all persons, including parents and pupils, considering enrollment in the school. The information will include, but not be limited to, background on the K^{12} curriculum, DC Flex, and a Parent-Student Handbook that includes policies on admission, enrollment, role of responsible adult, grade level promotion, course level placement, materials and computers, Internet service, school outings, special education, standardized tests, and teacher conferences.

DC Flex will use several means of recruitment for potential students and their families. It is a recruitment model which has been used successfully by charter schools in other states to attract diverse student bodies by using a variety of marketing techniques--matching the charter school program and applicants' educational and personal needs. DC Flex members and representatives will meet with community leaders throughout the district, including those in minority and low income areas, both urban and rural, to recruit students. K^{12}, as part of the anticipated service agreement, will employ an enrollment director whose sole job will be leading the recruitment and enrollment process. Especially in the first year, it is easy to be distracted by the enormous number of things that must be completed. This position will wake up and focus 100% on enrollment.

- Information sessions open to interested families and the general public will be held throughout the District and online open to interested families and the general public. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the DC Flex curriculum, including lessons and materials, and have questions answered. A proposed Parent/Student Handbook will be available. Enrollment forms will be available online. The same format is followed during the online sessions.

- DC Flex may participate in organized grade-appropriate awareness activities such as flyers and sponsored events.

- DC Flex and K^{12} Inc. may inform students and families about enrollment opportunities and other program information through a variety of media such as radio, TV, Internet, and out of home advertising (e.g., billboards).

- The school will establish a website and will use this as the primary mechanism to communicate with interested, prospective families.

- The school will establish a call center to provide information to prospective applicants.

- DC Flex may participate in television, radio and newspaper interviews as necessary.

- Enrollment applications for DC Flex will be available online as well as at the school's administrative office.

- After initial enrollment is finalized, parents of students enrolled in DC Flex will be invited to one of several parent orientation sessions that will be conducted in the District or online. At the orientation session, parents will meet the administrative staff, teachers, and K[12] representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies.

- DC Flex will distribute recruiting materials about the school's mission, curriculum, leadership, and the application process to public places such as libraries or schools.

- Each fall, soon after school starts, the DC Flex and K[12] will assess the efficacy of the each of the outreach strategies (TV, Radio, online search, etc.) to promote the school. This efficacy is measured by response metrics to each strategy as well as how well each of these strategies lead to interest by demographic groups that are similar to the student population in the District. For example, if one group is underrepresented in the school's enrollment but is overly responsive to a particular strategy, more may be invested in that strategy to ensure that the school's enrollment is similar to the District's demographic make-up. The assessment of these strategies is also used to develop a long-term, multi-year marketing plan which takes into account re-enrolling students and the amount of marketing investment needed to attract new students in order for the school to meet its enrollment projections.

Virtual School Programs Addenda: The student outreach efforts for both our onsite and virtual programs will be the same.

c. Future Expansion and Improvements

The table below displays our enrollment targets for the first five years of operation, including projected enrollment for English Language Learners and Students with Exceptional Needs. Our projected enrollment of those two groups of students approximates the proportion of those students enrolled in District of Columbia schools in the 2011 school year.

We will begin in Year 1 by enrolling grades K-12 students. We plan to locate in a facility in the first year of operation which will accommodate the growth in enrollment for the first five years. We will staff each school year based on the enrollment for that year using the recruiting methods which have proven to be most successful for us. We plan to initially employ the recruitment strategies which are described in **Section C. Operations Plan (2)(b) Qualifications of School Staff**. Our budget is based on these enrollment projections and the revenues and expenses generated by these enrollments. It should be understood that the grade level enrollment projections are estimates, and, if the demand for enrollment is more in middle school than high school, the model is flexible enough to handle that change.

DC FLEX ACADEMY PUBLIC CHARTER SCHOOL PROJECTED ENROLLMENT

Grade Level	SY2013-2014*	SY2014-2015*	SY2015-2016*	SY2016-2017*	SY2017-2018*
Grade K	13	13	13	13	13
Grade 1	14	14	14	14	14
Grade 2	17	17	17	17	17
Grade 3	17	17	17	17	17
Grade 4	17	17	17	17	17
Grade 5	19	19	19	19	19
Grade 6	19	19	19	19	19
Grade 7	18	18	18	18	18
Grade 8	16	16	16	16	16
Grade 9	60	90	110	130	150
Grade 10	40	75	107	139	170
Grade 11	-	35	56	86	111
Grade 12	-	-	27	45	69
Total	**250**	**350**	**450**	**550**	**650**

* Enrollment projections assume 11% Students with Exceptional Needs and 5% English Language Learners

C. Operations Plan

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

The DC Flex Academy Public Charter School (DC Flex) will serve students across the district in grades K-12 beginning in the school year 2013-2014. DC Flex will begin accepting applications for enrollment in winter and spring of 2013. Initial applications will be expected through April 30th. However, if there are still spaces available, the school will continue to accept applications on a first come first serve basis until enrollment levels are reached. Please see **Section I** for attachments "**Requirements for Proving Residency"** and "**Draft Enrollment Procedure, Script, Forms."**

b. Policies and Procedures for Enrollment, Withdrawal, Suspension, and Expulsion of Students

Enrollment

The admissions process will ensure that all enrolling students and their families understand the mission and unique nature of DC Flex. A series of open information sessions will be held throughout the district. These events will be free, open to the public, and advertised in various print and electronic media. The information sessions will give interested families the chance to view the curriculum in action, closely inspect the books and materials, meet teachers and staff, and address any questions or concerns. DC Flex will maintain a school website and toll-free call center to answer families' questions.

The DC Flex will be inclusive and open to all eligible students. There will be no discrimination in the admission of students to the school on the basis of race, color, national origin, creed, gender, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special needs; and that, upon admission of any student with a disability, DC Flex will comply with all federal and state laws regarding the education of students with disabilities. DC Flex will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. DC Flex will accept transfer students during the school year if space is available at appropriate grade levels. The School's transfer policy will be to adhere to the policy requirements established by the DCPCSB.

Lottery

DC Flex will likely need to conduct a lottery. This process will comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972, and the Fourteenth Amendment to the United States Constitution by ensuring that no person in the United States shall, on the ground of sex, race, color, national origin, ethnicity, religion, or disability be excluded from participation in, be denied the benefits of, or be subjected to discrimination. The following lottery process is in draft form to be considered for adoption by the school Board in the planning year before school opens.

Draft Lottery Process

DC Flex will conduct a random lottery if applications exceed capacity during the general enrollment period. Applications received after the end of the general application period will be placed on the waiting list in the order received. The lottery for 2013-14 school year enrollment, if necessary, will be held on or before (date to be determined).

Lottery Definitions

- **Applicant** - An eligible student seeking enrollment in DC Flex.

- **Application** - One-page form per student consistent with local regulations that indicate an interest in enrolling a student in DC Flex and which, if submitted by the deadline, entitles the applicant to participate in the lottery, if necessary. It will only include basic information such as name, date of birth, contact information, grade level, gender, and names of siblings attending or looking to attend the school.

- **Application Deadline** - The date by which all applications must be received. The application deadline for the 2013-14 school year is close of business (4:30 p.m. EST) on (date to be determined).

- **Available Seats** – Enrollment in DC Flex cannot exceed (to be determined) students.

- **Enrolled Student** - An applicant who has submitted a timely application, has been offered an available seat, and has accepted enrollment in DC Flex by submitting a timely and complete enrollment packet.

- **Enrollment Deadline** - The date by which all enrollment packets must be received. The enrollment deadline for applicants responding to an offer of enrollment immediately after the lottery for the 2013-14 school year is (date to be determined). After the initial enrollment deadline, applicants on the waiting list will be offered enrollment on a rolling basis according to the order of the waiting list, if seats are available (e.g., in the case of a withdrawal).

- **Enrollment Packet** - The collection of forms designed to gather information required by the District of Columbia Public Charter School Board (DCPCSB) for reporting purposes and by DC Flex for proper enrollment in DC Flex. A completed enrollment packet must be received with all the required documentation before the student is considered enrolled.

- ***Exempt List** - The list of applicants not subject to the lottery and automatically enrolled, if there are seats. The following categories of applicants are not subject to the lottery according to the following hierarchy:

  - Eligible siblings of DC Flex students who are enrolled at the end of the prior school year.

- Applicant who is a child of a member of the public charter school's founding board, so long as enrollment of founders' children is limited to no more than 10% of the school's total enrollment or to 20 students, whichever is less

All eligible persons on the exempt list will be offered seats, if available, and must affirmatively respond to an offer for acceptance on or before the application deadline by accepting enrollment and by submitting a complete enrollment packet.

If there are more students on the exempt list than there are seats, a special lottery will be held by to determine who will be offered a seat.

- Applicants are selected by a random method. Only applicants submitting timely applications will be included in the lottery

- **Seat** - The number of students who can enroll in DC Flex for a given school year.

- **Sibling** - An applicant of school age who is a brother or sister of a current student or selected applicant. A sibling is defined as one who has at least one parent in common with the student or applicant or who is a legal adoptee of at least one of the eligible applicant's parents as of the date of the lottery.

- **Waiting List** - An ordered list of applicants drawn randomly from a pool of applicants after the total number of seats has been filled. There will be one waiting list for all students. The waiting list will be ordered according to sibling preference, e.g., an applicant is drawn and his/her sibling(s) are listed after him/her in order with the next succeeding numbers. Waiting list does not roll over from year to year. Applicants not successful in the lottery must reapply each year.

Lottery Rules

- If the number of applicants is less than the number of seats, no lottery shall be conducted. The lottery will be held only if the number of applicants exceeds the number of seats on the date of the application deadline.
- Only applications received at the location designated on the application form and by the application deadline will be eligible to participate in the lottery.
- Any applications received after the application deadline, including applications for siblings, will be added to the end of the waiting list after the lottery in the order they were received.
- All applicants who are not on the exempt list must participate in the lottery.
- All references to dates are defined to mean the close of business (4:30 p.m. Eastern Time) on the date indicated. All applicants (not including those on the exempt list) offered a seat shall be required to affirmatively respond to an offer of enrollment on or before the enrollment deadline by submitting a complete enrollment packet. Those not responding by the enrollment deadline will be required to resubmit an application, which will be subject to Rule 3 above. Completed enrollment packets for applicants selected in the lottery must be received no later than the enrollment deadline if the applicants are to become enrolled students.
- The lottery will be held once per year.
- Siblings and the Lottery:

a. If an applicant is on the exempt list, his/her applicant siblings will be added to the exempt list before the lottery is conducted.
b. Siblings of applicants who are offered enrollment will also be offered enrollment, provided that the sibling is an applicant himself.
c. Any sibling may withdraw at any time without affecting the status of other enrolled siblings.
d. Any sibling who withdraws may reapply the next school year and be offered enrollment under the sibling rules.
e. Any student who withdraws and wishes to return to DC Flex in the same school year must reapply and will be added to the end of the waiting list.

Upon completion of the lottery. K^{12}'s enrollment processing center will contact families and notify them of acceptance into the school. K^{12} will assign a enrollment coordinator to work with each family to ensure that the required documents are submitted for enrollment.

- Residency Verification Information
- Health Forms and Information
- Free and Reduced Meals (FARM) Application
- DCPS ID
- Letter from a homeless shelter
- Race/ethnicity
- Emergency contacts
- Current school
- SPED Status
- ELL Status
- Language preference
- Test scores
- Report cards
- Living arrangement (house, apt., temp, shelter, friends other than family, etc)
- Signed parent release for transfer of records
- Schedule interviews and meetings with children and parents once they have been accepted

Residency will be verified by the following means:
- Records from the previous school year

- A pay stub, with an issue date within the past forty-five (45) days, that contains the name of the person enrolling the student, shows his/her current DC home address

- Official documentation of financial assistance from the Government of the District of Columbia

- Supplemental Security Income annual benefits notification

- A tax information authorization waiver form

- Military housing orders and residency verification letter or DEERS statement showing the student's name, the name of the person enrolling the student, and their current DC home address

- Proof that the child is a ward of the District of Columbia, in the form a court order; or

- Embassy letter

Withdrawal

Students expelled from their prior school are not eligible to enroll in DC Flex. Students may be removed from the DC Flex program due to disciplinary action, lack of attendance/progress, failure to participate in state-mandated assessments, or failure to comply with DC Flex policies.

Parents who decide to withdraw their student from DC Flex are required by the District of Columbia to communicate their intentions to their assigned teacher prior to the withdrawal from DC Flex. When a family withdraws from an open enrollment charter school, it is the parent's responsibility to report to the local school district to enroll their student.

As a public charter school, the DC Flex Academy Public Charter School is required to monitor student attendance and progress, in accordance with all applicable statutes and Board of Education rules and regulations.

Excused absence logged time can be made up with the permission of the DC Flex teacher. The DC Flex teacher will be required to document the reason for the excused absence and when the work/day will be made up. The following are reasons a student may have excused absences:

- Illness of the student (a doctor's certificate is required for an absence of more than five days)
- Medical reasons such as a doctor's appointment (a doctor's certificate should be provided for medical appointments scheduled during the school day)
- Observance of a religious holiday
- Death in the student's immediate family

An unexcused absence means the student was absent for some reason other than the ones listed above. After <u>four</u> unexcused absences the teacher will schedule a conference with the parent/guardian, student and the DC Flex Head of School or designee to discuss and implement an action attendance plan to ensure attendance compliancy for the remaining school year.

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

DC Flex will accept students from across the district. The board will set a sliding scale tuition fee for any non-DC resident.

Virtual School Program Addenda: Our response is the same for our blended onsite and virtual programs.

2. Human Resource Information

a. **Key Leadership Roles**

Key leadership roles have not been filled to date. In the interim, the DC Flex board will work with K^{12} leadership team to continue to move the planning for the school forward. Resumes of K^{12} leadership team are included in **Section F**.

a. **Qualifications of School Staff**

DC Flex will comply with all EEOC (Equal Employment Opportunity Commission) regulations concerning the hiring of employees. DC Flex will seek the most qualified applicants for all positions. Each school year teacher recruitment efforts will begin in the early spring and continue into the summer. Instructional and other staff will be also be recruited with advertisements in well-known educational trade publications such as *Education Week*, via online job recruitment sites such as Monster.com, and in local media throughout the District of Columbia. DC Flex administrators will also attend job fairs and set up recruiting sites to inform teachers about the school and interview them. The number and types of teachers recruited will depend on student needs from year to year.

Teacher candidates are interviewed via a phone interview and in-person group and/or individual interviews. To ensure certification compliance, reference checks and background checks are completed on each candidate. Candidates must comply with all state laws requiring fingerprinting and other documentation.

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

DC Flex hires teachers who are certified, experienced educators and considered highly qualified as defined by the No Child Left Behind Act of 2001. Each teacher should also demonstrate technological competency via a technology skills test prior to employment. Depending on the students enrolled, teachers and other staff with bilingual skills will also be recruited and hired.

The Board will monitor K^{12}, including the HOS and administrative staff, through a variety of tools, including, among other things: administrator evaluations; frequent direct reporting from the HOS, academic administrators, and operations management; suggestions from the parent advisory (Community) council; parent surveys; and the multiple data collecting/reporting tools which are built into the Board/K^{12} technological frameworks.

Throughout the school year, the Head of School will be expected to meet performance standards that determine effective school leadership: strategic leadership, instruction and assessment, organizational management, school climate and culture, communications, and policy and governance. The HOS will both self-evaluate and be evaluated by the K^{12} Regional Vice President, Blended Schools, based on these standards and the HOS competencies. In the event that issues arise regarding the performance of the HOS, such issues will be addressed as set forth in the draft Services Agreement (see **Section I**).

Administrative staff will be evaluated throughout the year by the Head of School. The Head of School will build staff reinforcement of the school culture, values, and behavioral norms into the evaluation process. Administrative and instructional staff members will be evaluated based upon their effectiveness in these areas and a plan for improvement will be developed if necessary.

A teacher evaluation process and tools will be developed prior to school opening by the Head of School and affirmed by the governing Board. The Head of School will have access to teacher performance data on a regular basis. Onsite teachers will be evaluated at least twice a year by the Head of School and data will be collected by using a specific performance rubric outlining criteria for all elements of the job as it relates to "Instruction, Communication, and Professionalism". Evaluation results will be shared with each teacher following the observation in a meeting with the Head of School and new goals will be set to improve each individual's performance over time. In addition to formal observations, teachers and staff members will be observed informally and provided with feedback and suggestions throughout the year.

Through the formal observation process, each staff member will identify specific goals to achieve throughout the year, including the goals in the teacher's Individual Professional Development Plan, that support the school's mission. From their personal goals, staff members will develop measurable objectives and targets based on among other things:
- areas for improvement
- areas outside their general job responsibilities that support the school's general goals

The teacher is the first and foremost connection between the student, parents, and the school. The effective performance of their duties is critical to student success and retention. Clear expectations, paired with experience and training, are key to their performance. Teachers will be evaluated on three domains: Instruction, Communication, and Professionalism.

Instruction
- Student participation
- Classroom management
- Instructional materials and resources
- Differentiation
- Instructional Groups
- Assessing students' needs
- Monitoring of student learning
- Assessment criteria for projects, writing or class work
- Strategic collaboration with colleagues
- Administers student interventions
- Expectations for learning
- Knowledge of students' special needs
- Classroom discussions
- Directions and Procedures
- Technology
- Managing student mastery of course work

Communication
- Responsiveness

- Information of individual students
- Providing assessment feedback

- Communicating course feedback
- Student completion of assignments
- Pacing

Professionalism
- Enhancement of content knowledge and pedagogical skills
- Participating in school events
- Participation in school committee(s)
- Receptivity to feedback from colleagues
- Relationships with colleagues
- Professional goal setting
- Maintaining student records
- Timeliness

K^{12} also collects analytics on all of the teachers for a variety of information which includes, but is not limited to; system login time, number of student interventions, student engagement levels, student retention data, and more. Data is provided to the Head of School who uses it to monitor teacher performance on a regular basis. The Head of School will meet with teachers regularly to review student assessments and student work, and use the gathered data to inform instruction and planning.

Monitoring and assessing the Head of School's performance with respect to the school's specific educational and financial goals is among the Governing's primary responsibilities. To facilitate this process, the Head of School will provide regular reports on students' academic progress, the school's financial performance, facilities and other aspects of the school's business operations, human resources issues, parent satisfaction, and other relevant matters. An annual review of the Head of School will be done using survey results from various constituencies.

DC Flex will not use a standard salary schedule. A final salary schedule has yet to be developed, but DC Flex teachers will be paid salaries competitive with other educational opportunities in public, private, and charter schools in DC

DC Flex will comply with requirements within §38-1802.02(12), DC School Reform Act in regarding to background checks, fingerprinting, etc..

> *As in all public schools, all personnel employed by a charter school must be:*
> *(1) Fingerprinted, and*
> *(2) Have a criminal record check prior to employment*

All DC Flex personnel will be fingerprinted and have a criminal record background check before being offered employment.

School Administration Qualifications

K[12] will have the responsibility and authority for determining the staffing positions necessary to carry out its obligations to the Board as agreed in the services agreement. Below is a brief description of the positions that may be employed by K[12] or by the DC Flex Board in the first year of operations if agreed in writing.

Title	Qualifications	Role
Head of School	• Instructional Leadership • Significant experience working writing and managing budgets • Experience writing and dealing with curriculum, technology, and training/professional development • A record of leadership and sound management • A passion for helping students attain high standards • Strong interpersonal skills and experience in team-building • An understanding of the diversity and unique character of the school • Consistently exceptional professional evaluations and outstanding references from peers, former colleagues, parents, and members of the school community.	The Head of School will bear chief responsibility for implementing the school's education program; attaining the school's objectives for high student achievement; managing, evaluating, promoting, and releasing school personnel; creating a school culture that is disciplined, orderly, and conducive to learning; and nurturing a strong relationship among the School, the parents, and the community.

Academic Administrator	• Ensure that the student academic performance, progress and attendance is compliant with school requirements
	• Responsible for Educational Policy Development
	• Manage teaching staff:
	  • recruitment/hiring
	  • new teacher orientation
	  • annual professional development calendar & sessions
	  • teacher evaluation
	• Work with Sr. Manager of Special Education and Business Administrator to ensure that the school is meeting the needs of students while complying with local, state, and federal laws regarding special education
	• Research and implement non- K[12] curriculum resources to meet state standards
	• Develop and oversee implementation of the school's Student Achievement Improvement Plan	

Business/Operations Manager	• Formal accounting or finance training • Sincere ethical commitment to education	The Business Manager is responsible for the day-to-day

	• Strong references • Relevant work experience.	business affairs of the school including accounting, reporting, budgeting, forecasting, cash collections and disbursements, and vendor contracting.
Information Technology Manager	• Extensive knowledge of hardware configuration, network administration, Internet-based education programs, school information systems, and community-building tools, and enterprise applications. • Experience assisting users with Microsoft Office products on various platforms • Significant experience in a senior level technology position • Professional and customer-oriented attitude in dealing with those new to technology • Experienced technology trainer, policy manger, and technical writer	The Technology Support person, if any, reports to the Business Administrator and is responsible for the School's technology systems and the technical training of teachers. The School may use a technology support organization instead.
Administrative Assistant	• Strong organizational skills; • Strong time management skills; • Ability to work both independently and with a team; • Fluency in Spanish is highly desirable. • Experience in school front office preferable; • Proficient with Microsoft Office • A.A. degree or equivalent experience.	The Administrative Assistant reports to the Head of School and is responsible for recording attendance; maintaining the lunch database; managing the office; overseeing material purchases; bookkeeping; managing the Principal's and Learning Lab staff schedules and serves as primary contact for Parents.

Virtual School Programs Addenda: Our response to this question applies to both our blended onsite and virtual programs.

c. Staffing Plan

The DC Flex projected staffing plan is structured to accomplish the school's mission and goals according to functional areas of school operation related to student enrollment. The functions are necessary for proper support of students, families and faculty. The number of specific positions will be determined by confirmed enrollments.

The DC Flex Academy will utilize a variety of student teacher ratios in order to provide the continuum of services for the variety of learning environments that will be offered. The budget is built around an average of a 40:1 ratio, however this represents the average among all of the learning environments. The pure virtual model will average a 60:1 ratio. The students in the pure virtual environment will be engaged in synchronous sessions and independent study. Therefore,

this model will allow for higher student teacher ratio. Students in the blended model attending the school site will have an average ratio of 20:1 up to many to one. The small group settings will average 20 students for direct instruction sessions, while there will also be opportunities for one-on-one sessions as well.

The table below represents the plan for staffing for SY2013-2017. Positions will be added in subsequent years as the need for expansion exists.

DC Flex Staffing Chart Years 1-5					
Administrative Staff	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Head of School	1 FT	1 FT	1 FT	1 FT	1 FT
Assistant Head of School			1 FT	1 FT	1 FT
Operations Mgr.	1 FT	1 FT	1 FT	1 FT	1 FT
Information Technology	1 FT	1 FT	2 FT	2 FT	2 FT
Academic Admin (K-12)	1 FT	1 FT	1 FT	1 FT	1 FT
Office Admin	1 FT	1 FT	1 FT	1 FT	1 FT
SPED Manager		1 FT	1 FT	1 FT	1 FT
Instructional/Support Staff					
General Ed. Teachers (K-8)	4 FT	4 FT	4 FT	4 FT	4 FT
High School Teachers (9-12)	4 FT	6 FT	9 FT	12 FT	15 FT
Special Education Teachers	2 FT	3 FT	4 FT	5 FT	6 FT
ELL Teachers	0.5 FT	0.5 FT	1 FT	1 FT	1 FT
Counselors/Dean	1 FT	2 FT	3 FT	4 FT	5 FT
Academic Coaches	2 FT	4 FT	6 FT	8 FT	10 FT
Enrollment Coordinator/Registrar	1 FT	1 FT	1 FT	1 FT	1 FT
Nurse	1 FT	1 FT	1 FT	1 FT	1 FT
TOTAL	20.5	27.5	37.0	44.0	51.0

d. Employment Policies

K^{12} will employ the DC Flex administrators. DC Flex will employ the teachers and support staff. K^{12} and DC Flex provide equal employment opportunities to all employees and applicants without regard to race, color, religions creed, sex, national origin, ancestry, citizenship status, pregnancy, physical disability, mental disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner status, gender (including sex stereotyping), medical condition (including, but not limited to, cancer-related or HIV/AIDS-related) or sexual orientation in accordance with applicable federal, state, and local laws. In addition, K^{12} and DC Flex will comply with applicable state and local laws governing nondiscrimination in employment. K^{12} meets this requirement in every state in which it operates. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

The policy of K^{12} and DC Flex is to maintain a drug-free workplace. As a condition of continued employment, all K^{12} and DC Flex employees must comply with this policy. For K^{12} employees, the term "workplace" is defined as K^{12} property, any K^{12}-sponsored activity, or any other site where the employee is performing work for K^{12} or representing K^{12}. The term "drug" as used in this policy includes alcoholic beverages and prescription drugs, as well as illegal inhalants and illegal drugs and/or controlled substances as defined in schedules I through V of the Controlled Substances Act, 21 U.S.C. Sec. 812, 21 C.F.R. Sec 1308, and the state and local law of the jurisdiction where the workplace is located, including, but not limited to, marijuana, opiates (e.g., heroin, morphine), cocaine, phencyclidine (PCP), and amphetamines. If a K12 employee's primary worksite is a home office, alcohol may be permitted in the home, but drinking alcohol is strictly prohibited during working hours. An employee who engages in an activity prohibited by this policy shall be subject to disciplinary action, up to and including immediate termination of employment.

Prohibited activities under K^{12}'s policy include the possession, use, sale, attempted sale, distribution, manufacture, purchase, attempted purchase, transfer, or cultivation of drugs, as defined above, in the workplace, as defined above. Employees are also prohibited from being at the workplace with a detectable amount of drugs in their system. However, the use and/or possession of prescription drugs, when taken as directed and obtained with a valid prescription, shall not be a violation of this policy. DC Flex will adopt its formal definitions and policies during its year of planning.

Benefits Information:

K^{12} offers a generous suite of benefits programs for its employees. While benefits packages vary depending on location and employment status, benefits may include:

Comprehensive Health Benefits

K^{12} offers medical and dental coverage for individuals and their eligible dependents, including domestic partners. K^{12} offers multiple plan options to best meet the employee's (and their family's) needs. Coverage is effective the first day of employment.
• Medical
• Prescription / Pharmacy
• Dental
• Vision

Protection

K^{12} offers programs that help employees prepare for life's ups and downs.
• Basic Life and Personal Accident Insurance
• Voluntary Supplemental Life
• Short-Term Disability
• Long-Term Disability

Retirement Savings Plan

K^{12} understands that individual planning for retirement is critical. Therefore, we offer a 401(k) program with multiple investment options to help employees save for their retirement through

Principal Financial Group. Currently, K¹² offers a discretionary company match.

Pre-tax Benefits

Pre-tax benefit programs are designed to help lessen the financial burden to employees so they can take care of themselves and those most important to them.
- Health Care Flexible Spending Account
- Dependent Care Flexible Spending Account

Work/Life Balance Programs

K¹² encourages all employees to maintain a balance between work and their personal lives. K¹² encourages employees to take advantage of all the wellness programs so employees can take time to recharge.
- Paid Holidays
- Paid Time Off (vacation, sick, and personal days)
- Assistance with certain gym memberships
- Wellness Programs
- Employee Assistance Program (EAP)

DC Flex will formalize its benefit package during the year of planning. If DC Flex cannot obtain benefits which are as comprehensive and cost-effective as K¹²'s, the two parties will discuss the merits of having K¹² employ the teachers.

e. Volunteers

School administrators and staff will work to coordinate volunteers and community outreach to maximize the support necessary for all students to achieve. DC Flex will solicit many volunteers to support the instructional model. The expectation is that volunteers will commit to meeting weekly with students. We will look to the community, businesses, law firms, and colleges and universities across the District of Columbia to leverage every possible resource available for all students to succeed.

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

a.   Health and Safety

As required in the DC School Reform Act, DC Flex will submit, before September 16 of each year that the school is in operation, a report to the chartering authority and, in a control year to the chartering authority, a report that documents that the charter school's facilities comply with the applicable health and safety laws and regulations of the federal government and the District of Columbia, including the District of Columbia Fire Prevention Code. The report shall be open to public inspection and available upon request.

Additionally, after extensive research and consultation with other charter schools, DC Flex plans to create a safety plan that encompasses the following strategies and procedures at our school facility:

- Student ID badges will be distributed to each student to wear throughout the day. The ID badge will serve as their personal identification and indicates the student is allowed entry into or out of the school.
- A visitor check in system will be implemented that requires each visitor to the school to check in immediately upon entering the school building. This system will be easy to use while supporting a safe environment for all, including the visitor.
- Students using inquiry-based learning, for instance in hands-on laboratory investigations, will follow school adopted safety procedures and adhere to experimental procedures.
- As defined by DC code, students will have regular practice in following emergency drills: tornado, fire, bomb, stranger on campus, plus any other as applicable or required by state law.
- Daily attendance will be taken and families will be notified of a student's absence in a timely manner.
- The school will have access to an auto-dialer that automatically calls phone numbers supplied by the family to alert them of school closings due to weather and other emergencies.
- Detailed procedures for drop-off and dismissal will be created, practiced and employed to guarantee the safe transfer of students to their families, and form their families to the school.
- We will comply with all applicable health and safety requirements (e.g., immunizations, building inspector, fire department, municipal license authority, all other federal, state, and local health and safety laws and regulations) for our facility. All necessary certificates and occupancy permits will be obtained and will be in effect prior to the opening of the school.
- Parents will be required to sign permission slips for any activities that take place off-site.
- Student conduct,

With respect to the Healthy Schools Act, DC Flex will comply with the federally mandated elements of the Healthy Schools Act of 2010, including contracting with a food services provider to provide healthy and nutritious meals to students and staff as well educating students and staff about proper nutrition.

b.   Safety

DC Flex will comply with all applicable safety requirements (e.g., ADA, building inspector, fire department, municipal licensing authority, all other federal, state, and local health and safety laws and regulations) for its facility. All necessary certificates and occupancy permits will be obtained and will be in effect prior to the opening of the school.

c.   Transportation

DC Flex will educate all parents and students about the reduced fares available on the Metro bus and Metrorail Transit System for students attending a public charter school. Until DC Flex is phased into the DC One Card student pass program, DC Flex will ensure that Student Metro Travel Card Application forms are made readily available to students and that there is a process by which the forms are signed promptly by the school administration to verify enrollment in a DC public charter school.

d.   Enrollment Data

DC Flex will follow all guidelines on verifying student eligibility for enrollment, including residency verification, age verification, and immunization requirements, according to DC rules and regulations. Enrollment information will be kept in student cumulative folders and will be made available to attendance audit personnel during enrollment verification procedures.

e. Maintenance and Dissemination of Student Records

DC Flex will promptly request prior school and immunization records for all newly enrolled students. Once enrolled, the school will maintain cumulative records for all enrolled and withdrawn students, and will ensure the security and confidentiality of all such records in accordance with the District of Columbia School Reform Act, Parts B and D, and other applicable laws. DC Flex will comply with the use of all required information systems, as specified by the Office of the State Superintendent of Education and by the DC Public Charter School Board.

f. Compulsory Attendance Laws

DC Flex will follow applicable laws regarding the compulsory education of enrollment students. The school will use the required systems to enter and monitor attendance on a daily basis. During the planning year, the DC Flex board will develop an attendance policy to address the attendance requirements for students, including escalation processes for students with excessive absences and truancy and withdrawal proceedings.

g. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C.§1441, *et. seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C.§794)

DC Flex welcomes the opportunity to serve students with disabilities. The founders believe strongly that all people have strengths and weaknesses that must be recognized and accommodated in order to reach their full potential as a contributing member of society.

Students with disabilities will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Educational Act and subsequent amendments. A free and appropriate education will be provided to students with disabilities in accordance with their Individualized Education Programs (IEPs) as required by the IDEA and 504 plans as required by Section 504 of the Rehabilitation Act and the most recent Americans with Disabilities Amendment Act (ADAA).

h. Title I of the Improving America's Schools Act

If DC Flex receives Title I funds, the school will comply with all laws regarding the use of such funds. As a Title I school, DC Flex will comply fully with the No Child Left Behind (NCLB) Act, including participation in all required standardized testing and determination of AYP status or other applicable performance standards in effect. Through its management agreement with K^{12}, DC Flex will receive oversight on its Title I program to ensure effectiveness and compliance with applicable laws. K^{12} successfully manages Title I programs on behalf of charter schools in numerous states.

i. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

DC Flex will comply with the following civil rights statues: Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.), title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.), § 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.).

j. Other particular to DC Flex Academy

This list encompasses the requirements that DC Flex currently anticipates.

Virtual School Programs Addenda:

Just as with our students attending the blended school program two to five days each week, with respect to the DC Flex grades K-12 virtual school program for families who want to use K^{12} curriculum at home with attendance onsite for mandatory assessments and attendance at school related meetings and events, DC Flex will comply with the federally mandated elements of the Healthy Schools Act of 2010, including contracting with a food services provider to provide healthy and nutritious meals to students and staff as well educating students and staff about proper nutrition.

Among the policies which will be developed during the planning year are policies relating to the health and safety of students and staff in online and offline activities. These will be addressed in the DC Flex personnel policies, the student code of conduct, and the parent handbook all of which will also be developed and adopted before school opens.

Please also refer to the commitments we made above to provide for the health and safety of DC Flex students and staff as applicable to virtual students and staff when they are studying/teaching at a location other than the school facility and when they are present at our school facility.

When students enroll, there will be an Agreement for Use of Instructional Property ("computer equipment, software, and related instructional books and materials") in the enrollment documents which parents or the adult designated by the parents will be required to read and sign. In addition, prior to the commencement of operations, the Board will develop and adopt appropriate acceptable use policies for the use of technology.

The DC Flex Academy will provide breakfast and lunch for students that attend face to face sessions. Both meals will fulfill the nutritional guidelines ensuring that the appropriate amount of fruits and vegetables are provided. Since the school offers flexibility in attendance, it will be important to have breakfast available until at least 9:00 a.m. to ensure that late arrivals have the opportunity to eat a healthy breakfast. For those students utilizing the virtual model parents will be primarily responsible for the students' nutritional needs. However, as we mentioned earlier in our application, there are many non-academic factors that can impede a student's ability to perform at his/her highest academic potential and poor nutrition is one of the most important factors. We are committed to intensely understanding the non-academic needs of each student and equally committed to providing relevant support services to address those needs. DC Flex will conduct a non-academic needs assessment for each student at the onset of the school year and

at regular intervals after that which allows for the design of targeted services that become a part of each student's individual learning plan. To provide the needed wrap-around support services, DC Flex is committed to developing partnerships with community-based support services and connecting students with these resources so that they can be accessed even outside of the school day. Among the additional services and partnerships to support student success include nutrition programs.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

Date Due	Task
Human Resources / Professional Development	
July 2012	Place ads for key staff positions • Head of School, Academic Administrator, and Administrative Assistant
October-December 2012	Interview for head of School position
January 2013	Hire Head of School
February 2013+	Review resumes and conduct interviews and make offers for key staff
June 2013	Employee start date for key staff
September 2012	Begin development of employee handbook
January 2013	Place ads for remaining administrator and staff positions • Information Technology Manager, Operations Manager, School Nurse, Teachers, Academic Coaches, Counselor/Dean, Enrollment Coordinator/Registrar
January 2013-June 2013	Make offers for remaining administrator and staff positions
March – September 2013	Implement Head of School and Staff Onboarding
March 2013	Enroll teachers in National Virtual Teacher Training
March 2013	Coordinate K^{12} Departmental Training Sessions • Teacher effectiveness • Media Relations • Human Resources • Academic Services • Operations, etc.
July 2013	Remaining administrator and staff positions start date
Facilities	
January 2012	Begin facilities search based on needs assessment
January 2013	Locate and acquire temporary office space to house key staff
June 2012-August 2012	Negotiate and sign lease on facilities
August 2012 – December 2012	Develop plans for any needed remodeling / submit plans to local authority for approval as needed / approval received
January 2013 - March 2013	Begin build-out of facility; order furniture, school technology; contract with custodial service and food service

May-August 2013	Begin necessary processes for inspection and permitting of facilities; install technology infrastructure; set-up classrooms
July 1, 2013	Facility ready for occupancy
Instructional Program	
June 2012	Begin researching and evaluating curriculum for non-core subjects (not available through K^{12} curriculum)
September 2012	Select curriculum for non-core subjects
April 2013	Place curriculum orders for non-core textbooks and materials
June 2012-June 2013	Further develop and document instructional program; finalize parent/student handbook; finalize teacher evaluation model
Student Recruitment and Enrollment	
September 2012	Develop marketing collateral and develop marketing plan
October 2012	Begin student recruitment
January 2013	Begin accepting enrollments for lottery
April 2013	Conduct enrollment lottery, if needed; notify lottery winners; create waitlist
May 2013+	Collect enrollment documents and finalize fall enrollment
Finance	
June 2012	Fine tune and continue to develop detailed budgets
January 2012-June 2013	Develop school finance policies to include internal controls, segregation of duties, etc.
January 2013	Apply for start-up grants and other sources of funding
May 2013	Install accounting software and open school bank account
April 2013	Obtain necessary insurance policies

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

Because the core instructional model of DC Flex is inextricably linked to technology, the school will have a sophisticated technology infrastructure. The Information Technology Manager for the school will be responsible for the management of technology in the school building. The school will be outfitted with wireless Internet access through the entire building, with physical Internet connections in every classroom and in the administrative offices. As the school grows in enrollment, the Internet bandwidth will be monitored and upgraded as needed to ensure that all teachers and students have speedy access to the Internet for the core curriculum.

When students are at school, each student will have access each day, for the time they are in attendance, to a personal laptop or thin-client computer. These computers will support the then currently available Operating Systems, such as Microsoft 7. Each computer will have ample protection for the student's appropriate curricular experience as well as equivalent Lo-Jack – like systems to prevent theft or misuse.

Families of virtual students at DC Flex who use the K^{12} curriculum offsite, or families of students who attend the school less than five days a week, will be required to have access to a computer and Internet service that meets the minimum specifications necessary to access the school's curriculum on the K^{12} Online School (OLS) at home or at other locations where their students are studying.

For DC Flex Academy families with one or more K-8 virtual students using the curriculum at home and each DC Flex Academy virtual high school student using the curriculum offsite will be eligible for a loaned computer and printer/fax/scanner for home use for the duration of the student(s)' enrollment in the school. The school will ensure access is available for all virtual students using the K^{12} curriculum offsite.

Virtual students using the curriculum at home or offsite must also have Internet access which they are responsible for setting up. The school will establish a set rate to assist families with the cost of their home Internet service. All students may also access the school's web-based curriculum via local publicly available Internet such as in public libraries.

K^{12} will provide technical support for K^{12} issued computer equipment and has extensive experience and success providing this support for families in all 50 states and in 70 countries. If students are using their own computer equipment offsite, their families are responsible for the maintenance and repair of that equipment.

Upon enrollment, parents of virtual DC Flex students will be invited to one of several parent orientation sessions that will be conducted in locations throughout the District or online. At the orientation session, parents will meet the administrative staff, teachers, and K^{12} representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies. This is mandatory for parents of virtual students using the curriculum at home or offsite and strongly encouraged for students attending school onsite. Parents will receive a school handbook. Follow up regular parent training includes speakers at the school and in the community, modeling, webchats, roundtables, and the K^{12} online school community.

Technical support for student online learning activities at school will be provided by teachers and the school IT staff with back up, as needed, from appropriate K^{12} regional and corporate staff. All technical support personnel are knowledgeable in K^{12} systems' use and have received training on resolving technical support problems.

The K^{12} Online School (OLS) is available for students and parents to log in 7 days a week, 24 hours a day. The OLS exceeds 99.99% uptime and has never been down for an entire day. K^{12}'s online platform makes it easy for teachers to communicate with parents and students on a daily basis. K^{12} has an internal email system called "kmail" that allows parents and students to easily communicate with school staff and gives staff the ability to easily communicate with students and parents. All of the communication is carefully documented and there are features built in that even allow users to know when email was read by the other party. Teachers and staff members will respond to all student and parent inquiries within 24 hours. Teachers will have frequent communication with parents using kmail, but also have access to parent contact information, work and cell phone numbers, and emergency contacts. They will notify parents through kmail or phone about concerns, questions, and also to celebrate student successes. The school will also use these modes to regularly communicate important reminders, upcoming events, field trips, and coordinate meetings with parents.

The Business/Operations Manager will be responsible for managing the Student Information System and ensuring accurate and timely reporting of data to the DCPCSB, OSSE, and other stakeholders, as needed.

c. Major Contracts Planned

DC Flex anticipates entering into several major contracts having a value equal to or exceeding $25,000 in its first year of operations. The school will comply with all DCPCSB policies on contracts. The following contracts are planned:

- Textbooks: In the first year, DC Flex will contract with K^{12} Inc for purchase of textbooks, online courses, and other instructional materials.

- Computer and Other Instructional Equipment: The school's technology-based education model provides for a loaned computer and printer/fax/scanner for home use for each K-8 student's family and the same for each grades 9-12 student; at school, a personal laptop or thin-client computer for each student as well as interactive whiteboards, classroom computers, lab equipment, etc.; and teacher computers. DC Flex expects to contract for significant expenditures in hardware. Our budgets are based upon preferred pricing K^{12} has negotiated in other states for interactive whiteboards, PCs, laptops, and installation costs.

- Furniture: The school will be required to purchase a significant amount of furniture for the onsite blended school program including student desks and chairs; administrator and teacher desks and chairs; lunch tables; cubicles, kitchen equipment; whiteboards, etc.

- Telephone/Telecommunications: DC Flex expects to contract for telephone and Internet services. Our budgets are based upon estimates generously provided by existing blended learning charter schools.

- Legal, Accounting, and Payroll Services

- Facilities Lease: DC Flex will lease its facilities. We have based our estimates upon the expert work of local commercial real estate brokers from CB Richard Ellis and their search of currently available sites. These figures have been corroborated as fiscally conservative by local charter school leaders.

- Food Service: DC Flex anticipates providing breakfast and lunch for its students through a contract with an outside catering vendor. Our estimates are based upon standard pricing offered to existing charter schools by vendors such as Revolution Foods.

- Administration Fee: DC Flex will be contracting with K^{12} Inc to provide management of the school.

d. Orientation of Parents, Teachers, and Other Community Members

Prior to the start of the school year, DC Flex will conduct several parent orientation sessions. Every parent and student will have the opportunity to meet administrative and teaching staff as well as receive information about navigating the curriculum, lesson delivery, effective communication, and school policies. Parents will receive a school handbook that provides

guidance on school policies, including tips and advice about getting organized and getting to know the Online School. Knowledge of the school's program and systems allows parents to access web-based lessons and data to see directly how their child is doing.

The most fundamental role parents will play is to support their child's learning and to help continuously evaluate DC Flex operation, governance, and instructional program. Parents will be asked to support school wide initiatives, participate in school activities, and be committed to support the school's goal for every student to reach his/her full academic potential. The school will offer support through regular parent training, speakers, and modeling. Sessions will focus on topics such as: reading and helping children improve reading comprehension; essential skills for grammar and writing; motivating struggling learners; focus on reluctant writers; essential note taking skills; numbers and math concepts in the real world; and supporting students as they complete homework. While teachers will be leading these activities at school, we believe parents who wish to be engaged with their child's learning at home and after school hours need to be trained in the school's practices. We will maintain a balance between onsite training for those who can come to the school and will ensure that all sessions have a corollary online webinar which can be accessed live (synchronously) or can be viewed as a recording (asynchronously). K[12] is the nation's leader in developing web-based trainings for teachers and parents. We plan to use the web conferencing tool Elluminate/Blackboard Collaborate for web-based training.

In addition to face-to-face interaction, web conferencing, phone, and email, the school will provide access to a monitored, private, virtual social community, thebigthinK[12], which enables students, parents and teachers to communicate and connect online. Parents benefit from exchanging ideas and information with others using the K**12** program and gain a sense of connectedness within the boundaries of a contained but global community. Each K**12** sponsored school has its own sub-community within the larger virtual social community to generate school pride as well as provide its own content and clubs, a school calendar, announcements, and information on upcoming activities and outings.

Please refer to our response in **Section A. Educational Plan (4)(f) Professional Development for Teachers, Administrators, and Other School Staff** for a description of the orientation provided to DC Flex staff.

As mentioned in our response in **Section B. Business Plan (5)(a) Outreach to the Community**, the Board will work closely with the Head of School to develop an effective public relations strategy to orient and heighten awareness about the school's offerings, achievements, and contributions in the community. The strategy will include open houses, annual reports, timely and informative press releases, targeted communications initiatives with community and government leaders, and speeches by appropriate Board members to civic and community groups across the District.

e. Services Sought from the District of Columbia Public Schools

As indicated on the Applicant Information Sheet, DC Flex is electing to be treated as an LEA for the purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973. Therefore, DC Flex will provide services to DC Flex students with disabilities under those two federal laws.

DC Flex is not seeking services from the District of Columbia Public Schools (DCPS) at this

time.   However, we expect to work with DCPS to acquire necessary student information about former DCPS students who elect to enroll in DC Flex.

D. Certifications

1. *Required to be submitted with the initial application.*

   a. An *Assurances Form* (see **Section D**)

2. *Required to be submitted prior to written notice and publication of charter approval:*

   a. **A description of the school's insurance coverage plans, including health, general liability, property, and trustees' and employees' liability coverage.** (see **Section D**)

   b. **Copies of existing contracts for amounts equal to or greater than $25,000. (see DRAFT Services Agreement in Section I)**

3. **Final documentation required to be submitted prior to the commencement of operations/instruction:**

   a. **To verify safety and structural soundness of the school, written documentation of**

      (i) **Inspection by a District of Columbia Government building inspector;(NA)**

      (ii) **Inspection by the District of Columbia Fire Department; (NA)**

      (iii) **Occupancy Permit granted by the District of Columbia Department of Consumer and Regulatory Affairs; (NA)**

      (iv) **Approval from the District of Columbia Department of Consumer and Regulatory Affairs for the use of any explosives or flammable compounds or liquids in connection with courses taught at the school; and (NA)**

      (v) **Evidence of compliance with all other federal and District of Columbia health and safety laws and regulations. (NA)**

   b. **Résumés for all professional staff and documentation of findings of background checks for all staff. (NA)**

   c. **Documentation of current insurance coverage for general liability, property, and trustees' and employees' liability coverage. (NA)**

   d. **Any contract for sums equal to or greater than the sum of $25,000, not already submitted. (NA)**

   e. **Certificate of Good Standing from the Government of the District of Columbia. (NA)**

   f. **Copies of the Charter School's (a) pupil and personnel policies; (b) employment policies, including equal employment opportunities and maintenance of a drug-free workplace; (c) policies for governance and operation of the school; and (d) informal complaint resolution policies.(NA)**

Assurances Form

(This form must be submitted with the application.)

As the authorized representative of the applicant, I certify that the proposed public charter school:

1.   Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. *See §2203(h), D.C. School Reform Act.*

2.   Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. *See §2204(c)(2), D.C. School Reform Act.*

2.   Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. *See §2204(c)(12), D.C. School Reform Act.*

3.   Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. *See §2204(c)(13), D.C. School Reform Act.*

4.   Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See §2204(c)(15), D.C. School Reform Act.*

5.   Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(c)(16), D.C. School Reform Act.*

6.   Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See §2206(a), (b), (c), and (d), D.C. School Reform Act.*

7.   Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.

8.   Will provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.

9.   Will collect, record, and report attendance data using the attendance management reporting software required by the District of Columbia Public Charter School Board.

10.   Will collect and report academic and non-academic performance using technology prescribed by the District of Columbia Public Charter School Board.

11.   Will submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools.

Signature of Authorized Certifying Official	Title
Applicant Organization	Date Submitted

January 23, 2012

To Whom It May Concern:

RE: Insurance Coverage for the DC Flex Academy Public Charter School
Broker of Record – Arthur J. Gallagher Insurance Brokers Inc.

We are pleased to provide insurance services for the DC Flex Academy Public Charter School. Our division specializes in Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in DC as required by law. Our program utilizes the following carriers which are admitted in DC: The Hartford, Chartis, Arch Insurance, Scottsdale Insurance, and Philadelphia Insurance Company.

On behalf of the DC Flex Academy Public Charter School the following coverages will be secured to meet all requirements by the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
General Liability (include corporal punishment and Athletic Liability)	$1,000,000 occurrence $3,000,000 aggregate
Workers Compensation	As specified by DC Statutes
Employee Benefits Liability	$1,000,000
Automobile/Bus Liability including underinsured and uninsured as needed	$1,000,000
Umbrella / Excess Liability above primary program	$10,000,000
Employment Practices Liability	$1,000,000
Educators Legal Liability E & O	$1,000,000
Directors & Officers	$1,000,000
Sexual Abuse and Misconduct Liability	$1,000,000 $2,000,000 aggregate
Crime / Employee Dishonesty / Fidelity Coverage (Surety Bond for the CFO as required)	$500,000 - $1,000,000 limits as needed
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (100% replacement cost)
Student Accident Coverage (Athletics)	Primary $25,000 limits and CAT option at $5,000,000

As requested, all required additional insureds and loss payees can be added upon review to these policies. We will only place this school with at least an "A" rated insurance carrier as determined by AM Best rating guidelines.

Estimated Premiums:
The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions.

Coverage	Annual Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	$ 5,680
Directors & Officers / Employment Practices	$ 3,500
Property (Assuming leasing only $100k contents)	$ 750
Excess $10 million Limits (follow form over all underlying)	$ 3,024
Workers Compensation and employers liability	$ 8,450
Total Annual Premium	**$ 21,404**

Exposures: Based on 1st year projections of 360 students, 20 FTE - employees

Tentative Timeline for Insurance Coverages
As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

Coverage	Timeline
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions, (949) 349-9871.

Sincerely,

Thomas Boobar
Digitally signed by Thomas Boobar
DN: cn=Thomas Boobar, o=Arthur J.
Gallagher, ou=Charter Schools,
email=tom_boobar@ajg.com, c=US
Date: 2012.01.22 20:46:00 -08'00'

Tom Boobar, MS, MBA, REHS, CSP
Area Vice President Arthur J. Gallagher Insurance
License #0726293

E. Budget

The following budgets are included in this section of the application:

1. **Pre-opening Expenses**

A schedule of pre-start expenses and capital investments is provided in **Exhibit B**.

2. **Two-Year Operating Budget**

A two year operating budget using the DC Public Charter School Board schedule of accounts is provided as **Exhibit C**. The budget does not include non-regular funding over 10%, thus there is no need to submit the requested contingency budget. The DC Public Charter School Board administrative fee of 0.5% of budget is identified in the budgets provided.

3. **Budget Narrative**

   a. **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.**

Detail of the per pupil revenue funding calculation for Regular and Special Education Students and assumptions for the impact of Average Daily Attendance are provided in **Exhibit A**. This is based on the GCO worksheet provided by the PCSB. The funding formula assumes K-8 and High School Average Daily Attendance of 98% and 93% respectively and $2800 facilities allocation for DC Flex students. A five year operating budget pro-forma is provided below and includes a 3% fund reserve and estimated Title I Revenue of $311 per pupil for the projected 50% Economically Disadvantaged population.

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	$2,914,799	$ 4,350,745	$5,829,728	$ 7,353,071	$ 8,927,830
Federal Entitlements	38,805	54,430	69,980	85,499	101,049
Income from Grants and Donations	0	0	0	0	0
Activity Fees	0	0	0	0	0
Other Income	0	0	0	0	0
TOTAL REVENUES	$2,953,604	$ 4,405,175	$5,899,708	$ 7,438,570	$ 9,028,879
EXPENSES					
Personnel Salaries and Benefits	1,177,016	1,560,772	1,998,974	2,455,712	2,953,483
Direct Student Costs	964,275	1,332,279	1,719,064	2,107,627	2,500,455
Occupancy	432,000	661,260	681,098	701,531	722,577
Office Expenses	90,671	93,589	99,828	106,350	113,181
General Expenses	201,033	625,120	1,223,752	1,844,193	2,308,398
TOTAL EXPENSES	$2,864,996	$4,273,020	$5,722,716	$7,215,413	$8,598,093
BALANCE (3% FUND RESERVE)	$ 88,608	$ 132,155	$ 176,991	$ 223,157	$ 430,785

b. Include a list of all components that make up each line item in the budget. For example the narrative description corresponding to Line Item 12 Salary of Teachers should provide a detailed itemization of the number of teachers and average salary budgeted. (i.e. 20 teachers @ $50,000 = $1M).

A summary of the projected school expenses is provided in the table below. Line item detail of the expense items are in the following exhibits: Pre-opening Cash Budget (**Exhibit B**) and Years One and Two Operating Expenses (**Exhibit C**).

DESCRIPTION			
REVENUES			
	Per Pupil Charter Payments		The funding is based on a calculated per pupil revenue of approx $12,200 (Appendix A) for 250 enrollment with 100 incremental enrollments year over year with 2% annual revenue growth.
	Federal Entitlements		Used an estimate of $311 per pupil for 50% disadvantaged population
	Income from Grants and Donations		
	Activity Fees		
	Other Income		
	TOTAL REVENUES		
EXPENSES			
	Personnel Salaries and Benefits		Includes 8 Basic Ed teachers ($51,000 avg salary), 2 SPED teachers ($54,075 avg salary), 2 Learning Coaches ($43,775 avg salary) and 1 counselor ($59,483 avg salary), 1 Nurse ($50,000 avg salary) and 1 PT ELL teacher/specialist ($27,038 PT salary). Staff grows with enrollments and a 3% annual salary increase is included.
	Direct Student Costs		Direct student costs including K12 curriculum, student computers and materials
	Occupancy		Rent and expenses for 20,000 sqft facility in year 1 ($21 per sqft est) growing to 30,000 sqft in year 2
	Office Expenses		Legal, audit, printer rental, teacher phone and ISP costs
	General Expenses		K12 Management Fee of 15% and Technology Fee of 7% are discounted in year 1 and made whole as the school becomes solvent
	TOTAL EXPENSES		
	BALANCE (3% FUND RESERVE)		

4. Estimated Five-Year Budget Projections

A five year pro-forma of the School Budget is provided above in the format found on the PCSB website.

5. Capital Budget

The Furniture, Fixtures and Equipment and Technology budgets can be quite volatile depending on the shell condition of the leased premises and subsequently any further investment required by the School. This investment schedule assumes that the school facility is provided turn-key (completely at the Landlord's expense).

Pre-Start, Years 1 and 2 Capital Expenditure Schedule			Pre-Start	Year 1	Year 2
Cubicles and Administrative Furniture			$ 225,000	$ 45,000	$ 130,000
Chairs			$ 75,000	$ 5,000	$ 20,000
Other (Whiteboards, etc…)			$ 7,000	$ -	$ -
Signs			$ 20,000	$ -	$ -
Ktichen Equipment			$ 10,000	$ -	$ -
Digital Communication Signs			$ 20,000	$ -	$ -
Subtotal FF&E			$ 357,000	$ 50,000	$ 150,000
IT Equipment (e.g. Printers & projectors)			$ 28,000	$ 10,000	$ 10,000
IT Infrastructure (Servers, WAP's, Switch)			$ 43,000	$ 5,000	$ 5,000
Subtotal IT Detail			$ 71,000	$ 15,000	$ 15,000
Total Capex			$ 428,000	$ 65,000	$ 165,000

6. Cash Flow Projection for Year 1

A Cash Flow Projection for Year 1 is provided as **Exhibit D**.

DC Flex Academy Public Charter School   *131b*

District of Columbia Public Charter Schools (GC0)

FY 2014 BUDGET

Foundation level per pupil			$ 8,945		Annual Funding Increase		
Non-Residential Facilities Allotment:			$ 2,800		2%		
Residential Facilities Allotment:			$ 8,395				

Grade Level	Weighting	FY 2014 Total Proposed Enrollment		Per Pupil Allocation		Total Dollars	
Pre-School	1.34			$	11,986.84	$	-
Pre-Kindergarten	1.30			$	11,629.02	$	-
Kindergarten	1.30	13		$	11,629.02	$	150,024
Grades 1-3	1.00	47		$	8,945.40	$	418,782
Grades 4-5	1.00	36		$	8,945.40	$	326,477
Ungraded ES	1.00	-		$	8,945.40	$	-
Grades 6 -8	1.03	54		$	9,213.76	$	497,579
Ungraded MS/ JHS	1.03			$	9,213.76	$	-
Grades 9 -12	1.16	100		$	10,376.66	$	1,035,520
Ungraded HS	1.16			$	10,376.66	$	-
Alternative	1.17			$	10,466.12	$	-
Special Ed Schools	1.17			$	10,466.12	$	-
Adult	0.75			$	6,709.05	$	-
SubtotalGeneral Education		250	-				2,428,381
Special Education							
Level 1	0.58	27		$	5,188.33	$	142,579
Level 2	0.81			$	7,245.77	$	-
Level 3	1.58			$	14,133.73	$	-
Level 4	3.10			$	27,730.74	$	-
Special Education Capacity	0.40	27		$	3,578.16	$	98,330
Subtotal for Special Ed		27	-				240,909
Special Education Compliance							
Blackman Jones Compliance	0.07	27		$	626.18	$	17,208
Attorney's Fees Supplement	0.09	27		$	805.09	$	22,124
Subtotal Special Ed Compliance							39,332
English as a Second Language							
LEP/NEP	0.45	8		$	4,025.43	$	30,234
Subtotal for Special Ed Residential		-	-			$	-
English as a Second Language Residential							
LEP/NEP Residential	0.68	5		$	6,082.87	$	30,351
Residential	1.70			$	15,207.18	$	-
Summer School	0.17			$	1,520.72	$	-
Subtotal for Special Ed Residential		-	-				-
		Total FY 2014 Instructional Dollars				$	2,769,208
Facilities Allowance							
Non-Residential Facilities Allotment		100		$	2,800.00	$	279,421
Residential Facilities Allotment		-		$	8,395.00	$	-
		Total FY 2014 Facilities Allowance				$	279,421
		Total FY 2014 Budget				$	3,048,629
		Less ADA Adjustment				$	(133,830)
		Total FY 2014 Budget				$	2,914,799

Gross Per Pupil Funding		**$12,194**
K-8 Basic Funding	$	1,423,096
K-8 ADA		98%
Net K-8 Basic Funding	$	1,394,634
HS Basic Funding	$	1,345,292
HS ADA		93%
Net HS Basic Funding	$	1,251,121
K-8 SPED Funding	$	168,381
K-8 SPED ADA		98%
Net K-8 SPED Basic Funding	$	165,013
HS SPED Funding	$	111,860
HS SPED ADA		93%
Net HS SPED Basic Funding	$	104,030
Total FY 2014 Basic Funding	$	**2,645,756**
Total FY 2014 SPED Funding	$	**269,043**

		Year 2				

		District of Columbia Public Charter Schools (GC0)				
		FY 2015 BUDGET				

Foundation level per pupil			$ 9,124			
Non-Residential Facilities Allotment:			$ 2,800			
Residential Facilities Allotment:			$ 8,395			

Grade Level	Weighting	FY 2012 Total Proposed Enrollment		Per Pupil Allocation		Total Dollars
Pre-School	1.34			$ 12,226.57	$	-
Pre-Kindergarten	1.30			$ 11,861.60	$	-
Kindergarten	1.30	13		$ 11,861.60	$	153,025
Grades 1-3	1.00	47		$ 9,124.31	$	427,158
Grades 4-5	1.00	36		$ 9,124.31	$	333,006
Ungraded ES	1.00	-		$ 9,124.31	$	-
Grades 6 -8	1.03	54		$ 9,398.04	$	507,530
Ungraded MS/ JHS	1.03			$ 9,398.04	$	-
Grades 9 -12	1.16	200		$ 10,584.20	$	2,116,839
Ungraded HS	1.16			$ 10,584.20	$	-
Alternative	1.17			$ 10,675.44	$	-
Special Ed Schools	1.17			$ 10,675.44	$	-
Adult	0.75			$ 6,843.23	$	-
Subtotal General Education		350	-			3,537,559
Special Education						
Level 1	0.58	39		$ 5,292.10	$	203,764
Level 2	0.81			$ 7,390.69	$	-
Level 3	1.58			$ 14,416.41	$	-
Level 4	3.10			$ 28,285.35	$	-
Special Education Capacity	0.40	39		$ 3,649.72	$	140,527
Subtotal for Special Ed		39	-			344,290
Special Education Compliance						
Blackman Jones Compliance	0.07	39		$ 638.70	$	24,592
Attorney's Fees Supplement	0.09	39		$ 821.19	$	31,619
Subtotal Special Ed Compliance						56,211
English as a Second Language						
LEP/NEP	0.45	8		$ 4,105.94	$	30,839
Subtotal for Special Ed Residential		-	-		$	-
English as a Second Language Residential						
LEP/NEP Residential	0.68	10		$ 6,204.53	$	62,045
Residential	1.70			$ 15,511.32	$	-
Summer School	0.17			$ 1,551.13	$	-
Subtotal for Special Ed Residential		-	-			-
		Total FY 2015 Instructional Dollars			$	4,030,944
Facilities Allowance						
Non-Residential Facilities Allotment		200		$ 2,800.00	$	560,000
Residential Facilities Allotment		-		$ 8,395.00	$	-
		Total FY 2015 Facilities Allowance			$	560,000
		Total FY 2015 Budget			$	4,590,944
		Less ADA Adjustment			$	(240,199)
		Total FY 2015 Budget			$	4,350,745

Gross Per Pupil Funding		**$13,109**
K-8 Basic Funding	$	1,451,558
K-8 ADA		98%
Net K-8 Basic Funding	$	1,422,527
HS Basic Funding	$	2,738,885
HS ADA		93%
Net HS Basic Funding	$	2,547,163
K-8 SPED Funding	$	171,785
K-8 SPED ADA		98%
Net K-8 SPED Basic Funding	$	168,349
HS SPED Funding	$	228,716
HS SPED ADA		93%
Net HS SPED Basic Funding	$	212,706
Total FY 2015 Basic Funding	$	**3,969,690**
Total FY 2015 SPED Funding	$	**381,055**

		Year 3			

District of Columbia Public Charter Schools (GC0)

FY 2016 BUDGET

Foundation level per pupil			$ 9,307		
Non-Residential Facilities Allotment:			$ 2,800		
Residential Facilities Allotment:			$ 8,395		

Grade Level	Weighting	FY 2012 Total Proposed Enrollment		Per Pupil Allocation	Total Dollars
Pre-School	1.34			$ 12,471.10	$ -
Pre-Kindergarten	1.30			$ 12,098.83	$ -
Kindergarten	1.30	13		$ 12,098.83	$ 156,085
Grades 1-3	1.00	47		$ 9,306.79	$ 435,701
Grades 4-5	1.00	36		$ 9,306.79	$ 339,666
Ungraded ES	1.00	-		$ 9,306.79	$ -
Grades 6 -8	1.03	54		$ 9,586.00	$ 517,681
Ungraded MS/ JHS	1.03			$ 9,586.00	$ -
Grades 9 -12	1.16	300		$ 10,795.88	$ 3,238,764
Ungraded HS	1.16			$ 10,795.88	$ -
Alternative	1.17			$ 10,888.95	$ -
Special Ed Schools	1.17			$ 10,888.95	$ -
Adult	0.75			$ 6,980.10	$ -
Subtotal General Education		450	-		4,687,898
Special Education					
Level 1	0.58	50		$ 5,397.94	$ 267,216
Level 2	0.81			$ 7,538.50	$ -
Level 3	1.58			$ 14,704.73	$ -
Level 4	3.10			$ 28,851.06	$ -
Special Education Capacity	0.40	50		$ 3,722.72	$ 184,287
Subtotal for Special Ed		50	-		451,504
Special Education Compliance					
Blackman Jones Compliance	0.07	50		$ 651.48	$ 32,250
Attorney's Fees Supplement	0.09	50		$ 837.61	$ 41,465
Subtotal Special Ed Compliance					73,715
English as a Second Language					
LEP/NEP	0.45	8		$ 4,188.06	$ 31,456
Subtotal for Special Ed Residential		-	-		$ -
English as a Second Language Residential					
LEP/NEP Residential	0.68	15		$ 6,328.62	$ 94,929
Residential	1.70			$ 15,821.55	$ -
Summer School	0.17			$ 1,582.16	$ -
Subtotal for Special Ed Residential		-	-		-
		Total FY 2016 Instructional Dollars			$ 5,339,501
Facilities Allowance					
Non-Residential Facilities Allotment		300		$ 2,800.00	$ 840,000
Residential Facilities Allotment		-		$ 8,395.00	$ -
		Total FY 2016 Facilities Allowance			$ 840,000
		Total FY 2016 Budget			$ 6,179,501
		Less ADA Adjustment			$ (349,774)
		Total FY 2016 Budget			$ 5,829,728

DC Technology Academy Public Charter School 131g

Gross Per Pupil Funding		**$13,726**
K-8 Basic Funding	$	1,480,589
K-8 ADA		98%
Net K-8 Basic Funding	$	1,450,978
HS Basic Funding	$	4,173,694
HS ADA		93%
Net HS Basic Funding	$	3,881,535
K-8 SPED Funding	$	175,241
K-8 SPED ADA		98%
Net K-8 SPED Basic Funding	$	171,736
HS SPED Funding	$	349,977
HS SPED ADA		93%
Net HS SPED Basic Funding	$	325,479
Total FY 2016 Basic Funding	$	5,332,513
Total FY 2016 SPED Funding	$	497,215

		Year 4			

			District of Columbia Public Charter Schools (GC0)		
			FY 2017 BUDGET		

Foundation level per pupil			$ 9,493		
Non-Residential Facilities Allotment:			$ 2,800		
Residential Facilities Allotment:			$ 8,395		

Grade Level	Weighting	FY 2012 Total Proposed Enrollment		Per Pupil Allocation	Total Dollars
Pre-School	1.34			$ 12,720.53	$ -
Pre-Kindergarten	1.30			$ 12,340.81	$ -
Kindergarten	1.30	13		$ 12,340.81	$ 159,207
Grades 1-3	1.00	47		$ 9,492.93	$ 444,415
Grades 4-5	1.00	36		$ 9,492.93	$ 346,460
Ungraded ES	1.00	-		$ 9,492.93	$ -
Grades 6 -8	1.03	54		$ 9,777.72	$ 528,034
Ungraded MS/ JHS	1.03			$ 9,777.72	$ -
Grades 9 -12	1.16	400		$ 11,011.80	$ 4,402,517
Ungraded HS	1.16			$ 11,011.80	$ -
Alternative	1.17			$ 11,106.73	$ -
Special Ed Schools	1.17			$ 11,106.73	$ -
Adult	0.75			$ 7,119.70	$ -
SubtotalGeneral Education		550	-		5,880,633
Special Education					
Level 1	0.58	60		$ 5,505.90	$ 333,004
Level 2	0.81			$ 7,689.27	$ -
Level 3	1.58			$ 14,998.83	$ -
Level 4	3.10			$ 29,428.08	$ -
Special Education Capacity	0.40	60		$ 3,797.17	$ 229,658
Subtotal for Special Ed		60	-		562,663
Special Education Compliance					
Blackman Jones Compliance	0.07	60		$ 664.51	$ 40,190
Attorney's Fees Supplement	0.09	60		$ 854.36	$ 51,673
Subtotal Special Ed Compliance					91,863
English as a Second Language					
LEP/NEP	0.45	8		$ 4,271.82	$ 32,085
Subtotal for Special Ed Residential		-	-		$ -
English as a Second Language Residential					
LEP/NEP Residential	0.68	20		$ 6,455.19	$ 129,039
Residential	1.70			$ 16,137.98	$ -
Summer School	0.17			$ 1,613.80	$ -
Subtotal for Special Ed Residential		-	-		-
			Total FY 2017 Instructional Dollars	$	6,696,284
Facilities Allowance					
Non-Residential Facilities Allotment		400		$ 2,800.00	$ 1,119,440
Residential Facilities Allotment				$ 8,395.00	$ -
			Total FY 2012 Facilities Allowance	$	1,119,440
			Total FY 2017 Budget	$	7,815,724
			Less ADA Adjustment	$	(462,653)
			Total FY 2017 Budget	$	7,353,071

DC Technology Academy Public Charter School   *131i*

Gross Per Pupil Funding			**$14,210**
K-8 Basic Funding	$	1,510,201
K-8 ADA		98%
Net K-8 Basic Funding	$	1,479,997
HS Basic Funding	$	5,650,996
HS ADA		93%
Net HS Basic Funding	$	5,255,427
K-8 SPED Funding	$	178,760
K-8 SPED ADA		98%
Net K-8 SPED Basic Funding	$	175,184
HS SPED Funding	$	475,767
HS SPED ADA		93%
Net HS SPED Basic Funding	$	442,463
Total FY 2017 Basic Funding	$	6,735,424
Total FY 2017 SPED Funding	$	617,647

		Year 5			

		District of Columbia Public Charter Schools (GC0)			
		FY 2018 BUDGET			

Foundation level per pupil			$ 9,683		
Non-Residential Facilities Allotment:			$ 2,800		
Residential Facilities Allotment:			$ 8,395		

Grade Level	Weighting	FY 2012 Total Proposed Enrollment		Per Pupil Allocation	Total Dollars
Pre-School	1.34		$	12,974.94	$ -
Pre-Kindergarten	1.30		$	12,587.63	$ -
Kindergarten	1.30	13	$	12,587.63	$ 162,391
Grades 1-3	1.00	47	$	9,682.79	$ 453,303
Grades 4-5	1.00	36	$	9,682.79	$ 353,389
Ungraded ES	1.00	-	$	9,682.79	$ -
Grades 6 -8	1.03	54	$	9,973.27	$ 538,595
Ungraded MS/ JHS	1.03		$	9,973.27	$ -
Grades 9 -12	1.16	500	$	11,232.03	$ 5,613,771
Ungraded HS	1.16		$	11,232.03	$ -
Alternative	1.17		$	11,328.86	$ -
Special Ed Schools	1.17		$	11,328.86	$ -
Adult	0.75		$	7,262.09	$ -
SubtotalGeneral Education		650	-		7,121,450
Special Education					
Level 1	0.58	71	$	5,616.02	$ 401,441
Level 2	0.81		$	7,843.06	$ -
Level 3	1.58		$	15,298.81	$ -
Level 4	3.10		$	30,016.64	$ -
Special Education Capacity	0.40	71	$	3,873.12	$ 276,856
Subtotal for Special Ed		71	-		678,296
Special Education Compliance					
Blackman Jones Compliance	0.07	71	$	677.80	$ 48,450
Attorney's Fees Supplement	0.09	71	$	871.45	$ 62,293
Subtotal Special Ed Compliance					110,742
English as a Second Language					
LEP/NEP	0.45	8	$	4,357.25	$ 32,727
Subtotal for Special Ed Residential		-	-		$ -
English as a Second Language Residential					
LEP/NEP Residential	0.68	25	$	6,584.30	$ 164,542
Residential	1.70		$	16,460.74	$ -
Summer School	0.17		$	1,646.07	$ -
Subtotal for Special Ed Residential		-	-		-
		Total FY 2018 Instructional Dollars			$ 8,107,756
Facilities Allowance					
Non-Residential Facilities Allotment		500	$	2,800.00	$ 1,399,440
Residential Facilities Allotment			$	8,395.00	$ -
		Total FY 2018 Facilities Allowance			$ 1,399,440
		Total FY 2018 Budget			$ 9,507,196
		Less ADA Adjustment			$ (579,366)
		Total FY 2018 Budget			$ 8,927,830

Gross Per Pupil Funding		**$14,626**
K-8 Basic Funding	$	1,540,405
K-8 ADA		98%
Net K-8 Basic Funding	$	1,509,597
HS Basic Funding	$	7,177,753
HS ADA		93%
Net HS Basic Funding	$	6,675,310
K-8 SPED Funding	$	182,344
K-8 SPED ADA		98%
Net K-8 SPED Basic Funding	$	178,697
HS SPED Funding	$	606,695
HS SPED ADA		93%
Net HS SPED Basic Funding	$	564,226
Total FY 2018 Basic Funding	$	8,184,907
Total FY 2018 SPED Funding	$	742,923

Exhibit B - Pre-Opening Budget and Cash Flow

DESCRIPTION	Pre-Opening Budget	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 1 March	Month 2 April	Month 3 May	Month 4 June	Total Ending
1. Cash on Hand (start of month	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$333	$667	$750	$0
2. Cash receipts														
Per Pupil Charter Payments		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Federal Entitlements		-	-	-	-	-	-	-	-	-	$0	$0	$0	-
Grants and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Activities Fees		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Income	$434,000	-	-	-	-	-	-	-	-	143,000	143,000	143,000	4,000	433,000
3. Total Receipts	$434,000	$0	$0	$0	$0	$0	$0	$0	$0	$143,000	$143,000	$144,000	$4,000	$434,000
4. Total Cash Available	$434,000	$0	$0	$0	$0	$0	$0	$0	$0	$143,000	$143,333	$144,667	$4,750	$434,000
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary		-	-	-	-	-	-	-	-	-	-	-	-	$0
Teachers Salaries		-	-	-	-	-	-	-	-	-	-	-	-	$0
Teacher Aides/Assistance Salaries		-	-	-	-	-	-	-	-	-	-	-	-	$0
Other Education Professionals Salaries		-	-	-	-	-	-	-	-	-	-	-	-	$0
Business/Operations Salaries		-	-	-	-	-	-	-	-	-	-	-	-	$0
Clerical Salaries		-	-	-	-	-	-	-	-	-	-	-	-	$0
Custodial Salaries		-	-	-	-	-	-	-	-	-	-	-	-	$0
Other Staff Salaries		-	-	-	-	-	-	-	-	-	-	-	-	$0
Employee Benefits		-	-	-	-	-	-	-	-	-	-	-	-	$0
Contracted Staff		-	-	-	-	-	-	-	-	-	-	-	-	$0
Staff Development Costs	2,500	-	-	-	-	-	-	-	-	-	-	1,250	1,250	2,500
Direct Student Costs														
Textbooks		-	-	-	-	-	-	-	-	-	-	-	-	$0
Student Supplies and Materials		-	-	-	-	-	-	-	-	-	-	-	-	$0
Library and Media Center Materials		-	-	-	-	-	-	-	-	-	-	-	-	$0
Computers and Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	$0
Other Instructional Equipment		-	-	-	-	-	-	-	-	-	-	-	-	$0
Classroom Furnishings and Supplies		-	-	-	-	-	-	-	-	-	-	-	-	$0
Student Assessment Materials		-	-	-	-	-	-	-	-	-	-	-	-	$0
Contracted Student Services		-	-	-	-	-	-	-	-	-	-	-	-	$0
Miscellaneous Student Costs		-	-	-	-	-	-	-	-	-	-	-	-	$0

DESCRIPTION	Pre-Opening Budget	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 1 March	Month 2 April	Month 3 May	Month 4 June	Total Ending
Occupancy Expenses														
Rent		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Mortgage Principal Payments		-	-	-	-	-	-	-	-	-	-	-	-	-
Mortgage Interest Payments		-	-	-	-	-	-	-	-	-	-	-	-	-
Building Maintenance and Repairs		-	-	-	-	-	-	-	-	-	-	-	-	-
Renovation/Leasehold Improvements		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	1,000	-	-	-	-	-	-	-	-	-	-	-	1,000	1,000
Janitorial Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Rental and Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Building Services	428,000	-	-	-	-	-	-	-	-	142,667	142,667	142,667	-	428,000
Office Expenses														$0
Office Supplies and Materials	2,500	-	-	-	-	-	-	-	-	-	-	-	2,500	$2,500
Office Furnishings and Equipment		-	-	-	-	-	-	-	-	-	-	-	-	$0
Office Equipment Rental and Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	$0
Telephone/Telecommunications		-	-	-	-	-	-	-	-	-	-	-	-	$0
Legal, Accounting and Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	$0
Printing and Copying		-	-	-	-	-	-	-	-	-	-	-	-	$0
Postage and Shipping		-	-	-	-	-	-	-	-	-	-	-	-	$0
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	$0
General Expenses														
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service		-	-	-	-	-	-	-	-	-	-	-	-	-
Administration Fee (to PCSB)		-	-	-	-	-	-	-	-	-	-	-	-	-
EMO Management Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Other General Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
6. Total Expenses	$434,000	$0	$0	$0	$0	$0	$0	$0	$0	$142,667	$142,667	$143,917	$4,750	$434,000
7. Fund Balance (end of month)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$333	$667	$750	$0	$0

DESCRIPTION				
1. Cash on Hand (start of month)				
2. Cash receipts				
Per Pupil Charter Payments				
Federal Entitlements				
Grants and Donations				
Activities Fees				
Other Income	K12 Loan for buildout			
3. Total Receipts				
4. Total Cash Available				
5. Expenses				
Personnel Salaries and Benefits				
Principal/Executive Salary				
Teachers Salaries				
Teacher Aides/Assistance Salaries				
Other Education Professionals Salaries				
Business/Operations Salaries				
Clerical Salaries				
Custodial Salaries				
Other Staff Salaries				
Employee Benefits				
Contracted Staff				
Staff Development Costs	$125 for 20 teachers and staff for local K12 training travel			
Direct Student Costs				
Textbooks				
Student Supplies and Materials				
Library and Media Center Materials				
Computers and Materials				
Other Instructional Equipment				
Classroom Furnishings and Supplies				
Student Assessment Materials				
Contracted Student Services				
Miscellaneous Student Costs				

DESCRIPTION							
Occupancy Expenses							
Rent							
Mortgage Principal Payments							
Mortgage Interest Payments							
Building Maintenance and Repairs							
Renovation/Leasehold Improvements							
Utilities							
Janitorial Supplies							
Equipment Rental and Maintenance							
Contracted Building Services	Capital build-out for 20,000 sq ft facility (includes cubicles, offices, tables, chairs, technology, etc.)						
Office Expenses							
Office Supplies and Materials							
Office Furnishings and Equipment							
Office Equipment Rental and Maintenance							
Telephone/Telecommunications							
Legal, Accounting and Payroll Services							
Printing and Copying							
Postage and Shipping							
Other							
General Expenses							
Insurance							
Interest Expense							
Transportation							
Food Service							
Administration Fee (to PCSB)							
EMO Management Fee							
Other General Expense							
6. Total Expenses							
7. Fund Balance (end of month)							

Exhibit C - Year ONE Operating Budget

	REVENUES	Column A 501(c)3 School Applicant	Column B Education Management Organization	Column C Total Revenues by Funding Source	Column D Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	2,635,378		2,635,378	
2	Per Pupil Facilities Allowance	279,421		279,421	
3	Federal Entitlements	38,805		38,805	
4	Other Government Funding/Grants	0		0	
5	**Total Public Funding**	2,953,604		2,953,604	
6	Private Grants and Donations	0		0	
7	Activity Fees	0		0	
8	Loans	0		0	
9	Other Income (please describe in footnote)	0		0	
10	**Total Non-Public Funding**	0		0	
11	EMO Management Fee (= line 73, col. G)	0		0	
12					
13					
14	**TOTAL REVENUES**	$2,953,604			

	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	0		0	0.0%
16	Teachers Salaries	792,577		792,577	26.8%
17	Teacher Aides/Assistance Salaries	0		0	0.0%
18	Other Education Professionals Salaries	0		0	0.0%
19	Business/Operations Salaries	0		0	0.0%
20	Clerical Salaries	0		0	0.0%
21	Custodial Salaries	0		0	0.0%
22	Other Staff Salaries	77,038		77,038	2.6%
23	Employee Benefits	241,741		241,741	8.2%
24	Contracted Staff	40,000		40,000	1.4%
25	Staff Development Costs	25,661		25,661	0.9%
26				0	0.0%
27	**Subtotal: Personnel Costs**	$1,177,016	$0	$1,177,016	39.9%
28					
29	**Direct Student Costs**				
30	Textbooks		470,272	470,272	15.9%
31	Student Supplies and Materials	4,708		4,708	0.2%
32	Library and Media Center Materials	0		0	0.0%
33	Computers and Materials	22,750	346,294	369,044	12.5%
34	Other Instructional Equipment	4,708		4,708	0.2%
35	Classroom Furnishings and Supplies	0		0	0.0%
36	Student Assessment Materials	24,955		24,955	0.8%
37	Contracted Student Services	20,588		20,588	0.7%
38	Miscellaneous Student Costs	69,999		69,999	2.4%
39					
40	**Subtotal: Direct Student Costs**	$147,709	$816,566	$964,275	32.6%
41					
42	**Occupancy Expenses**				
43	Rent	360,000		360,000	12.2%
44	Mortgage Principal Payments	0		0	0.0%
45	Mortgage Interest Payments	0		0	0.0%
46	Building Maintenance and Repairs	60,000		60,000	2.0%
47	Renovation/Leasehold Improvements	0		0	0.0%
48	Utilities	12,000		12,000	0.4%
49	Janitorial Supplies	0		0	0.0%
50	Equipment Rental and Maintenance	0		0	0.0%
51	Contracted Building Services	0		0	0.0%
52					
53	**Subtotal: Occupancy Expenses**	$432,000	$0	$432,000	14.6%
54					
55	**Office Expenses**				
56	Office Supplies and Materials	5,000		5,000	0.2%
57	Office Furnishings and Equipment	0		0	0.0%
58	Office Equipment Rental and Maintenance	4,800		4,800	0.2%
59	Telephone/Telecommunications	30,871		30,871	1.0%
60	Legal, Accounting and Payroll Services	45,000		45,000	1.5%
61	Printing and Copying	0		0	0.0%
62	Postage and Shipping	5,000		5,000	0.2%
63	Other			0	0.0%
64					
65	**Subtotal: Office Expenses**	$90,671	$0	$90,671	3.1%
66					
67	**General Expenses**				
68	Insurance	21,404		21,404	0.7%
69	Interest Expense	69,524		69,524	2.4%
70	Transportation	0		0	0.0%
71	Food Service	38,805		38,805	1.3%
72	Administration Fee (to PCSB)	14,574		14,574	0.5%
73	EMO Management Fee	0	16,684	16,684	0.6%
74	Other General Expense	40,042		40,042	1.4%
75					
76	**Subtotal: General Expenses**	$184,349	$16,684	$201,033	6.8%
77					
78	**TOTAL EXPENSES**	$2,031,745	$833,250	$2,864,996	97.0%
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$921,858		$921,858	
82	Excess (or deficit) retained by EMO		($833,250)	($833,250)	

DC Technology Academy Public Charter School   **131q**

REVENUES

1	Per Pupil Charter Payments		The funding is based on the student distribution (Appendix A) for 250 enrollments and 10% Special Education (SPED) population. Also includes a 98% and 93% ADA adjustment for K-8 and HS respectively. (Approx $12,200 per pupil in year 1)	
2	Per Pupil Facilities Allowance		Funding of $2800 per pupil for 100 Flex students in class at least 3 days per week	
3	Federal Entitlements		Used an estimate of $311 per pupil for 50% disadvantaged population	
4	Other Government Funding/Grants			
5	Total Public Funding			
6	Private Grants and Donations			
7	Activity Fees			
8	Loans			
9	Other Income (please describe in footnote)			
10	Total Non-Public Funding			
11	EMO Management Fee (= line 73, col. G)			
12				
13				
14	TOTAL REVENUES			

EXPENSES

			Description	
	Personnel Salaries and Benefits			
15		Principal/Executive Salary	All executive staff is included in the K12 Management Fee	
16		Teachers Salaries	Includes 8 Basic Ed teachers ($51,000 avg salary), 2 SPED teachers ($54,075 avg salary), 2 Learning Coaches ($43,775 avg salary) and 1 counselor ($59,483 avg salary)	
17		Teacher Aides/Assistance Salaries		
18		Other Education Professionals Salaries		
19		Business/Operations Salaries		
20		Clerical Salaries		
21		Custodial Salaries		
22		Other Staff Salaries	Includes 1 Nurse ($50,000 avg salary) and 1 PT ELL teacher/specialist ($27,038 PT salary)	
23		Employee Benefits	Assumes 28% of base salary for benefits	
24		Contracted Staff	Security staff	
25		Staff Development Costs	Training and Travel for teachers	
26				
27		Subtotal: Personnel Costs		
28				
29	**Direct Student Costs**			
30		Textbooks	K12 Curriculum estimate for 250 enrollments and teachers	
31		Student Supplies and Materials	Student supplies	
32		Library and Media Center Materials		
33		Computers and Materials	Teacher laptops or iPads ($1750 per teacher), K12 student computers and materials	
34		Other Instructional Equipment	Teacher supplies for students	
35		Classroom Furnishings and Supplies		
36		Student Assessment Materials	Resources for standardized testing ($100 per student)	
37		Contracted Student Services	Additional support for SPED students ($750 per SPED Student)	
38		Miscellaneous Student Costs	Teacher and student ISP estimates and student activities	
39				
40		Subtotal: Direct Student Costs		
41				
42	**Occupancy Expenses**			
43		Rent	Rent for 20,000 square foot facility (approx. $18 per sqft)	
44		Mortgage Principal Payments		
45		Mortgage Interest Payments		
46		Building Maintenance and Repairs	Operational costs for facility (approx $3 per sqft)	
47		Renovation/Leasehold Improvements		
48		Utilities	Phone and internet for facility	
49		Janitorial Supplies		
50		Equipment Rental and Maintenance		
51		Contracted Building Services		
52				
53		Subtotal: Occupancy Expenses		
54				
55	**Office Expenses**			
56		Office Supplies and Materials		
57		Office Furnishings and Equipment		
58		Office Equipment Rental and Maintenance	Copier & printer rental	
59		Telephone/Telecommunications	Phone and ISP cost for teachers	
60		Legal, Accounting and Payroll Services	Legal and Audit services	
61		Printing and Copying		
62		Postage and Shipping		
63		Other		
64				
65		Subtotal: Office Expenses		
66				
67	**General Expenses**			
68		Insurance		
69		Interest Expense	Depreciation expens for facilites build out	
70		Transportation		
71		Food Service		
72		Administration Fee (to PCSB)		
73		EMO Management Fee	Discounted K12 Management Fees	
74		Other General Expense	Board Development ($7500) and Admin staff computers, travel for training	
75				
76		Subtotal: General Expenses		
77				
78		TOTAL EXPENSES		
79				
80	**EXCESS (OR DEFICIENCY)**			
81		Excess (or deficit) retained by school	Includes allocation for 3% fund reserve	
82		Excess (or deficit) retained by EMO		

DC Technology Academy Public Charter School 131s

Exhibit C – Year 2 Operating Budget

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
REVENUES		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	3,790,745		3,790,745	
2	Per Pupil Facilities Allowance	560,000		560,000	
3	Federal Entitlements	54,430		54,430	
4	Other Government Funding/Grants	0		0	
5	**Total Public Funding**	4,405,175		4,405,175	
6	Private Grants and Donations	0		0	
7	Activity Fees	0		0	
8	Loans	0		0	
9	Other Income (please describe in footnote)	0		0	
10	**Total Non-Public Funding**	0		0	
11	EMO Management Fee (= line 73, col. G)	0		0	
12					
13					
14	**TOTAL REVENUES**	$4,405,175			

	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	0		0	0.0%
16	Teachers Salaries	1,068,433		1,068,433	24.3%
17	Teacher Aides/Assistance Salaries	0		0	0.0%
18	Other Education Professionals Salaries	0		0	0.0%
19	Business/Operations Salaries	0		0	0.0%
20	Clerical Salaries	0		0	0.0%
21	Custodial Salaries	0		0	0.0%
22	Other Staff Salaries	79,349		79,349	1.8%
23	Employee Benefits	340,303		340,303	7.7%
24	Contracted Staff	41,200		41,200	0.9%
25	Staff Development Costs	31,487		31,487	0.7%
26				0	0.0%
27	**Subtotal: Personnel Costs**	$1,560,772	$0	$1,560,772	35.4%
28					
29	**Direct Student Costs**				
30	Textbooks		659,625	659,625	15.0%
31	Student Supplies and Materials	6,802		6,802	0.2%
32	Library and Media Center Materials	0		0	0.0%
33	Computers and Materials	6,395	485,728	492,122	11.2%
34	Other Instructional Equipment	6,802		6,802	0.2%
35	Classroom Furnishings and Supplies	0		0	0.0%
36	Student Assessment Materials	36,053		36,053	0.8%
37	Contracted Student Services	29,744		29,744	0.7%
38	Miscellaneous Student Costs	101,130		101,130	2.3%
39					
40	**Subtotal: Direct Student Costs**	$186,926	$1,145,353	$1,332,279	30.2%
41					
42	**Occupancy Expenses**				
43	Rent	556,200		556,200	12.6%
44	Mortgage Principal Payments	0		0	0.0%
45	Mortgage Interest Payments	0		0	0.0%
46	Building Maintenance and Repairs	92,700		92,700	2.1%
47	Renovation/Leasehold Improvements	0		0	0.0%
48	Utilities	12,360		12,360	0.3%
49	Janitorial Supplies	0		0	0.0%
50	Equipment Rental and Maintenance	0		0	0.0%
51	Contracted Building Services	0		0	0.0%
52					
53	**Subtotal: Occupancy Expenses**	$661,260	$0	$661,260	15.0%
54					
55	**Office Expenses**				
56	Office Supplies and Materials	2,000		2,000	0.0%
57	Office Furnishings and Equipment	0		0	0.0%
58	Office Equipment Rental and Maintenance	4,944		4,944	0.1%
59	Telephone/Telecommunications	35,145		35,145	0.8%
60	Legal, Accounting and Payroll Services	46,350		46,350	1.1%
61	Printing and Copying	0		0	0.0%
62	Postage and Shipping	5,150		5,150	0.1%
63	Other			0	0.0%
64					
65	**Subtotal: Office Expenses**	$93,589	$0	$93,589	2.1%
66					
67	**General Expenses**				
68	Insurance	30,923		30,923	0.7%
69	Interest Expense	99,524		99,524	2.3%
70	Transportation	0		0	0.0%
71	Food Service	54,430		54,430	1.2%
72	Administration Fee (to PCSB)	21,754		21,754	0.9%
73	EMO Management Fee	0	334,350	334,350	7.6%
74	Other General Expense	84,140		84,140	1.9%
75					
76	**Subtotal: General Expenses**	$290,770	$334,350	$625,120	14.2%
77					
78	**TOTAL EXPENSES**	$2,793,317	$1,479,702	$4,273,020	97.0%
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$1,611,858		$1,611,858	
82	Excess (or deficit) retained by EMO		($1,479,702)	($1,479,702)	

		DESCRIPTION			
	REVENUES				
1		Per Pupil Charter Payments		The funding is based on the student distribution (Appendix A) for 350 enrollments and 10% Special Education (SPED) population. Also includes a 98% and 93% ADA adjustment for K-8 and HS respectively. (Approx $13,100 per pupil in year 2)	
2		Per Pupil Facilities Allowance		Funding of $2800 per pupil for 100 Flex students in class at least 3 days per week	
3		Federal Entitlements		Used an estimate of $311 per pupil for 50% disadvantaged population	
4		Other Government Funding/Grants			
5		Total Public Funding			
6		Private Grants and Donations			
7		Activity Fees			
8		Loans			
9		Other Income (please describe in footnote)			
10		Total Non-Public Funding			
11		EMO Management Fee (= line 73, col. G)			
12					
13					
14		TOTAL REVENUES			

			EXPENSES			
		Personnel Salaries and Benefits				
15		Principal/Executive Salary	All executive staff is included in the K12 Management Fee			
16		Teachers Salaries	Includes 9 Basic Ed teachers ($52,788 avg salary), 3 SPED teachers ($55,427 avg salary), 3 Learning Coaches ($4,5 avg salary) and 2 counselors ($61,0873 avg salary)			
17		Teacher Aides/Assistance Salaries				
18		Other Education Professionals Salaries				
19		Business/Operations Salaries				
20		Clerical Salaries				
21		Custodial Salaries				
22		Other Staff Salaries	Includes 1 Nurse ($51,500 avg salary) and 1 PT ELL teacher/specialist ($27,038 PT salary)			
23		Employee Benefits	Assumes 28% of base salary for benefits			
24		Contracted Staff	Security staff			
25		Staff Development Costs	Training and Travel for teachers			
26						
27		Subtotal: Personnel Costs				
28						
29	**Direct Student Costs**					
30		Textbooks	K12 Curriculum estimate for 250 enrollments and teachers			
31		Student Supplies and Materials	Student supplies			
32		Library and Media Center Materials				
33		Computers and Materials	Teacher laptops or iPads ($1750 per new teacher),K12 student computers and materials			
34		Other Instructional Equipment	Teacher supplies for students			
35		Classroom Furnishings and Supplies				
36		Student Assessment Materials	Resources for standardized testing ($100 per student)			
37		Contracted Student Services	Additional support for SPED students ($750 per SPED Student)			
38		Miscellaneous Student Costs	Teacher and student ISP estimates and student activities			
39						
40		Subtotal: Direct Student Costs				
41						
42	**Occupancy Expenses**					
43		Rent	Rent for 30,000 square foot facility (approx. $18 per sqft)			
44		Mortgage Principal Payments				
45		Mortgage Interest Payments				
46		Building Maintenance and Repairs	Operational costs for facility (approx $3 per sqft)			
47		Renovation/Leasehold Improvements				
48		Utilities	Phone and internet for facility			
49		Janitorial Supplies				
50		Equipment Rental and Maintenance				
51		Contracted Building Services				
52						
53		Subtotal: Occupancy Expenses				
54						
55	**Office Expenses**					
56		Office Supplies and Materials				
57		Office Furnishings and Equipment				
58		Office Equipment Rental and Maintenance	Copier & printer rental			
59		Telephone/Telecommunications	Phone and ISP cost for teachers			
60		Legal, Accounting and Payroll Services	Legal and Audit services			
61		Printing and Copying				
62		Postage and Shipping				
63		Other				
64						
65		Subtotal: Office Expenses				
66						
67	**General Expenses**					
68		Insurance				
69		Interest Expense	Depreciation expens for facilites build out			
70		Transportation				
71		Food Service				
72		Administration Fee (to PCSB)				
73		EMO Management Fee	Discounted K12 Management Fees			
74		Other General Expense	Board Development ($7500) and Admin staff computers, travel for training			
75						
76		Subtotal: General Expenses				
77						
78		TOTAL EXPENSES				

Exhibit D – Year One Cash Flow

DESCRIPTION	Pre-Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total Ending
1. Cash on Hand (start of month)	$0	$78,717	$157,435	$26,323	$105,040	$183,758	$52,646	$131,363	$210,081	$78,969	$157,686	$236,404		$88,608
2. Cash receipts														
Per Pupil Charter Payments		$242,900	$242,900	$242,900	$242,900	$242,900	$242,900	$242,900	$242,900	$242,900	$242,900	$242,900	$242,900	$2,914,799
Federal Entitlements		3,234	3,234	3,234	3,234	3,234	3,234	3,234	3,234	3,234	3,234	3,234	3,234	38,805
Grants and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Activities Fees		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Income	$434,000	-	-	-	-	-	-	-	-	-	-	-	-	434,000
3. Total Receipts	$434,000	$246,134	$246,134	$246,134	$246,134	$246,134	$246,134	$246,134	$246,134	$246,134	$246,134	$246,134	$246,134	$3,387,604
4. Total Cash Available	$434,000	$246,134	$324,851	$403,568	$272,457	$351,174	$429,891	$298,780	$377,497	$456,214	$325,103	$403,820	$482,538	$3,476,212
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary	-	-	-	-	-	-	-	-	-	-	-	-	-	$0
Teachers Salaries		66,048	66,048	66,048	66,048	66,048	66,048	66,048	66,048	66,048	66,048	66,048	66,048	$792,577
Teacher Aides/Assistance Salaries		-	-	-	-	-	-	-	-	-	-	-	-	$0
Other Education Professionals Salaries		-	-	-	-	-	-	-	-	-	-	-	-	$0
Business/Operations Salaries		-	-	-	-	-	-	-	-	-	-	-	-	$0
Clerical Salaries		-	-	-	-	-	-	-	-	-	-	-	-	$0
Custodial Salaries		-	-	-	-	-	-	-	-	-	-	-	-	$0
Other Staff Salaries		6,420	6,420	6,420	6,420	6,420	6,420	6,420	6,420	6,420	6,420	6,420	6,420	$77,038
Employee Benefits		20,145	20,145	20,145	20,145	20,145	20,145	20,145	20,145	20,145	20,145	20,145	20,145	$241,741
Contracted Staff		3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	$40,000
Staff Development Costs	2,500	2,138	2,138	2,138	2,138	2,138	2,138	2,138	2,138	2,138	2,138	2,138	2,138	$28,161
Direct Student Costs														
Textbooks		-	-	117,568	-	-	117,568	-	-	117,568	-	-	117,568	$470,272
Student Supplies and Materials		392	392	392	392	392	392	392	392	392	392	392	392	$4,708
Library and Media Center Materials		-	-	-	-	-	-	-	-	-	-	-	-	$0
Computers and Materials	-	-	-	92,261	-	-	92,261	-	-	92,261	-	-	92,261	$369,044
Other Instructional Equipment		392	392	392	392	392	392	392	392	392	392	392	392	$4,708
Classroom Furnishings and Supplies		-	-	-	-	-	-	-	-	-	-	-	-	$0
Student Assessment Materials		2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	$24,955
Contracted Student Services		1,716	1,716	1,716	1,716	1,716	1,716	1,716	1,716	1,716	1,716	1,716	1,716	$20,588
Miscellaneous Student Costs		5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	$69,999

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Occupancy Expenses														
Rent		30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	$360,000
Mortgage Principal Payments		-	-	-	-	-	-	-	-	-	-	-	-	$0
Mortgage Interest Payments		-	-	-	-	-	-	-	-	-	-	-	-	$0
Building Maintenance and Repairs		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	$60,000
Renovation/Leasehold Improvements		-	-	-	-	-	-	-	-	-	-	-	-	$0
Utilities	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	$13,000
Janitorial Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	$0
Equipment Rental and Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	$0
Contracted Building Services	225,000	-	-	-	-	-	-	-	-	-	-	-	-	$225,000
Office Expenses														
Office Supplies and Materials	2,500	417	417	417	417	417	417	417	417	417	417	417	417	$7,500
Office Furnishings and Equipment		-	-	-	-	-	-	-	-	-	-	-	-	$0
Office Equipment Rental and Maintenance		400	400	400	400	400	400	400	400	400	400	400	400	$4,800
Telephone/Telecommunications		2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	2,573	$30,871
Legal, Accounting and Payroll Services		3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	$45,000
Printing and Copying		-	-	-	-	-	-	-	-	-	-	-	-	$0
Postage and Shipping		417	417	417	417	417	417	417	417	417	417	417	417	$5,000
Other	203,000	-	-	-	-	-	-	-	-	-	-	-	-	$203,000
General Expenses														
Insurance		1,784	1,784	1,784	1,784	1,784	1,784	1,784	1,784	1,784	1,784	1,784	1,784	$21,404
Interest Expense		5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	5,794	$69,524
Transportation		-	-	-	-	-	-	-	-	-	-	-	-	$0
Food Service		3,234	3,234	3,234	3,234	3,234	3,234	3,234	3,234	3,234	3,234	3,234	3,234	$38,805
Administration Fee (to PCSB)		1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	$14,574
EMO Management Fee		-	-	-	-	-	-	-	-	-	-	-	16,684	$16,684
Other General Expense		3,337	3,337	3,337	3,337	3,337	3,337	3,337	3,337	3,337	3,337	3,337	3,337	$40,042
6. Total Expenses	$434,000	$167,416	$167,416	$377,245	$167,416	$167,416	$377,245	$167,416	$167,416	$377,245	$167,416	$167,416	$393,929	$3,298,996
7. Fund Balance (end of month)	$0	$78,717	$157,435	$26,323	$105,040	$183,758	$52,646	$131,363	$210,081	$78,969	$157,686	$236,404	$88,608	$177,216

F. Résumés, Board Member Agreements, and

Statements of Interest and Qualifications

A résumé, board member agreement, and a signed personal statement, *in that order*, from each founding member that describes his/her interest in the proposed charter school, his/her role in the development of the application, his/her role should a charter be granted, and the expertise and resources that he/she will bring in establishing the proposed charter school are included in this section of the application.   **PAGES 145-166**

G. Conflict of Interest

A Conflict of Interest Form for each founding member is included in this section of the application.

Personal Background Check Consent Forms have been submitted at the time of application under separate cover.   **PAGES 167-177**

H. Demographic Analysis

The Demographic Analysis is included in this section of the application.

Demographic Analysis Form

Name of Proposed School: _____DC Flex Academy_____

Proposed Location: _____NE and NW_____
(Address or general location—NE, SW, NW, SE. *If no general location has been identified, provide information for top two options.*)

Projected Age Range and Number of Students Expected to Enroll:

a. In 2013-2014   From ~~age/~~grade___K__to ~~age/~~grade__12___   Number of students___250____

b. At Full Capacity   From ~~age/~~grade___K__to ~~age/~~grade_12_____   Number of students___650____

1. Please provide the following information for schools that serve **the same age/grades** as you propose and are located in the neighborhood where you propose to establish your charter school:

Name	Projected Enrollment/ Capacity 2011-2012[1]	Actual Enrollment 2011-2012	Type[2]	% Low Income	DCCAS Performance (% Proficient) SY 2010-2011	Percentage of Highly Qualified Teachers[3] 2009-2010 data
Center City PCS/Trinidad	1300 all campuses	228 1300 all campuses	PCS	75%	55% reading 40% math	54%
DC Prep Elementary Campus	892 all campuses	400 909 all campuses	DCPS	85%	65% reading 60% math	94%
Capitol Hill Montessori	N/A	N/A	DCPS	N/A	N/A	N/A
Dunbar H.S.	1095	660	DCPS	67%	26% reading 18% math	56%
Ludlow-Taylor	364	225	DCPS	77%	Reading 46% Math 52%	44%
McKinley Tech H.S.	N/A	689	DCPS	55%	88% reading 88% math	69%
Jo Wilson Elementary	400	365	DCPS	87%	Reading 53% Math 53%	72%
Langdon Education Campus	530	413	DCPS	73%	Reading 64% Math 69%	74%
Emery Education Campus	438	253	DCPS	70%	Reading 41% Math 40%	71%
Luke C. Moore H.S.	400	277	DCPS	56%	Reading 37% Math 17%	80%
Noyes Education Campus	360	412	DCPS	85%	Reading 32% Math 28%	80%
Wheatley Education Campus	500	460	DCPS	80%	Reading 45% Math 19%	89%
DC Prep PCS Middle Campus	892 all campuses	251 909 all campuses	PCS	77%	Reading 74% Math 92%	100%
Dorothy I. Height Community Academy PCS Amos	1675 all campuses	499 1794 all campuses	PCS	66%	Reading 37% Math 29%	100%
Hope Community PCS Tolson	703 all campuses	415 778 all campuses	PCS	72%	Reading 47% Math 47%	82%
Tree of Life Community PCS	295	307	PCS	97%	Reading 42% Math 41%	96%
Two River PCS Elementary	435	342 434 all campuses	PCS	28%	Reading 78% Math 68%	100%
Two Rivers PCS Middle	435	92 434 all campuses	PCS	58%	Reading 58% Math 54%	70%
Washington Math, Science and Tech PCS	375	351	PCS	100%	Reading 59% Math 59%	95%
William E. Doar Jr. PCS NE Lower	700 all campuses	241 668 all campuses	PCS	72%	Reading 49% Math 53%	N/A

NOTES:

[1]For charter schools, enter projected enrollment; for all other schools, enter capacity.
[2]Type = DCPS, public charter school, private, parochial, independent, other

³Not applicable to private, parochial, and independent schools

1. Please check the **ONE** statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:

    ___I will recruit exclusively in the neighborhood where I plan to locate my charter school.

    ___I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods._____

    ___I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.)_____

    _x__I will conduct a citywide recruitment effort for my school.

Rationale:

    DC FLEX hopes to present all families in the District of Columbia with the choice of participating in this innovative public charter school model. Furthermore, by recruiting students from across D.C., we offer them the opportunity to interact with and learn from peers across diverse cultures and background, thus developing a strong sense of "community" and promoting responsible citizenship among our students.

Based on the information provided above, provide the following information:

a. Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.

    The DC Flex Academy Public Charter School (DC Flex) will provide an education that is both innovative and has proven results in other districts and will therefore be of great interest to parents and students. The school will benefit from the expertise of and partnership with a successful education services provider. K[12] Inc., with its extensive and creative marketing department, will support the school's recruitment of students with diverse skills and needs and highly qualified teachers. DC Flex will offer a competitive salary and benefits package to all of its teachers. The Board is working with the services of an established real-estate broker in the DC area to ensure that safe, appropriate, and adequate facilities in a location in close proximity to public transportation are secured.

b. Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically, explain if students will be recruited from the area where you intend to locate or where the school will initially be located, and the short- and long-term impact of such a strategy.

    Since students of DC Flex will be recruited throughout the District of Columbia and will be eligible to attend the school regardless of their residence in the district and/or the location of the school, recruitment strategies will not change if the school's initial and intended location changes.

c. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.

    Although there are a number of charter schools in Wards 5 and 6, the majority of these schools met or exceeded enrollment projects for 2011. DC Flex will be one of very few charters to offer a comprehensive K-12 program as well as a full day Kindergarten program and an extended day program for all grades. The proposed model combines state-of-the-art online and face-to-face instruction to provide high-quality, innovative, and effective individualized public school education, offering a wide variety of technology and foreign language courses in addition to core courses. The DC Flex Academy Public Charter School will use the innovative K[12] web-based curriculum, dynamic teaching tools, highly qualified certified teachers, and powerful technology to deliver individualized and differentiated instruction to students from across the District of Columbia. Additionally, an extended day program will allow students to benefit from even greater individualization of instruction. The strength of the parent/school partnership will be integral to the success of the school. Parents are able to access the curriculum and follow their child's progress in real time, enabling them to contact the teacher and address any concerns almost as soon as they arise.

DC FLEX ACADEMY PUBLIC CHARTER SCHOOL
DEMOGRAPHIC ANALYSIS ADDENDUM

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I. Required Documents

1. **Assurances Form**
2. **Charter School Board of Directors Job Description**
3. **Charter School Individual Director Performance Expectations**
4. **Conversion Endorsement Certification (NOT APPLICABLE)**
5. **Articles of Incorporation**
6. **By-laws**
7. **Code of Ethics**
8. **Draft Management Agreement and Related Documents**
   a. **Draft Management Agreement**
   b. **Other schools managed by the educational service provider**
   c. **ESP Background Information**
   d. **ESP Financial Information**
   e. **ESP Organizational Chart**
9. **Map of Potential School Site Locations**
10. **Draft Letter of Intent for Facility**

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DC FLEX ACADEMY PUBLIC CHARTER SCHOOL

Code of Ethics and Conflict of interest Policy

DC Flex Academy Public Charter School ("DC Flex") has based this code of ethics on one adopted by the non-profit organization Independent Sector for its Board of Directors. The research of Independent Sector on the topic of codes of ethics is referenced as a model by the National Council of Non-Profit Associations (which is the source the Fourth Edition of the PCSB's Fiscal Policy Handbook refers schools to for samples). For a Conflict of Interest Policy and Whistleblower Policy, we used models provided directly in the PCSB's Fiscal Policy Handbook as well as those used by successful charter schools nationally. Note that all of these documents are drafts and will be finalized by the Board of the School within 3 months of receiving conditional approval of our charter.

Code of Ethics

The DC Flex Code of Ethics is a demonstration of our commitment to high ethical standards. This code recognizes that an organization is defined by the people who work for it, and that those people, including founding members, board members, management companies contracted for services and curriculum, staff, volunteers and contracted vendors must demonstrate their ongoing commitment to the core values of integrity, honesty, fairness, openness, respect, and responsibility.

Our code of ethics is a part of a larger, organization-wide commitment to ethical practices. Our values must be supported by policies and procedures that staff and board follow. DC Flex encourages an ethical atmosphere by fostering discussion on ethical issues and promoting transparency about our work.

I. Personal and Professional Integrity

All staff, board members, volunteers, vendors, and management organizations affiliated with DC Flex must act with honesty, integrity and openness whenever they represent the organization. DC Flex promotes a working environment that values respect, fairness and integrity.

II. Mission

DC Flex has a clearly stated mission and purpose that states:

> "The mission of DC Flex is to prepare a diverse community of students to be successful in college and a career by providing an individualized, engaging, and flexible blended learning experience."

All of DC Flex's programs will support that mission and all who work for or on behalf of DC Flex understand and support that mission and purpose. The mission is responsive to the constituency and communities to be served by DC Flex and of value to the society at large.

III. Governance

DC Flex, upon approval, will have an independent nonprofit board of directors that is responsible for setting the mission and strategic direction of the organization and for oversight of the finances, operations, and policies of DC Flex. The board will:

- Ensure that its members have the requisite skills and experience to carry out their duties, that all members understand and fulfill their governance duties by acting for the benefit of DC Flex and its public purpose, and that all members have specified terms of service;
- Have a conflict of interest policy that ensures that any conflicts of interest or the appearance thereof are avoided or appropriately managed through disclosure, recusal or other means;
- Be responsible for the hiring, terminating, and regular review of the performance of the management organization, if used, and that the compensation of the management organization is reasonable and appropriate;
- Ensure that the management and appropriate staff provide the board with timely and comprehensive information so that the board can effectively carry out its duties;
- Ensure that DC Flex conducts all transactions and dealings with integrity and honesty;
- Ensure that DC Flex promotes working relationships with board members, staff, volunteers, members, and other stakeholders that are based on mutual respect, fairness and openness;
- Ensure that DC Flex is fair and inclusive in its hiring and promotion policies and practices for board, staff and volunteer positions;
- Ensure that policies of DC Flex are in writing, clearly articulated and officially adopted;
- Ensure that the resources of DC Flex are responsibly and prudently managed; and
- Ensure that DC Flex has the capacity to carry out its programs effectively.

IV. Conflict of Interest
The standard of behavior at D.C. Flex is that all staff and board members scrupulously avoid conflicts of interest between the interests of D.C. Flex on one hand, and personal, professional, and business interests on the other. This includes avoiding potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

Staff and Board members understand that the purposes of this policy are to protect the integrity of D.C. Flex's decision-making process, to enable our constituencies to have confidence in our integrity, and to protect the integrity and reputations of volunteers, staff and board members. Upon or before election, hiring or appointment, staff and Board members will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

In the course of meetings or activities, Staff and Board members will disclose any interests in a transaction or decision where they (including business or other nonprofit affiliations), their family and/or significant other, employer, or close associates will receive a benefit or gain. After disclosure, they understand that they will be asked to leave the room for the discussion and will not be permitted to vote on the question.

IV. Legal Compliance

DC Flex and its representatives and advisors are knowledgeable of and comply with all applicable laws and regulations.

V. Responsible Stewardship

DC Flex manages its funds responsibly and prudently. The DC Flex board will:

- Receive and review periodic financial and operations reports to ensure there are ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management;
- Have an independent audit to review financial reports and processes and report to the board.
- Not accumulate operating funds excessively;
- Ensure that all spending practices and policies are fair, reasonable and appropriate to fulfill the mission of the organization; and
- Ensure that all financial reports are factually accurate and complete in all material respects.

VI. Openness and Disclosure

DC Flex will provide comprehensive and timely information to the public, the media, and all stakeholders and is responsive in a timely manner to reasonable requests for information. Basic informational data about DC Flex, such as our articles, bylaws, board schedule and agendas, and family handbooks are posted on DC Flex's s website or otherwise available to the public. All recruiting materials accurately represent DC Flex policies, practices, and programs.

VII. Program Evaluation

DC Flex and its management regularly review program effectiveness and have mechanisms to incorporate lessons learned into future programs. DC Flex is committed to improving program and organizational effectiveness and developing mechanisms to promote learning from its activities and the field. DC Flex is responsive to changes in its field of activity and is responsive to the needs of its constituencies.

VIII. "Whistleblowing"

It is the responsibility of all trustees, officers and employees to comply with the Code and to report violations or suspected violations in accordance with this Whistleblower Policy.

No trustee, officer or employee who in good faith reports a violation of the Code shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the Organization prior to seeking resolution outside the Organization.

The Code addresses the organization's open door policy and suggests that employees share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, an employee's supervisor is in the best position to address an area of concern.

A Compliance Officer should be designated, who has specific and exclusive responsibility to investigate all reported violations.

The audit committee of the board of directors shall address all reported concerns or complaints regarding corporate accounting practices, internal controls or auditing. The Compliance Officer shall immediately notify the audit committee of any such complaint
and work with the committee until the matter is resolved.

Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Additional whistleblower clarifications will be reviewed prior to opening the school.

IX. Inclusiveness and Diversity

DC Flex is committed to inclusiveness and diversity in its staff, board and volunteers.

J. Curriculum Sample

1. **Description of the standards**
   - K[12] Grade K-12 CCSS Math and ELA alignments
   - K[12] Kindergarten History DC Learning Standards Alignments
   - K[12] Grade 3 DC Learning Standards Science Alignments

2. **Description of the related content/objectives**
   - See alignments in #1
   - K[12] Kindergarten History Scope and Sequence
   - K[12] Gr. 3 Science Scope and Sequence
   - K[12] High School Core Curriculum Scope and Sequences

3. **Sequence and pacing guide which aligns to the objectives**
   - See #2

4. **Instructional strategies inclusive of any distinctive pedagogy**

   For a picture of the real life application of the instructional strategies and pedagogy we propose for DC Flex, we have included DVDs about two K[12] managed blended schools, San Francisco Flex Academy and Chicago Virtual Charter School, as well as another DVD "Unleash the xPotential".

5. **Instructional materials/textbooks**

- **K[12] Curriculum Sample Demonstration Accounts**

To assist PCSB in your evaluation of the K[12] curriculum sample, we are providing two online self-running demonstrations of the company's learning management system with samples of their curriculum via K-8 and High School demonstration accounts. This demo accounts can be accessed again following these steps.

Step 1: Copy and paste the K[12] URL into your browser: www.k12.com

Step 2: Click on "OLS Login"

Step 3: Log in using the following user name and password.

Step 4: Select a course from either the list on the left side of the screen under "My Courses" or from the list which is on the main part of the screen.

Step 5: Click on "Access Course" and explore!

K[12] K-8 Curriculum Demonstration Account

username: kcsdemo
password: kcsdemo

<u>**K[12] High School Curriculum Demonstration Account**</u>

     Username: ihsstudentdemo
     Password: ihsstudentdemo

- **K[12] History Textbook:** *World History: Our Human Story*

6. Formative/summative assessments

Please access sample assessments through the demo accounts (see #5)

7. Discreet skills or concepts required prior to this learning

We have included in this section of the application **the K[12] K-8 and High School catalogs** which include information about prerequisites for courses. The Scope and Sequences (see #2) also provide information about skills and concepts required prior to this learning.