



WASHINGTON
LEADERSHIP ACADEMY

**Application to Establish a Public Charter
School in the District of Columbia**

Submitted to the D.C. Public Charter School Board
March 6, 2015

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Applicant Information Sheet

New Charter School - Request for Approval

This application is a request to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1995, as amended.

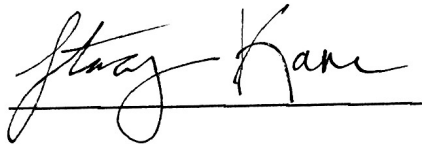
Name of Proposed Charter School: Washington Leadership Academy

Name of Entity Applying for Charter Status in D.C.: Washington Leadership Academy

Name of Person Authorized to Negotiate: Stacy Kane

(Must be member of founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature:



Proposed Start Date: July 1, 2016

Proposed Year One Budget: \$2,202,545

Start-up Information:

Year	Starting Age/Grade	Highest Age/Grade	Total Number of Students/Enrollment Ceiling
One	9	9	100
Two	9	10	200
Three	9	11	300
Full Capacity	9	12	400

Proposed Location of School: Ward 7 or 8

Type of Application: New School

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for the purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? **Yes**

Executive Summary

The mission of Washington Leadership Academy is to prepare Washington, D.C. scholars with the knowledge, skills, and habits required for success in college and lives of public leadership.

Washington Leadership Academy (WLA) will be a world-class academic high school providing students from disenfranchised District of Columbia communities with the education necessary to succeed in college and become public leaders. WLA will combine proven best practices from successful high schools across the country with innovative and technology-rich educational strategies to create an unparalleled academic experience.

Enfranchising Wards 7 & 8

Across America, low-income students have just a 9% likelihood of graduating from college and appallingly, in the capital city of the most powerful nation on earth, fewer than one in twenty residents in the communities southeast of the Anacostia River hold a bachelor's degree. The maximum academic proficiency in English or math at any of the three D.C. Public High Schools in Wards 7 or 8 is 24%, while at Woodrow Wilson H.S. in Ward 3, the proficiency levels in both math and English are around 70%. Students in Wards 7 and 8 should have access to the same opportunities as their Ward 3 peers.

Educating Future Public Leaders in the Class of 2020 and Beyond

WLA seeks to invert these dismal proficiency rates and college graduation odds by providing a transformational academic and college preparatory experience. Every graduate of WLA will leave prepared with the specific knowledge, skills, and habits necessary to thrive in college and advocate for change in Washington, DC and across the world.

A Model Built Upon Proven Best Practices and Leading Innovations

The WLA Founding Team has combined the best practices from high-performing high schools around the country with the promising innovations of cutting-edge charter high schools to develop a model that builds on the best. WLA is organized around four major principles.

Differentiated instruction and mastery-based assessments close student knowledge gaps and enable accelerated learning.



Today, even the best schools in the nation tend to “teach to the middle.” This model virtually ensures that most students are left with significant holes in knowledge and skills as they climb from grade to grade. At WLA, scholars are able to *demonstrate* discrete common core knowledge and skills before moving on. WLA scholars will study course materials with students who are learning the same standards at the same time, and will receive meaningful instruction based on their actual academic needs.

Technology enables the amplification and optimization of teaching professionals.



Multiple academic studies have confirmed that the quality of a student's teacher is the single greatest in-school factor in his or her long-term success. WLA is committed to recruiting, training, and retaining some of the best educators in the country and empowering them with the technology they need to leverage their skills to become even more effective at targeting their instructional time. Teachers will use the best offerings in online content and adaptive learning software to optimize and accelerate student learning.

To meaningfully build the knowledge, skills and habits required for college success, students need opportunities to practice.



At WLA, scholars will practice building skills and habits in venues that will bring their learning to life. Throughout the 11th grade, scholars will engage in meaningful service learning experiences with government entities, non-profit organizations, and social-enterprises. Students will develop critical organizational and professional skills that will better prepare them for college success. In the 12th grade, scholars will collaborate to deploy capstone technology projects that improve their communities.

A joyous culture and a safe and orderly environment create the conditions for rigorous learning and the development of intrinsic motivation.



WLA will be a rigorous academic institution, with high expectations for student behavior and effort. In and out of the classroom, students will work to master the skills and habits required for success in college and lives of public leadership. WLA will develop a culture filled with joy, creativity, and enthusiasm to support students in meeting high expectations.

Operationalizing the Model with Top Talent

Over fifty people worked with the Founding Team to ensure that the plan for WLA is built on a solid foundation for ground-breaking success. From Principals of innovative personalized schools in California to community organizers in Ward 8, the WLA supporting talent infrastructure is diverse, experienced, and fully committed to the success of the school.

Graduating Deeply Prepared Scholars

Students graduating from WLA will have demonstrated mastery over a challenging academic curriculum including the Common Core State Standards and the Next Generation Science Standards, cemented skills and habits in a real-world environment, and learned how to advocate for themselves and others to improve our communities.

Washington Leadership Academy graduates will succeed in college and public leadership!

A. Establishing the Need

1. DEMONSTRATING A NEED

The need for Washington Leadership Academy in D.C. The need for high quality academic high schools in Wards 7 and 8 is overwhelming and urgent. In determining which neighborhood needed a high-performing high school the most, the WLA Founding Team looked at the number of high quality high school seats available in each D.C. Ward. For purposes of this analysis, the Founding Team defined high quality school seats as those in a Public Charter School at a Tier 1 level and for DCPS, those schools that achieve at least a 50% proficiency level in both math and reading.

There are only three schools in Wards 7 and 8 that meet at least a 50% proficiency level in both math and reading and/or are a Tier 1 charter schools according to the PMF: Thurgood Marshall Academy, which has been Tier 1 for the past two years, Chavez-Parkside and SEED PCS which were rated Tier 1 in the 2014 cycle. These three high schools serve 1114 students, less than one-fifth of the students enrolled in a high school located in Wards 7 or 8.¹ Many of these school options only manage to prepare a quarter of their student body for proficiency in math and reading.

Name of High School	Enrollment	Grades	2014 DCCAS Math Proficiency	2014 DCCAS Reading Proficiency
Thurgood Marshall Academy	399	9-12	84.40%	69.80%
Chavez - Parkside HS	373	9-12	72.80%	50.00%
SEED Public PCS School	342	6-12	62.90%	38.20%

**Data from DCPCSB and My School DC.*

There are nine other high schools² serving students in Wards 7 and 8, detailed in the chart below. The best DCPS school, according to proficiency levels, is HD Woodson. Woodson has a 22% math proficiency rate and a 19% reading proficiency rate. Less than a fourth of its students are proficient in either subject.

Name	Enrollment	Grades	2014 DCCAS Math Proficiency	2014 DCCAS Reading Proficiency
Anacostia HS	751	9-12	22.4%	19.3%
Ballou HS	678	9-12	16.3%	15.2%
HD Woodson HS	762	9-12	23.1%	16.9%

¹ www.learndc.org

² Somerset Prep is serving students through 9th grade this school year and serves approximately 40 students per grade. Due to its recent opening and small number of students, we have not included it in this comparison.

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Friendship - Tech	406	6-11	49.0%	39.0%
National Collegiate Prep	330	9-12	26.1%	33.3%
Friendship Collegiate	914	9-12	47.2%	46.1%
IDEA	199	9-12	67.4%	56.5%
Maya Angelou Evans Campus	296	9-12	12.7%	21.8%
St. Coletta	250	K-12	74.1%	85.2%

**Data from DCPCSB and My School DC.*

In general, student scores in Wards 7 and 8 are much lower than in other parts of the city. In 2014, students at DCPS in Wards 7 and 8 had CAS proficiency scores dramatically lower than the District average, scoring proficient or advanced at rates of 36% and 25%, respectively³. To put this in perspective, both Public Charter School (PCS) students in Ward 2 and DCPS students in Ward 3 scored proficient or advanced at over three times the rate of students in Ward 8.

The high school graduation rates in Wards 7 and 8 are also comparatively low outside of the public charter schools. In Ward 1 the graduation rate is 68% (ranging from 40% to 100% by school) while in Ward 8 the graduation rate is 55% (ranging from 12% to 75%).⁴ Anacostia High School's graduation rate is 42%.⁵ Average SAT scores in Wards 7 and 8 are also low - coming in at 1,047 and 1,011,⁶ respectively for three sections, compared to the College Board College and Career Readiness Benchmark of 1500.

Finally, the college completion numbers for D.C. generally are low. The chart below is from a cohort study conducted by the D.C. Office of the State Superintendent of Education on college enrollment and completion for the graduating class of 2008. Only 8% of the students who enrolled in D.C. high schools graduated from college within six years. An analysis conducted by OSSE of the 2009 graduating class reveals that Ward 7 and 8 graduates have the lowest rates of college persistence in the city.⁷

³ FOCUS data. <http://focusdc.org/data#demographics>

⁴ American Graduate DC Gap Analysis.

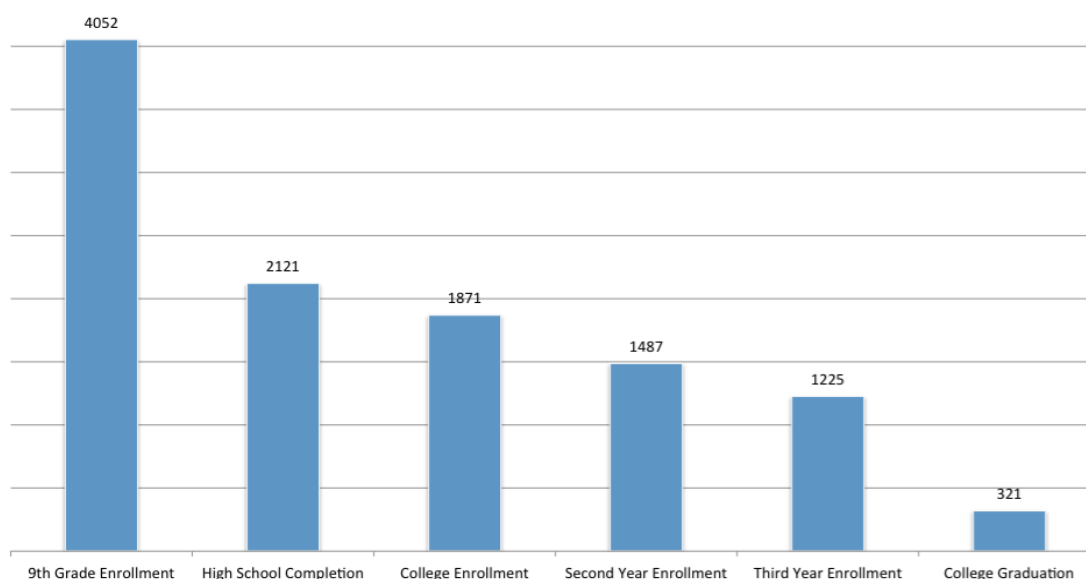
http://www.americangraduatedc.org/content/pdfs/AmGradDC_Gap_Analysis_2012.pdf

⁵ http://osse.dc.gov/sites/default/files/dc/sites/osse/release_content/attachments/FINAL_DC_gradratesreport.pdf

⁶ College Study by OSSE Office of Postsecondary Education. [http://c3n-dc.com/uploads/Session%20III%20-%20District%20Data%20\(702\)%20new.pdf](http://c3n-dc.com/uploads/Session%20III%20-%20District%20Data%20(702)%20new.pdf)

⁷ D.C. College Graduation Study conducted by OSSE. [http://c3n-dc.com/uploads/Session%20III%20-%20District%20Data%20\(702\)%20new.pdf](http://c3n-dc.com/uploads/Session%20III%20-%20District%20Data%20(702)%20new.pdf)

D.C. 2008 Cohort Study - Enrollment in High School Through College Graduation



In summary, there is a very strong need for high performing college preparatory high schools serving Wards 7 and 8 in Washington D.C.

The specific educational needs of the target population. In addition to needing the academic preparation described above, the Founding Team also recognizes that the target population will likely need a significant amount of remedial education to be successful in high school and beyond. Thurgood Marshall Academy, which serves a similar target population, estimates that the majority of its entering ninth grade students are at a fifth or sixth grade level.⁸ WLA's Academic Model is structured to provide a great deal of time and resources for differentiated remediation. This application includes extensive plans for remediating students who are significantly behind.

Pre-testing: Students will be pre-tested in mathematics and English during the summer prior to the start of school. Teachers and school leaders will then have time to create plans to meet students where they are, differentiate their learning, catch them up as quickly as possible, and make plans to build on their strengths.

Differentiation: Students will be grouped according to mastery in Common Core State Standards in two different ways. First, at the beginning of each trimester⁹, students will be tested in math and English and then grouped into four different classrooms of approximately 25 students each. In order to ensure that all students can access grade-level standards, teachers will group students together who are missing prerequisite grade-level skills and use a toolkit of instructional modalities to meet them where they are and accelerated them to grade-level work. The WLA Founding Team defines modalities as different ways of delivering instruction and promoting student learning. At WLA, these modalities will include small group work, teacher-led instruction,

⁸ Thurgood Marshall Academy, which serves a similar target population, estimates that the majority of its entering students are at a fifth or sixth grade level. <http://thurgoodmarshallacademy.org/students/>

⁹ WLA will operate on a trimester schedule to enable more opportunity to modify and improve the student academic experience and to allow for more frequent differentiation.

independent work, and virtual learning. Teachers will re-group students within the classrooms on an approximately weekly basis using a tool like MasteryConnect so that students are learning content alongside other students at the same level with regard to that standard.

Notably, the WLA methods of differentiation will also allow the school to more easily serve students who do test at grade level or even above grade level. Strategic use of technology will allow these students to continue to accelerate.

Additional time for core subjects: WLA has a *Mastery Hour* four days a week reserved for students to develop deeper knowledge of English and math course content and make up concepts and standards yet to be mastered. This time will be guided by students' instructors and all students will complete online activities related to goals determined by their classroom performance.

As students advance into the 11th and 12th grades, this time may be used for more independent study and college preparation. Enrichment courses may be added for those students who have mastered grade level materials or beyond. Students who are ready may take college courses online or at local colleges.

Students in the 9th and 10th grades will also have an Office Hour each day. The Office Hour occurs at the same time for all 9th and 10th grade students so that all teachers will be available. During the Office Hour, teachers will answer student questions and work with them one-on-one. This will give students the chance to practice this habit before they go to college where attending office hours with professors may be critical to their success. Students can also use the Office Hour for other work they have including remedial software assigned to them during their core classes, accelerated programs, if applicable, homework, silent novel or nonfiction reading, college research and applications, and ACT/SAT study.

Summer school: Students who are still behind in certain subject areas may participate in summer school to catch up on those subjects. Summer school will be available to all students, but strongly encouraged for those who are most behind. After the first year, all entering 9th grade students will be required to attend summer school to help bridge the mastery gaps they have when they enter. Many other high-performing schools have employed this model successfully.¹⁰

After-school tutoring: Students can stay after school to engage with tutors to catch up on any particular subject matter. WLA has budgeted to pay a subset of teachers additional stipends to remain after school to assist students. WLA will also explore other tutoring providers over time to ensure that students have the best possible tutoring.

Non-core subject areas: Required computer science, the service-learning program, and the technology capstone project will be handled on a case-by-case basis for students who are extremely behind or who enter school later than the 9th grade. If a student enters in 10th grade, for example, and is at a 5th grade reading level, he/she may need to spend some of the time set aside for service learning to work on reading mastery deficits. This plan will not be considered the norm and will not be taken lightly, but WLA recognizes that in the upper grade levels, certain subjects must be prioritized over others for the student to be college ready. Mastery in academics over service learning or elective options will be prioritized for students entering in grades 10 and up

¹⁰ A few examples: E.L. Haynes PCS, Thurgood Marshall Academy, and Hybrid High Schools.

(while acknowledging that consistency for all students is important, and attempting to maintain that whenever possible). The computer science, service learning, and technology capstone projects allow for flexibility when needed.

Additional years of school: Several of the high performing public charter schools in DC have had success with keeping students in high school beyond four years to ensure preparation for college. See chart from the DCPCSB below¹¹:

School	2014 Five Year Graduation Rate (%)	2013 Four-Year Graduation Rate (%)	Difference
César Chávez PCS for Public Policy - Parkside High School	90.4	72.4	18.0
Thurgood Marshall Academy	92.3	75.4	16.9
César Chávez PCS for Public Policy - Capitol Hill	76.6	67.5	9.1
SEED Public Charter School of Washington DC	97.2	88.9	8.3
National Collegiate Preparatory	83.6	79.1	4.5

WLA will consider keeping students for an additional year on a case-by-case basis if it will contribute to success in college and a life of public leadership.

Finally, WLA also recognizes that almost all of the students will be coming from high-poverty situations that may include various forms of toxic stress and trauma.¹² All WLA staff will be given basic training about the manifestations of student trauma during the three week orientation, and about the impact of high poverty environments on student learning. Teachers will be equipped with knowledge about how to best teach students who have experienced or are experiencing trauma in their home lives.

The WLA Founding Team recognizes the needs of the specific student population it seeks to serve and is prepared to meet those needs.

The need for the WLA Academic Model on a macro level. WLA Co-Founder Seth Andrew is committed to providing the highest quality education for the most underserved populations in America. Over the past 10 years, he founded and grew Democracy Prep Public Schools, a network of 15 successful charter schools located in New York, New Jersey, and Washington, D.C.. Schools in the Democracy Prep network graduate students from primarily low-income, minority, and immigrant backgrounds who outperform their white, suburban, upper-class peers on standardized tests. Furthermore, 100% of Democracy Prep Public Schools 12th graders enroll in college and 80% of the first DP graduating class are on target to graduate with a college degree.

¹¹ Available at: <http://www.dcpccb.org/charter-board-releases-2014-performance-management-framework-pmf-results>

¹² Children experiencing situations associated with poverty also experience trauma which impacts student learning. <http://www.scpr.org/blogs/education/2014/06/02/16743/poverty-has-been-found-to-affect-kids-brains-can-o/>

In 2013, Seth had the opportunity to serve as Superintendent-in-Residence and Senior Advisor in the Office of Education Technology at the United States Department of Education. Seth took this opportunity to hand off his responsibilities at Democracy Prep Public Schools to a new Chief Executive Officer. At the Department of Education, Seth was immersed in the burgeoning world of education technology and tech-enabled public schools. Seth became convinced that the future of public education in America involves a much stronger and smarter use of technology. Now, Seth wants to combine his knowledge of how to run high performing schools for underserved populations with his in-depth understanding of education technology to create a next generation public school choice.

Seth chose Washington, D.C. as the home base for the first school in this new model for multiple reasons, but primarily because Washington, D.C. is a national leader in using charters to do what they were originally meant to do - provide opportunities for smart, careful, yet groundbreaking innovation. D.C.'s commitment to supporting breakthrough models and protecting choice for families¹³ makes it the perfect environment to house a school like WLA. Furthermore, as demonstrated above, Washington, D.C. is in need of seats in high performing academic high schools, particularly in Wards 7 and 8.

Seth has partnered with a team of dozens of D.C. professionals, citizens, education experts, technology gurus, and government officials in the development of this application, building on the success and lessons learned from school including Democracy Prep Public Schools, Summit Public Schools¹⁴, Rocketship Schools, and Hybrid High Schools¹⁵.

The WLA Academic Model enables several important outputs for which there is a great need in public schools including the following:

Optimization of teacher time. Technology provides teachers with the opportunity to spend more time on the students or subjects that are most needed, by allowing them to focus on specific students in smaller groups. In traditional, direct instruction schools, teachers have to spend most of the time in front of an entire class of students, doing their best to reach students from many different levels at the same time.

Differentiated instruction. Technology provides students with the opportunity to have differentiated learning that meets them where they are. In traditional, direct instruction schools, students in a classroom have to study the same thing at the same time, regardless of ability level or the method by which the students best learn. Technology, coupled with high quality curriculum, serves as an amplifier of good teaching to address the specific needs of more students.

¹³ http://www.brookings.edu/research/interactives/2015/ecci_2014

¹⁴ Summit Public Schools is a network of high performing K-12 charter schools in California. Summit students consistently score higher than peer students in local public schools on California's state test. Additional information is available here: <http://www.summitps.org/approach/results>

¹⁵ Hybrid High School is a high performing public charter school in Los Angeles operated by Ednovate. The WLA Founding Team modeled some of its personalized methods off of Hybrid's successful practices. Hybrid students show significantly more growth on state tests, the ACT, and the MAP than peers from surrounding public schools. Additional information is available here: <http://www.ednovate.org/results/>

Skill and habit development. The WLA differentiated instruction model, proven in part by Summit Public Schools and Hybrid High Schools and supplemented by the WLA Experiential Learning program, allows for a greater level of college and career readiness skill development. By virtue of participating in the model, students have to learn a variety of skills that they may not currently learn in a traditional direct instruction model but need to know for college and career success. The following table provides more information about the types of skills and habits students needed for success in college and lives of public leadership.

Skills and Habits needed for Success in College and Lives of Public Leadership

	Category	Included	Evidence of a Current Gap and/or Strong Need
Skills	Higher order thinking skills	<ul style="list-style-type: none"> ● Viewing a circumstance from multiple perspectives ● Application of information to different circumstances ● Pattern recognition ● Data and information synthesis ● Problem-solving ● Critical thinking 	To remain competitive, students of today must be prepared to work in tomorrow's global economy. In addition, higher order thinking is the primary focus of many state and national tests that are mandated. The development of higher order thinking skills is critical to overall global competitiveness. ¹⁶
	Collaborative skills	<ul style="list-style-type: none"> ● Working in teams ● Interacting with diverse populations 	Expressing ideas, sharing thoughts, and working with peers are critical collaboration skills linked to student learning, productivity, and self-efficacy. ¹⁷
	Communication skills	<ul style="list-style-type: none"> ● Academic and professional writing ● Work communications 	Developing communication skills can help reduce conflict and lead to healthier social relationships. Communication skills are a key component for workforce readiness. ¹⁸
	Research skills	<ul style="list-style-type: none"> ● Finding credible information within a large amount of information ● Effective analysis and application 	Many high school students are unprepared for the rigors of college. In order to be successful in college and beyond, students should have extensive experience with computer technology, along with having research skills and the ability to perform disciplined and planned inquiry. ¹⁹
	Professional skills	<ul style="list-style-type: none"> ● Networking skills 	Unique learning opportunities are

¹⁶ "A gradient of childhood self-control predicts health, wealth, and public safety." *Proceedings of National Academy of Science Journal*. 2010. Article available at: <http://www.pnas.org/content/108/7/2693.abstract>

¹⁷ "Preparing students for the 21st Century: Exploring the Effect of Afterschool Participation on Students' Collaboration Skills, Oral Community Skills, and Self-Efficacy." The National Center for Research on Evaluation, Standards, and Student Testing. 2010. Article available at: <http://www.cse.ucla.edu/products/reports/R777.pdf>

¹⁸ "Critical Skills Survey." American Management Association. 2012. Article available at: <http://www.amanet.org/uploaded/2012-Critical-Skills-Survey.pdf>

¹⁹ "Making the Leap from High School to College." *Knowledge Quest*. 2004. Article available at <http://www.libs.uga.edu/cloc/readings/fitzgerald.pdf>

		<ul style="list-style-type: none"> • Office communication skills 	<p>effective methods of introducing students to the skills, thinking, environment, and expectations that await them after graduation. In order to be successful in an ever-changing society, students must build communication and self-regulation skills through reflection and learning experiences that support professional skill building.²⁰</p>
Habits	Gratitude and Humility	<ul style="list-style-type: none"> • Appreciation for opportunities • Understanding of one’s flaws and seeking opportunities for growth 	<p>Gratitude and humility are inextricably linked; each reinforces the other and in concert they promote positive relationships and enriching life experiences.²¹</p>
	Agency and Self-advocacy	<ul style="list-style-type: none"> • Taking ownership of personal results • Autonomous decision-making • Standing up for personal and community needs 	<p>Self-advocacy refers to taking action on one’s own behalf. Studies of highly successful students have identified the ability to self-advocate as an important factor contributing to success. Acts of self-advocacy can lead to self-determination, which contributes to positive outcomes for postsecondary success and beyond.²²</p>
	Grit and Resilience	<ul style="list-style-type: none"> • Remaining committed to long term goals, even in the face of challenges 	<p>Grit is defined as perseverance and passion for long-term goals. In children, it is a positive predictor over IQ for success. These findings suggest that the achievement of difficult goals entails not only talent but also the sustained and focused application of talent over time.²³</p>
	Self-control and Responsibility	<ul style="list-style-type: none"> • Making decisions in the context of long term goals, even at the expense of short term gratification 	<p>Addressing children’s self-control can improve citizens’ health, wealth and reduce crime. There is evidence it might reduce a panoply of societal costs, save taxpayers money, and promote prosperity.²⁴</p>

²⁰ “Skills Requirements for Tomorrow’s Best Jobs: Helping Educators Provide Students with Skills and Tools They Need.” Microsoft. 2013. Article available at

http://news.microsoft.com/download/presskits/education/docs/idc_101513.pdf

²¹ “An Upward Spiral Between Gratitude and Humility.” Social, Psychological, and Personality Science. 2014. Article available at: <http://sonjalyubomirsky.com/files/2012/09/Kruse-Chancellor-Ruberton-Lyubomirsky-in-press1.pdf>

²² “Succeeding in Postsecondary Ed Through Self-Advocacy.” Teaching Exceptional Children. 2001. Article available at: <http://sefb320.pbworks.com/f/succeeding+in+postsecondary+ed+through+self-advocacy.pdf>

²³ “Grit: Perseverance and Passion for Long-Term Goals.” Journal of Personality and Social Psychology. 2007. Article available at: <http://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf>

²⁴ “A gradient of childhood self-control predicts health, wealth, and public safety.” *Proceedings of National Academy of Science Journal*. 2010. Article available at: <http://www.pnas.org/content/108/7/2693.abstract>

The Washington Leadership Academy Academic Model will build all of these skills and habits through both the Differentiated Classroom Learning and the Experiential Learning components (described in more depth in Section B(1)b: “Educational Focus”). Upon graduation, WLA students will be extensively prepared for the challenges of college, career, and public leadership that await.

A final note on Ward 7 and 8 student needs. Some have asked why Ward 7 and 8 students need this type of innovative school with personalized learning experiences, service learning opportunities, and education about technology. In addition to the myriad reasons outlined above and the additional ones detailed below, one additional note: WLA’s target population needs the plan WLA proposes because *these students deserve to have opportunities equivalent to those offered to their higher income peers*. Young women who attend high school at National Cathedral School (NCS), for example, have the opportunity to travel to Beijing during spring break, take enrichment courses including Philosophy, Economics and Gender Studies, intern without pay during the summers, use a computer all day every day, and so much more. Students at Georgetown Prep School (GPS) have the option to take Glass Art Studio, a selection of 24 AP courses, and outdoor activities on their sprawling 97-acre campus.

WLA can provide our students with an equivalent world class education, an incredible hands-on service-learning experience, and the technical education to put them in line with their NCS and GPS peers rather than furthering the divide. The question is: *how can we not provide Ward 7 and 8 DC students with at least these opportunities?*

2. DEMOGRAPHIC ANALYSIS

Target population analysis. There are 12 schools, including 9 Public Charter Schools and D.C. Public Schools serving high school students in Wards 7 and 8, listed in the below demographic charts. Almost one-hundred percent of students attending schools in these Wards are African American and low-income. There are a small number of Hispanic students, especially attending Cesar Chavez - Parkside HS, and an average of 14% special education students in the Public Charter Schools. The three traditional public schools are all large, over 675 students, and most of the charter schools are smaller, serving around the same projected number of students as Washington Leadership Academy seeks to serve, 400.

Projected student demographics at WLA.

Race/Ethnicity					Special Education*				ELL	Low-Income
Black	Hisp/Latino	White	Asian	Other	Level 1	Level 2	Level 3	Level 4		
99%	1%	0%	0%	0%	12%	2%	1%	0%	0%	99%

**These percentages were also used for budgeting purposes.*

The projected demographics of WLA are heavily black and low-income based on schools in Wards 7 and 8 serving the targeted population.

Similar schools. The demographics for WLA will likely be similar to other charter schools serving students in Wards 7 and 8 including Thurgood Marshall Academy, Friendship Tech, and National Collegiate Prep. SEED is not included because it may appeal to a different population given that it is a boarding school and starts in the sixth grade. Cesar Chavez is not included because it skews toward a larger Hispanic population than the average in the Wards. It is possible that the students will look more like the demographic at the three local traditional high schools which would skew the numbers more heavily toward special education students. Therefore, Woodson High School is listed below to provide an example.

Similar School 1 ²⁵	<i>Thurgood Marshall Academy</i>			
Ward & Neighborhood Cluster	School Type	Total Enrollment	Low-Income	
<i>Ward 8</i>	<i>PCS</i>	<i>399</i>	<i>79.8%</i>	
Black	Hispanic/Latino	White	Asian	Other
<i>99.7%</i>	<i>0.3%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	

²⁵ Information for similar schools is from www.learndc.org.

3.0%	4.3%	3.8%	0.5%	0.0%
2014 Proficiency on State Assessment	2014 Growth on State Assessment (Median Growth Percentile)	2014 Graduation Rate		
Math: 84% Reading: 70%	Math: 82 Reading: 61	76%		

Similar School 2	<i>Friendship PCS - Technology Preparatory Academy</i>			
Ward & Neighborhood Cluster	School Type	Total Enrollment	Low-Income	
Ward 8	PCS	406	100.0%	
Black	Hispanic/Latino	White	Asian	Other
98.8%	0.7	0.5%	0.0%	0.3%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
4.2%	12.8%	1.5%	0.0%	0.2%
2014 Proficiency on State Assessment	2014 Growth on State Assessment (Median Growth Percentile)	2014 Graduation Rate		
Math: 49% Reading: 39%	Math: 46 Reading: 46	n/a		

Similar School 3	<i>National Collegiate Prep</i>			
Ward & Neighborhood Cluster	School Type	Total Enrollment	Low-Income	
Ward 8	PCS	330	100%	
Black	Hispanic/Latino	White	Asian	Other
99.4%	0.3%	0.3%	0.0%	0.0%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
4.2%	10.0%	0.9%	0.9%	0.0%

WASHINGTON LEADERSHIP ACADEMY – PUBLIC CHARTER SCHOOL APPLICATION

2014 Proficiency on State Assessment	2014 Growth on State Assessment (Median Growth Percentile)	2014 Graduation Rate		
Math: 26% Reading: 33%	Math: 46 Reading: 62	72%		

Similar School 4	<i>H.D. Woodson High School</i>			
Ward & Neighborhood Cluster	School Type	Total Enrollment	Low-Income	
Ward 7	PCS	762	100%	
Black	Hispanic/Latino	White	Asian	Other
99.6%	0.0%	0.0%	0.0%	0.4%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
9.1%	9.4%	4.1%	6.3%	1.0%
2014 Proficiency on State Assessment	2014 Growth on State Assessment (Median Growth Percentile)	2014 Graduation Rate		
Math: 23% Reading: 17%	n/a	60%		

How WLA will complement and/or compete with surrounding schools. The below chart includes a selection of Tier 1 and 2 Public Charter Schools and their wait lists for admission. WLA could fill up almost the entire 9th grade class with just the Thurgood Marshall Academy and Friendship PCS wait lists. Although in Ward 6, KIPP College Preparatory PCS serves many students from Wards 7 and 8 and has a waitlist of 183. WLA could therefore fill its first class with just students waiting to get into one of the few good public high school options anywhere near Wards 7 and 8.

Selection of Tier 1 and 2 Public Charter Schools' Wait Lists

Name of High School	Ward	2014 PMF Score Tier	5-Year Graduation Rate	Waitlist
KIPP DC – College Preparatory PCS	6	83.6% Tier 1	97.6%	183
Thurgood Marshall Academy PCS	8	79.6% Tier 1	92.3%	35
Friendship PCS – Collegiate Academy	7	60.4% Tier 2	97.6%	41

Source: DC Public Charter School Board [Data](#).

SEED PCS is also a Tier 1 school but only accepts students at the 6th grade,²⁶ which means any family looking for a quality high school ninth grade start does not have that school as an option. SEED's waiting list is over 100. Those families may have found another high quality high school options by the time the students are enrolling in ninth grade, but if not, those students could enroll at WLA as well.

WLA provides a different type of opportunity than the other schools in the area. WLA's Differentiated Classroom Learning and Experiential Learning programs are different than the offerings of other local schools. Cesar Chavez PCS for Public Policy - Parkside High School, Thurgood Marshall Academy PCS, and SEED PCS of Washington, D.C. are the only Tier 1 public charter high schools in Wards 7 and 8.

Chavez provides an excellent fellowship program for D.C. students to experience the working world and build the college and career readiness skills discussed above. WLA will not be in competition with Chavez but will instead provide more students with a similar opportunity in the form of the 11th grade service learning experience. WLA learned from the best practices of Chavez's program to create the optimal service-learning plan for future students. More importantly, WLA offers a different classroom instruction model than Chavez in the form of more tech-enabled, blended, and differentiated learning. This instructional style may appeal to different students and families. Finally, Chavez attracts a larger Hispanic population, which WLA does not anticipate given the demographics at other schools in the area.

Thurgood Marshall Academy PCS is an excellent college preparatory school with a law and justice-themed focus. Again, WLA will add another high quality college preparatory school for students who are unable to get into Thurgood Marshall in the lottery, and may appeal to a different type of student and parent. The personalized learning and tech-enabled qualities of WLA may attract different families than TMA. WLA will actively try not to compete with TMA. The goal is to provide more underserved students in the area with better opportunities, not shift them from one good opportunity to another.

Finally, SEED PCS is a boarding school and only allows students to enter in the sixth grade, which likely appeals to a significantly different population of families than those looking for a quality day school starting in the ninth grade.

²⁶ http://www.seedschooldc.org/Application_Process

3. RECRUITING AND MARKETING

a. Recruitment of Students

Student recruitment plans. WLA will undertake the measures below, among others, to recruit student applicants. WLA may contract with [Democracy Builders](#),²⁷ as described in detail in Section B(4)g (“Community Participation”), to provide some or many of these services:

- ‘Door Knock’: Canvass neighborhoods in Wards 7 and 8 door-to-door to reach interested families and leave materials;
- Conduct extensive outreach to middle school leaders and attend parent meetings, with permission, at schools including the following: Center City, Achievement Prep, Two Rivers, DC Prep, Hope Community, Perry Street Prep, Potomac Prep, KIPP, Friendship, Hart, Johnson, Kelly Miller, Kramer, and Sousa;
- Visit, with permission, local middle school programs, afterschool programs, and youth centers including Higher Achievement, the Boys and Girls Club, and more;
- Organize numerous open houses and information sessions in public housing spaces, community centers, and local middle schools; All open houses will have information in multiple languages available for families.
- Attend all school enrollment fairs and distribute school and contact information;
- Visit local libraries and talk with students and leave information that students and families can pick up;
- Post flyers and notices in multiple languages in local newspapers, supermarkets, churches, community centers, and apartment complexes.

The Founding Team has a great deal of experience recruiting for public charter schools serving similar populations and will train WLA staff accordingly to ensure full enrollment and a long waiting list. WLA will attempt to have a waiting list of at least 50 students to ensure that the 100 student ideal is met.

If under-enrolled, WLA may use part of its large budget surplus from the planning year to hire Democracy Builders for intensive, targeted recruitment through the beginning of the school year. Democracy Builders has engaged in contracts for other under-enrolled schools in the past and have successfully met enrollment targets. If absolutely necessary, WLA will rebudget to account for fewer enrolled students such that programmatic goals and experiences do not suffer. WLA strongly believes that a student could enter the school successfully throughout any point of the school year, and will train its staff to quickly and effectively integrate late-comers into their classes and advisories. For budgetary implications and contingency plans, see section Section C(3)a (“Anticipated Sources of Funds”).

Timeline for student recruitment. WLA will participate in the My School DC process. Formal recruitment of incoming students for the opening year will begin as soon as WLA is authorized and the heaviest recruitment will occur during December 2015 and January of 2016. Families interested in WLA will be encouraged to apply during the first deadline. WLA will gauge how

²⁷ Democracy Builders is a non-profit organization dedicated to providing parents with a voice and choice for public schools for their students. Democracy Builders helps high performing charter schools in New York City and Washington DC recruit students for open seats. Democracy Builders has an established reputation in Washington DC and has contracted with multiple schools in the area.

much recruitment to do for the second lottery deadline based on the outcome of the first. For more dates regarding student recruitment, please see the timeline in Section B(4)a: “Planning Year.”

Accommodating future school growth. WLA will grow by approximately 100 students each year. For facilities, for cost effectiveness reasons, WLA will plan to move in the second or third year of operation to a facility that can hold 400 instead of an initial facility for 200.²⁸ WLA has budgeted for a commercial facility that will accommodate 200 and then for one move to a larger space because this is the most conservative budget assumption. However, WLA has also had conversations with incubation space providers like Building Hope and will consider that option as well. See Section C(4)a for more detailed plans regarding facilities.

WLA plans to hire between six and eight Master Teachers²⁹ and six to eight teachers³⁰ per year. These teachers will have multiple years of prior teaching experience and be knowledgeable about teaching in differentiated and blended classrooms or be eager to be entrepreneurial in their teaching methods. The Founding Team acknowledges that it may be difficult to find and hire these exceptionally talented teachers. As such, each year, WLA will begin the recruitment process in January. The 50+ members of the Founding Team will use its extensive networks in [Teach for America](#), [Building Excellent Schools](#), [Truman Scholars](#), and [DC Young Education Professionals](#) and more to recruit for teachers.

There are several exceptional DC public teachers on the founding team, and they will use their extensive networks to recruit as well. WLA will not take recruiting lightly, and recognizes that the level of talent of the school’s teachers will be directly correlated with its success. See Section D(2)a: “Qualifications of Key Leadership and School Staff” for a deeper description of teacher requirements. Finally, WLA teachers will be paid approximately \$10K more than equivalent teachers at DCPS and provided with similar benefits.

WLA will also hire less experienced Apprentice Teachers who will gain deep insight into the workings of a blended learning high school. Apprentice Teachers will be relatively new to the classroom and may be a part of an alternative certification program such as Teach for America. They will have the opportunity to consistently learn from the Master Teachers, develop lesson plans, and participate in the classroom experience, without the tremendous responsibility of leading the class. Apprentice Teachers who perform exceptionally throughout the course of the year will be offered a contract to teach the following year. WLA will rely on the same recruitment channels to select Apprentice Teachers as Master Teachers, but selection will be made based on different criteria. After two years of teaching at WLA as an Apprentice, Apprentices will be considered for Master Teacher positions.

Backfill policy and plan. The WLA Founding Team believes that charter schools should function like standard public schools when it comes to backfilling students. WLA will seek to have each grade fully enrolled with 100 students each year. Thus, WLA will accept students to fill any empty

²⁸ The Founding Team envisions one day WLA operating with a boarding option for students. In order to accomplish this, after multiple years of successful performance, the Team will consider appealing to the PCSB for a revised charter.

²⁹ WLA will have Master Teachers and Apprentices. The title of Master Teacher is used in part to express the esteem and respect with which WLA leadership and students will show toward teachers.

³⁰ WLA will add six teachers the second year, eight the third year, and six more the fourth year. The staggered growth is due to the fact that two freshman year teachers will also teach courses for sophomores, and two junior year teachers will also teach courses for seniors. The budget plan and teacher staffing plan reflect this growth model.

seats caused by natural attrition. Any entering student, 9th grade or above, will take the same tests to determine their level of mastery in each subject area from the start. If a student is found to be significantly behind in certain content areas, the student may participate in one of many strategies for remediation offered by WLA. See Section A(1) “Demonstrating a Need” for a longer section on how WLA will address remedial needs.

B. Educational Plan

1. MISSION AND PHILOSOPHY

a. Mission and Philosophy

Mission. The mission of Washington Leadership Academy is to prepare Washington, D.C. scholars with the knowledge, skills, and habits required for success in college and lives of public leadership.

WLA is designed to serve 9th-12th grade students from Wards 7 and 8 beginning with the 9th grade and growing by one additional grade per year.³¹

Philosophy. The WLA Founding Team believes in two primary, guiding philosophies for education that underpinned the creation of every aspect of the Washington Leadership Academy Academic Model: 1) A set of knowledge, skills and habits are required to prepare young people for success in college and lives of public leadership; and 2) All students should have the opportunity to reach their full potential.

Knowledge, skills and habits are all required to prepare young people for success in college and lives of public leadership.

Knowledge: *Students need a differentiated curriculum based on rigorous standards and rich in core knowledge content.* At WLA, in mathematics and English Language Arts, curriculum will be based on the Common Core State Standards, and in science the curriculum will be based on the Next Generation Science Standards. The civics curriculum will be adapted from Democracy Prep Public Schools high school civics curriculum but infused with opportunities for differentiation, online learning tools, and additional project-based learning, including the service learning placement in 11th grade. The computer science curriculum and 12th grade capstone project will prepare students with the academic credentials for advanced college courses and even immediate employment (perhaps to earn money part-time in college).

Skills: *Students need to learn and build skills during high school including collaboration skills, research skills, communication skills, and higher order thinking skills.* Students at WLA will learn these college and career readiness skills both through the methods of teaching and the Experiential Learning opportunities. The Differentiated Classroom Learning, by its very nature, will help students learn higher order thinking skills, collaborative skills, organizational skills, time management skills, and problem solving skills as they work through material at their own pace. The Experiential Learning programs will build professional skills, interviewing skills, and the skill of working with diverse populations.

Habits: *To be successful in college, career, and as public leaders, today's students need to build the habits of leadership.* Habits of leadership include agency,³² personal responsibility, and self-

³¹ The school mission statement is the first sentence. The second sentence is in response to the application request that the mission include a target population. WLA will not use "Wards 7 and 8" in the public mission statement; WLA will be an open-enrollment school and though ward 7 and 8 students are the target population, all students will be welcome.

advocacy. Both the Differentiated Classroom Learning and the Experiential Learning will provide students with myriad opportunities to build these habits. As part of their classroom instruction, students will be required to pace themselves and take ownership of their learning more than in a typical classroom. For the Experiential Learning programs, students will be required to advocate for themselves, navigate new and challenging circumstances, and engage with diverse populations.

All students should have the opportunity to reach their full potential. The WLA Founding Team believes that no matter what background a student comes from, he or she can learn and should be given the opportunity to reach his/her highest potential - which we define as public leadership. Public leaders are people who understand their political and social context and have the ability to create positive change within that context.

Too often, minority students from low-income backgrounds are marginalized within the social and political context. WLA will arm students with the knowledge, skills and habits necessary to be strong self- and community advocates. WLA students will graduate from college and become councilmembers, Congressmen and -women, founders of socially responsible businesses, nonprofit leaders, and otherwise actively contributing members of their communities. The WLA mission and philosophy includes *all students* - meaning students of all entering mastery levels, language backgrounds, ethnic and racial backgrounds, and students with disabilities.

In order to execute on these foundational philosophical beliefs, the WLA Founding Team organized the WLA Academic Model around several tactical tenets:

Outstanding teachers are core to student learning and growth and should be treated like professional, master craftsmen and -women. Excellent teachers are central to the WLA Academic Model. The model has been designed based on other successful school models that encourage some teacher autonomy³³ - teachers are given a vision, mission, and standards as well as the resources and professional development needed for execution, and then freedom to execute. WLA will provide teachers with the highest quality standards for each subject area, specific performance goals, optional online tools and resources to use as part of their teaching, and a curriculum, lesson plans, and playlists that they may choose to use, modify, or substitute. Teachers will be provided with a budget to facilitate their creation or curation of the optimal teaching materials.³⁴ WLA leadership and teaching staff will closely monitor student performance and adjust teaching content and methods accordingly.³⁵

WLA will provide outstanding professional development and growth opportunities (See Section B(4)d: “Professional Development” for more detail) and have an open campus policy to allow

³² WLA defines the habit of agency as refers to the subjective awareness that one is initiating, executing, and controlling one's own actions in the world.

³³ Hybrid High Schools provide teachers with an overarching academic vision and then provide them with the resources to execute on that vision. Also, this book covers the higher achievement results that occur when teachers are entrusted with more responsibility and autonomy: “Trusting Teachers with School Success: What Happens When Teachers Call the Shots.” October 10, 2012. by Kim Farris-Berg, Edward J. Dirkswager.

³⁴ WLA will also have a backstop curriculum and materials in case the unexpected occurs such as a founding teacher falling ill and being unable for an extended period.

³⁵ See Section B(3)d: “Assessing Student Learning” for a detailed explanation of the assessments WLA will use to measure student progress.

teachers to come and go as needed according to their schedules. They will also be encouraged to collaborate, both within subject departments and across grade-level teams, to align lessons and develop professional learning communities where teachers learn from each other and rely on mutual support to problem-solve in their classrooms. Teachers will have access to curricular and instructional specialists that the Founding Team will hire as consultants during the planning year and throughout the first year, at a minimum. The Founding Team has included this support in the budget and operational plan.

Students should be met (closer to) their levels and (closer to) their optimal learning modalities. The WLA Founding Team believes that in the future, education will be much more specifically tailored to the needs and mastery levels of students. Using technology, teachers will be able to push targeted, specific remedial content or accelerated content to particular students to enable them to progress on an individualized trajectory.

There are not enough sets of quality online content or tested teaching methodologies to execute on a fully personalized model yet; thus, WLA builds upon the successes of Summit Public Schools, Hybrid High Schools, Alpha Public Schools, and others to take a step in the right direction.

Scholars will be divided into mastery-level classrooms each trimester based on assessments, and then grouped by understanding of standards within each classroom on a regular basis. The teacher will provide a selection of assignments at different levels from which students can work to meet them closer to their content knowledge level, developmental stage, and optimal learning style.

More quality learning time is critical to student success. More quality time spent learning improves student outcomes in the short and long term.³⁶ WLA subscribes to this tenet and executes accordingly with extended academic days, an extended calendar school year, and supplemental time in the evenings and during the summers for students who need it most. The implementation of this practice builds on other high performing schools that employ long school days including Thurgood Marshall Academy, K.I.P.P. Public Charter Schools, Achievement First, YES Prep, and Uncommon Schools.

b. Educational Focus

WLA will prepare Washington D.C. scholars for success in college and lives of public leadership through a comprehensive educational model that maximizes academic achievement, skill development and habit formation. Scholars at WLA will receive differentiated core knowledge content delivery in the classroom and experiential learning outside of the classroom. The WLA Academic Model uses Differentiated Classroom Learning and Experiential Learning Programs to meet the two WLA guiding principles: 1) Knowledge, skills and habits are required for young people to succeed in college and lead public leadership; and 2) All students should have the opportunity to reach their full potential.

³⁶ Farbman, D., & Kaplan, C. (2005). Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement. Research Report. Massachusetts 2020. Aronson, J., Zimmerman, J., & Carlos, L. (2000). Making time count. Wested. http://www.wested.org/online_pubs/making_time_count.pdf
Metzker, B. (2003). Time and Learning. ERIC Digest.

Differentiated Classroom Learning: WLA Master Teachers³⁷ will employ the best offerings in online instruction to optimize their ability to target their time and attention to the students who need it most, when they need it most. Master Teachers will employ a blended learning model, leveraging technology to combine direct instruction and a differentiated curriculum for more personalized access to academic material according to student ability level, pace, and learning style.

For math and English, WLA students will be assessed each trimester to determine classroom mastery groupings, and then receive differentiated instruction within each class based on regular formative assessments. WLA scholars will have the opportunity to learn Common Core State Standards and Next Generation Science Standards via different learning modalities including online activities, direct instruction in small groups, small group projects and labs, and traditional paper-based tasks.

Experiential Learning: Two experiential programs will round out WLA's Academic Model. First, WLA students will participate in a service learning experience during the 11th grade year. Students will spend approximately three afternoons per week on location with a local non-profit, governmental entity, or socially responsible business. The service learning program will equip scholars with contextual knowledge of the subject matter in which they are engaged, writing and analytical skills, and professional habits necessary for navigating college and career. Prior to the 11th grade, students will engage in a course called Leadership Education and Development (L.E.A.D.) that will include a great deal of preparation for the service learning experience. By the time they reach 11th grade, students will have learned the skills and habits of professionalism necessary to maximize the service learning opportunity.

Both the Differentiated Classroom Learning and the Experiential Learning are designed to equip students with the knowledge, skills and habits required for success in college and lives of public leadership.

³⁷ WLA will have Master Teachers and Apprentices. Each classroom will have at least one Master Teacher at any given time, and at least a second Master Teacher or an Apprentice. The Apprentices are junior teachers with little or no teaching experience while the Master Teachers ideally have at least 3 years of teaching experience. Calling teachers Master Teachers helps to emphasize to students, families, and the community the significance of the teaching role and the value that WLA places on teachers. The Apprentice role helps to produce a teacher talent pipeline and ensures that there are more adults in each classroom who can help students learn and grow.

The Washington Leadership Academy Academic Model

<i>The mission of Washington Leadership Academy is to prepare scholars in Washington, D.C. with the knowledge, skills, and habits required for success in college and lives of public leadership.</i>		
	WLA will accomplish this mission through its two-part Academic Model .	
	Differentiated Classroom Learning	Experiential Learning
What happens	<ul style="list-style-type: none"> • Scholars are regularly re-grouped according to level of mastery. • Scholars have different assignments based on level of knowledge. • Scholars learn using different methodologies including online learning, group projects, and direct instruction. • Scholars have a Mastery Hour every day to work on either math or ELA. • Scholars take ELA, math, science, and computer science all four years. • Scholars take Spanish, art, and health. • Scholars take LEAD, a college preparation and skill building course all four years. • Scholars have an Office Hour every day in the 9th and 10th grades. 	<ul style="list-style-type: none"> • Scholars engage in a service learning experience and associated course during the 11th grade. • Scholars create a capstone project that showcases their tech skills and serves the greater community during 12th grade.
How it builds knowledge	<ul style="list-style-type: none"> • Scholars are met at their individual levels of knowledge. • Scholars learn with modalities that are most effective for them. • Scholars have access to rigorous curriculum supported by the Common Core State Standards. 	<ul style="list-style-type: none"> • Scholars learn core knowledge content from their on-site experiences. • Scholars learn technical knowledge from the development of their capstone project.
How it builds skills	<ul style="list-style-type: none"> • Scholars learn to manage their time, pace themselves, engage in creative projects, work with teams, and more. 	<ul style="list-style-type: none"> • Scholars learn to manage their time, pace themselves, be creative, interview, write a resume, and more.
How it builds habits	<ul style="list-style-type: none"> • Scholars learn to take responsibility for their learning. • Scholars learn to teach themselves. • Scholars learn the best ways they learn. 	<ul style="list-style-type: none"> • Scholars learn to advocate for themselves in professional environments. • Scholars learn personal responsibility.

The WLA Academic Model was built by incorporating best practices from high-performing schools around the country. The following chart illustrates the inspiration behind different parts of the model, and the best practices upon which WLA will build.³⁸

³⁸ The WLA Founding Team has visited Summit and Hybrid High, engaged with their Personalized Learning Plan systems, and built some of the WLA Academic Model from practices tested and refined by these outstanding schools. The Summit and Hybrid High teams have signed letters of support for WLA and pledged their continuing support. See Appendix D and E for the letters.

Attribute	High-Performing School(s) Where Attribute is Employed
<i>Differentiated Classroom Learning</i>	
Students complete different assignments based on their performance on an evaluation	Summit Public Schools, Hybrid High Schools, Alpha Public Schools, New Classrooms, iZone/School of One ³⁹
Teacher opens/closes each lesson cycle	Summit Public Schools
Teacher has some autonomy over curriculum curation	Hybrid High Schools, Noble High Schools, Uncommon Schools
Students work in small groups, using technology in some stations and direct instruction in others	Ingenuity Prep
Students have autonomy in completing their assignments	Hybrid High Schools, Summit Public Schools, Merit Prep
Students do large group projects to solidify knowledge	Summit Public Schools
<i>Experiential Learning</i>	
Students engage in meaningful service-learning placements	Cesar Chavez Public Charter Schools, Madeira, Cristo Rey
<i>Other</i>	
Multiple teachers in each classroom	Democracy Prep Public Schools, FirstLine's Arthur Ashe Charter School
Students have extra time for math and English	Thurgood Marshall Academy, E.L. Haynes
MAP assessment used to gauge progress multiple times per year	Collegiate Academies in New Orleans, Cesar Chavez Public Schools

**We have engaged in discussions with and/or visited all of the schools on this list and more.*

What WLA Will Teach: Knowledge, Skills and Habits Required for Success in College and Lives of Public Leadership

1. Core Academic Knowledge

The primary objective of WLA will be to provide students with the rigorous academic education needed to be college- and career-ready. WLA will maintain high academic standards for all students and challenging curricula that pushes scholars to deeply understand content.

³⁹ iZone, a product of the New York City Department of Education, works to personalize learning through the incorporation of technology. Its middle school math initiative, School of One, creates unique lesson plans for each student by offering daily assessments online. <http://izonenyc.org/?project=school-of-one>

Throughout the course of their four years at WLA, students will receive instruction in the following general academic subjects⁴⁰:

- English Language Arts
- Mathematics
- Civics
- Science
- Computer Science
- Spanish
- Art and Music
- Health and Physical Education
- Assortment of electives for 11th and 12th graders

WLA will implement the Common Core State Standards (CCSS) and the Next Generation Science Standards. By applying this rigorous set of standards, WLA will ensure that every student is learning what he/she needs to know at each grade level to be prepared for college. The CCSS are research- and evidence-based, clear, understandable, based on rigorous content, and require the application of knowledge through higher-order thinking skills.

In keeping with the successful models employed by schools including Thurgood Marshall Academy, KIPP DC College Preparatory, Cesar Chavez Public Charter High School for Public Policy, and others, WLA will provide students with extra time for math and English instruction.

For one hour of English and one hour of math each day, students will learn core grade-level subject matter together. For each unit, the teacher will introduce the subject matter, and then divide the class into groups to work on assignments and small group projects to build their knowledge with students who are close to them in level of mastery of the subject matter. At the end of the unit, the teacher will lead the class through a project, either full class or in smaller groups, so that students of different mastery levels work together.

In the core math class, teachers might use a tool like [Activate Instruction](#)⁴¹ to assess students on their common core standards progress, assign them to small groups accordingly, and provide direct instruction and online learning choices for each small group of students. For English, teachers may use the the core ELA hour to teach writing and critical thinking skills, creating similar differentiated learning opportunities around discrete skills. For example, an English teacher may have a small group of students working with [Study Island](#)⁴² to help students dig deeper on an ELA CCSS.

For an additional Mastery Hour each day, students will be divided up by teachers into either English classes or math classes, depending on their area of deepest need. Teachers will regularly redistribute students based on progress.⁴³ Students will work on individual goals designed by their English and math teachers (who are also their Mastery Hour teachers). Teachers may come up with these goals based on classroom observation during their core class, via regular assessments

⁴⁰ Students will meet and exceed all DCPS graduation requirements.

⁴¹ Activate Instruction is a tool that Summit Schools, Hybrid High Schools, K.I.P.P. and other high performing schools are using to assist in applying lending and mastery-based in instruction. <http://www.activateinstruction.org/>

⁴² Study Island is used by some K.I.P.P. Academy Charter Schools and almost 40,000 other schools in the nation to assist students in learning the CCSS.

⁴³ Teachers will have the opportunity to collaborate during Wednesday professional development sessions, their 3 non-teaching periods per day, and when they are co-teaching classes to determine what students should work on during their Mastery Hour. Additionally, there will be 2 teachers per 25 students to assist students with their learning during the Mastery Hour.

using tools like MasteryConnect, by reviewing student dashboards on remedial online tools they have assigned to them, and /or using the pre-tests students will take at the beginning of the year.

Advanced students who progress through the curriculum more quickly than their peers will have the opportunity to do accelerated enrichment activities or organized electives if there are enough students in this category. Most importantly, the Mastery Hour will be critical to be able to allow students who enter WLA far behind the 9th grade level to catch up.

The following provides an illustration of what might occur in a child's core math class and then her Mastery Hour:

- Core math class: In WLA's Algebra I course for 9th graders, Anaya is working on graphing equations on coordinate axes with labels and scales ([CCSS.MATH.CONTENT.HSA.CED.A.2](#)). Mrs. Robinson has assigned her a playlist of assignments to work through. Today she works on practice problems via an online tool called Accelerated Math and then does a small group assignment to graph a problem related to recent snowfall using Google Draw.
- Mastery Hour: The results of the pre-test at the beginning of the school year showed that Anaya did not quite understand graphing linear equations. So during her Mastery Hour, she is working on building knowledge of that standard ([CCSS.MATH.CONTENT.8.EE.C.8.B](#)) using a tool such as [Apex Learning Foundation Courses](#)⁴⁴ or [ST Math](#).⁴⁵ Mrs. Robinson may also have noticed during the core math class that this skill was weak since Anaya was working on a related skill, and had Anaya work on the standard during the Mastery Hour. There are multiple ways that Mrs. Robinson could learn that Anaya doesn't understand a foundational standard, and many tools at her disposal to help Anaya catch up.

WLA recognizes that as an open enrollment school, there may be a number of students with disabilities and English language learners who enroll. Differentiated instruction will enable students to progress at their own pace in those subjects they find most challenging. For the other subjects, and especially math and English courses, students with disabilities and English language learners will be provided with multiple additional resources to ensure that they can fully participate. The differentiation and personalization of blended models tends to increase the ease with which teachers can include special education students and English language learners and may support faster progress than a traditional model.⁴⁶

WLA will hire one full-time push-in SPED teacher during the first year, plus a part-time ELL specialist (if needed). If there is a higher enrollment of students with special needs and/or English language learners than anticipated, WLA will hire additional push-in specialists. WLA will also

⁴⁴ Apex Learning Foundations Courses are online courses generally used for remedial instruction for students who are behind in core subject areas. The program includes assessments that can be used to highlight for students which content areas they need to focus on in order to progress in subject matter understanding. WLA teachers may choose to use Apex Learning as one of many potential tools to help students catch up to their peers within WLA and their high school peers across the nation.

⁴⁵ ST Math is a program that helps students learn math standards. E.L. Haynes and Collegiate Academies use ST Math and have touted its usefulness.

⁴⁶ There is some research to suggest that the Teach to One model (which is an inspiration to the WLA model) helps students with special needs and students needing a great deal of remediation to progress at faster rates than traditional classrooms. http://www.newclassrooms.org/resources/Teach-to-One_Report_2013-14.pdf, <http://blog.newclassrooms.org/independent-analysis-of-first-two-years-of-teach-to-one-math>

make use of software aligned to the common core that is specifically targeted toward SPED and ELL students, such as [Goalbook](#), as needed to ensure that they can follow along with the course schedules of their classmates. Students will be treated as individuals, and learning plans will be tailored to individual students as necessary.

2. Skill Development

The WLA Founding Team knows that academic preparation alone is not sufficient to get students to and through college and is therefore committed to providing its scholars with the full range of skills needed for long-term success. As articulated in Section A(1): “Demonstrating a Need”, these skills include competency in higher order thinking, communication, organization, time management, complex decision making, and information synthesis, to name a few.

Students at WLA will receive explicit instruction in these skills through the Leadership Education and Development (LEAD) Course, required all four years and including lessons on social entrepreneurship, financial management, and college preparation. The LEAD course will also prepare students for the service learning experience, help students create resumes, develop an online presence, practice workplace communications and more.

WLA is developing the LEAD course in partnership with [LearnServe](#), a local organization that brings together [students from all across the Washington, DC area](#) and prepares them with the skills of leadership, innovative problem-solving, and cross-cultural fluency. The result is a set of lessons that is specifically designed for DC students and backed by more than ten years of experience.

Please see chart in Section A(1): “Demonstrating a Need” for more detail about each skill WLA will build and how WLA will build it.

3. Habits of Leadership

In addition to needing academic knowledge and skill development, students need to build rich habits for success in college and lives and public leadership. These habits will inform students’ behavior when they inevitably encounter challenges and adversity throughout their post-high school life, such as work ethic, self-advocacy, and resilience. WLA believes that all of these habits can be practiced and developed through its multifaceted academic model, including its skill development course, LEAD, as well as through both the differentiated classroom and extensive experiential learning.

As students develop these habits, they become increasingly equipped to handle a broad range of problems of the future that would be impossible to specifically prepare for today. By consistently practicing being resourceful, responsible, hard working, honest, and gritty, among others, WLA graduates will be able to develop a healthy approach to tackle any problem thrown their way.

How WLA Will Teach: Differentiated Classroom Learning and Experiential Learning

Differentiated Classroom Learning

The Founding Team built the plan for the Academic Model upon the success of other leaders in the personalized and blended learning space. The Founding Team visited schools in Maine, New York, New Jersey, Los Angeles, and San Francisco to engage directly with school leaders and teachers employing these methods every day.

WLA defines blended learning as a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace.⁴⁷

Blended learning provides students with the tools and opportunities to receive personalized instruction and maximizes teacher time for the moments when students most need teacher intervention -- motivation, reinforcement, direct instruction of particularly confusing subjects for students, and overall attention and tracking of the students' intellectual and emotional growth -- things that computers cannot (yet) effectively do.

Students will be divided into classrooms based on their mastery of content each trimester, and then further broken down by understanding of standards within each classroom in between units. The teacher will begin each unit with an overview of the material and then provide a selection of assignments at different levels from which students can work to meet them closer to their content knowledge level, developmental stage, and optimal learning style. See Section B(3)c: "Methods of Instruction" for much more detail.

In addition to optimizing student learning, the differentiated learning model implicitly teaches many skills students will need in a self-directed environment like college. Students, while closely supervised (particularly in 9th and 10th grade), will be given more opportunities for independent work and time management than a traditional classroom provides. As a result, students will develop the necessary skills and habits for long term success even as they are studying purely academic content. The classroom model is designed to not only optimize student knowledge acquisition, but also to teach the skills students truly need for college and career.

Experiential Learning

Public leadership capable of solving today's biggest problems requires both a nuanced understanding of the world as well as knowledge of the tools that could be leveraged as solutions. Accordingly, WLA scholars will have the opportunity to complete two intensive experiential projects as upperclassmen that allow them to integrate their extensive academic knowledge with the context of the real world. These engaging projects will provide students with unparalleled development in the skills and habits they will need to thrive in college and their careers.

Service learning prepares students for the world they will lead. The Washington Leadership Academy will emphasize the importance of becoming a public leader - deeply understanding one's political and social context and then actively working to improve it. Students will engage in civics courses all four years of high school, studying topics ranging from World History to Washington D.C. Government to Social Entrepreneurship. During the 11th grade year, students will engage in an intensive service learning experience. The Founding Team built the plan based on those successfully employed at places like Cristo Rey and Cesar Chavez.

The need for new ideas and improvement in civic education is clear. In recent studies, student performance in this vital arena has raised alarm. A 2010 federally-administered nationwide [civics assessment](#) found the scores of high school seniors on the decline, with two-thirds scoring *below*

⁴⁷ Definition from the Christensen Institute, widely regarded as a thought leader in the blended learning field. <http://www.christenseninstitute.org/key-concepts/blended-learning-2/>

proficiency.⁴⁸ Experts labeled the results a “crisis,” pointing out, for instance, that three-fourths of seniors couldn’t even name a power granted to Congress by the Constitution.⁴⁹ A recent book on the subject notes that U.S. history (in contrast to math, reading, writing, and science) “is *the only subject* in which more than half of high-school seniors can’t demonstrate even basic knowledge: not about our founding, not about the First Amendment, not about the civil rights movement.” (emphasis added)⁵⁰

Former [Supreme Court Justice Sandra Day O’Connor](#) cites research explaining that a lack of civic education is leading to a lack of engagement:

*There is a direct correlation between civic knowledge and “political participation, expression of democratic values including toleration, stable political attitudes, and adoption of enlightened self-interest.” It is therefore unsurprising that “by almost every measure, Americans’ direct engagement in politics and government has fallen steadily and sharply over the last generation” or that the victims of the civic achievement gap [poor and minority students] show the most troubling lack of democratic participation.*⁵¹

WLA scholars will *not* join their peers in having a lack of civic knowledge or participation. WLA will not only teach the basics but will expand upon the traditional definition of civic engagement to also include participation in local non-profits, engagement with for-profit enterprises that have a socially responsible mission, and even participating in the community in its most basic form - voting, assisting a neighbor with housework, organizing an after-school activity for local youth, or serving on a non-profit board.

During the 11th grade, all students will have the opportunity to engage in a service-learning experience to build their understanding of the application of civics knowledge to the real world and develop knowledge, skills, and habits that cannot be taught in the classroom.⁵²

The benefits of service learning have been widely researched and documented.⁵³ Service learning programs increase participants’ academic achievement in core subjects, reduce dropout rates, and elevate students’ overall engagement with school. One study found that low socioeconomic status students who participated in service scored higher in achievement, motivation, grades, bonding to school, and attendance than similar students who did not participate in service.⁵⁴

⁴⁸ U.S. Department of Education, *The Nation’s Report Card: Civics 2010*, 2011, <http://nces.ed.gov/nationsreportcard/pdf/main2010/2011466.pdf>.

⁴⁹ Sam Dillon, “Failing Grades on Civics Exam Called a ‘Crisis,’” *The New York Times*, March 4, 2011, <http://www.nytimes.com/2011/05/05/education/05civics.html>.

⁵⁰ David Feith, *Teaching America: The Case for Civic Education* (Rowman & Littlefield, 2011), xviii.

⁵¹ Sandra Day O’Connor, “The Democratic Purpose of Education,” in *Teaching America*, ed. David Feith, (Rowman & Littlefield, 2011), 7.

⁵² Prior to the 11th grade, students will have ample time and opportunity to prepare for this immersion. During the LEAD class, students will learn about the service learning experience and engage in practical preparation activities including preparing a resume, engaging in mock interviews, practicing writing professional emails, and the expectations of being in a workplace.

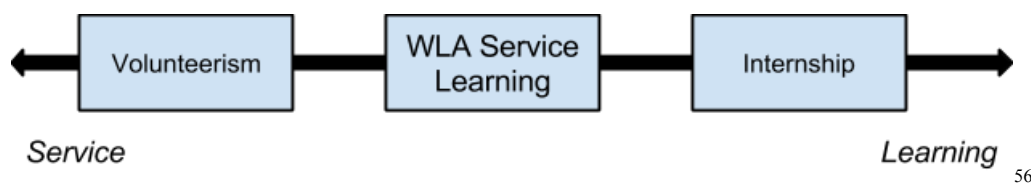
⁵³ <http://www.nylc.org/sites/nylc.org/files/SLResearchSummary.pdf>

⁵⁴ Scales, P. C., Roehlkepartain, E. C., Neal, M., Kielsmeier, J. C., & Benson, P. L. (2006). *Reducing academic achievement gaps: The role of community service and service learning*. *Journal of Experiential Education*, 29, 38-60.

A service-learning experience such as the one offered at WLA could also increase achievement and persistence for students later on when they are in college. The very best of the urban charter schools have produced college graduation rates of less than 50%.⁵⁵ While higher than the national average of 9% for first-generation students, a 50% rate is still completely unacceptable. Incorporating a service-learning experience, which will require autonomy, self-discipline, time-management, teamwork, interaction with diverse groups, and goal-setting, will equip students with the college-readiness skills that traditional school experiences lack.

The WLA Founding Team views the service learning experience not only as a mechanism to learn about the importance of engaging in one's community, but also as a proxy for the development of life skills that will be beneficial in college and beyond. Students will naturally learn how to identify problems, develop solutions, and feel empowered to improve life for self and others.

Service learning at WLA will occupy a space directly between a service-oriented experience of volunteering (where the primary purpose is to benefit an external recipient) and a learning-oriented experience of an internship (where the primary purpose is to benefit the intern). Students at WLA will both be providing a valuable service to the community while also benefiting enormously in knowledge, skills, and habits from exposure to the professional world of change agents.



For purposes of the 11th grade student experience, WLA defines service-learning broadly. 11th grade WLA students will spend afternoons on three days per week on-site at a local non-profit, socially-responsible business, or governmental organization (local or Federal). A group of four students might work together to help the Department of Education's Office of Education Technology prepare for an upcoming conference; a pair of two students might help a small non-profit produce a monthly newsletter; while one student might answer constituent phone calls for a Congresswoman on Capitol Hill.

Dozens of local organizations including The Center for American Progress, Congressman Charles Rangel's office, The Department of Homeland Security, GovLoop, and the D.C. Mayor's Office for Planning and Economic Development have already expressed an interest in providing a service-learning opportunity for one or more students. See Appendix H for a list of organizations that have agreed to host future students.

All students will have the opportunity to participate in the service-learning experience, including students with special needs and English language learners. The WLA team will work with students on a case-by-case basis to determine how their service-learning experience will be

⁵⁵ K.I.P.P. Public Schools' alums are graduating college at a rate of 44%. <http://www.kipp.org/results/college-completion-report>

⁵⁶ Adapted from http://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1104&context=slceslgen&sei-redir=1&referer=https%3A%2F%2Fscholar.google.com%2Fscholar%3Fstart%3D10%26q%3Dbenefits%2Bof%2Bexperiential%2Blearning%26hl%3Den%26as_sdt%3D0%2C9%26as_vis%3D1#search=%22benefits%20experiential%20learning%22

accomplished, but the following list of examples is representative of how WLA will be able to customize it:

- Three English language learners might work with an organization like the [National Council of La Raza](#), where they can speak some Spanish with the staff while also improving their English skills with regard to public policy subjects. Or, if the students are more interested in constituent-facing opportunities, they could do their service learning with [Congressman Joaquin Castro](#) from San Antonio, a largely Spanish-speaking district.
- A student with severe behavioral challenges could be accompanied by his/her service-learning advisor to an on-site service learning experience for two out of the three days per week, while assisting with needs at WLA for the third day. Or, if the student could not engage in the on-site experience, the WLA team could create a WLA-based service-learning project for the student such as assisting the registrar with preparing for recruitment for the following year or helping a small group of first year students with their computer science course.

The Founding Team acknowledges that providing the opportunity to engage in service-learning experiences to all students will not be simple. However, WLA is fully committed to preparing all students for college and lives of public leadership, and service learning is core to developing the required background and skills.

WLA has built significant staff time and resources into the 11th grade to ensure that the program is highly supervised, smooth, and beneficial for both students and partner organizations. The program will have a full time coordinator who will coordinate with the service learning partners and provide them with training, help the junior year teachers to oversee small groups of students for their service learning experiences, and ensure that there is strong academic backing to the experiential program. The coordinator, in combination with 11th grade teachers, will provide the instruction for the academic foundation for the experience, and ensure that the logistics are smooth.

Preparation for a high-tech world: To be a participant in modern day society, not to mention a successful public leader, a working knowledge of how to use and create technology is essential. To run for office today, a candidate at any level needs to use myriad technical tools to attract supporters, organize events, and engage funders. Candidates in contemporary elections use tools such as [ActBlue](#) and [Nation Builder](#) to fundraise and analyze and target potential voters.

Once in elected office, a candidate will benefit tremendously by understanding how to use tools to connect and communicate with their constituents like [See Click Fix](#), which allows community members to identify places where local government needs to intervene - from potholes to broken lamp posts.

To run a small nonprofit, a leader should understand how to use technology to optimize staff time like [Task Rabbit](#), which charges organizations a relatively small amount to take care of a large number of potential errands, or [Mechanical Turk](#), which dramatically reduces the cost and time requirement of tedious tasks like database management.

To run a neighborhood association, an understanding of tools like Google Drive, which allows users to create surveys and automatically enters the results into online forms, or to create documents that many people can work on simultaneously, will make a community leader more effective.

Understanding technology from the inside out is no longer a nice to have, it is a need to have, and it will only continue to be more so in the future.

WLA will provide fundamental tech knowledge and skills through instruction and training about computer technologies, including an express focus on problem definition, as well as via immersion in a tech-enabled blended learning curriculum. Students will receive more than just computer science instruction, they will become digital content creators, completing a rigorous capstone course their senior year in which they will design and build a technological product to serve their community.

The Bureau of Labor Statistics described technical skills in the context of the modern job market:

*Computers and information technology (IT) touch nearly every aspect of modern life. Information technology can help with such diverse tasks as driving motor vehicles and diagnosing diseases. IT enables seamless integration and communication between businesses anywhere in the world. To keep IT systems running, a large workforce is needed to maintain networks, create new software, and ensure information security... Unlike many other sectors of the economy, employment in the computer systems design and related services industry...was not significantly affected by the recession of 2007–2009. The industry lost about 1 percent of its employment in 2009 but regained momentum in 2010, when it surpassed the employment numbers from 2008. The high demand for the services provided by this industry has created a large number of fast-growing and high-paying IT jobs.*⁵⁷

While England has launched an aggressive program to introduce coding and computer science curriculum into all of its schools,⁵⁸ primary through secondary, the United States lags staggeringly behind. In 2013, there were 19.7 million students in high school in the United States,⁵⁹ but only .0015% of those students took the Advanced Placement Computer Science exam.⁶⁰

The importance of computer science instruction at WLA is also notable because of the extreme lack of diversity in technical fields. The news has widely reported on the dearth of African-Americans and women in technical fields. One widely cited statistic: “Latinos and African Americans combined make up less than 5 percent of the tech workers at Google, Facebook, Twitter, LinkedIn, Yahoo, and eBay.”⁶¹

⁵⁷ Bureau of Labor Statistics: <http://www.bls.gov/opub/btn/volume-2/careers-in-growing-field-of-information-technology-services.htm>

⁵⁸ <http://www.bbc.com/news/technology-29010511>

⁵⁹ National Center for Education Statistics. <http://nces.ed.gov/fastfacts/display.asp?id=372>

⁶⁰ <http://home.cc.gatech.edu/ice-gt/321>

⁶¹ <https://www.americanprogress.org/issues/race/news/2015/01/14/104132/will-the-new-tech-economy-solve-the-old-economys-racial-problems/>

In 2013, only 1900, or .06%, of students across the entire United States who took the [AP Computer Science](#) exam were black.⁶² If WLA students take the AP Computer Science exam (assuming we recruit from the target population), they will make up a significant percentage of the black students in America taking the AP Computer Science exam. Diversity in this field isn't a nice-to-have, it is mandatory if we want to see technical products and outcomes that address the needs of all people, including those from different backgrounds, ethnicities, and genders.⁶³

To prepare students for the modern world, they must, at a very basic level, be extremely comfortable using a computer on a daily basis. College and the working world require operation of computers multiple times per day. All WLA students will be provided with a [Chromebook](#) laptop computer with significant time and attention placed on how to use it during orientation. WLA will also implement strong policies and processes around computer distribution and use, building on the lessons learned from schools including [E.L. Haynes](#), [The Brooklyn Lab](#), and Hybrid High Schools.

Furthermore, because the Founders of WLA recognize that a working knowledge of technology is essential, and that a deeper knowledge will truly prepare students for success in any field, all WLA students will take a technical course for all four years of high school.

The WLA tech curriculum is described in more detail in Appendix I, but will start with a core foundations class in the first year, followed by a deeper dive into a more specialized topic in the second year, an opportunity to take an AP or certification test the third year, and finally a capstone project during the fourth year. The WLA Founding Team consists of both strong technical experts and adept curriculum developers who are building on lessons learned from pioneers in computer science education including [RePublic Schools'](#) computer science curriculum, [Exploring Computer Science](#) curriculum, [code.org](#) curriculum, and [College Board](#) curriculum, to build the best possible experience for students. Students will graduate with digital portfolios, one or more technical certifications and/or having taken the AP Computer Science test, depending upon their selected track.

The WLA technology curriculum can and will be tailored to the needs of both special needs students and English language learners. The computer science teachers will have extra planning periods available to work with the special education and ELL coordinator to develop ways of differentiating the content appropriately so that all students can access the information. In fact, the technology curriculum will provide some students with special needs an opportunity to shine in ways traditional instruction cannot. Certain students with autism, for example, have thrived in STEM education offerings,⁶⁴ while students with severe dyslexia might flourish while engaged in the visually-based design curriculum.

The WLA Academic Model will thoroughly prepare students for college and career success through the Differentiated Classroom Learning and Experiential Learning components. The chart below shows the ways that each of the methodologies builds knowledge, skills, and habits.

⁶² The College Board. <http://research.collegeboard.org/programs/ap/data/archived/2013>

⁶³ The President of the National Academy of Engineering gave a comprehensive speech on the topic called "The Importance of Diversity in Engineering". <https://www.nae.edu/File.aspx?id=10231>

⁶⁴ Washington University in St. Louis Study. <http://news.wustl.edu/news/Pages/24568.aspx>

How the WLA Academic Model Prepares for College and Career Success

	Knowledge	Skills	Habits
Differentiated Classroom Learning	<ul style="list-style-type: none"> ● High academic standards and rigorous curriculum ● Curriculum curated by expert teachers and based on already proven models ● Both content and instruction are tailored to needs of students ● Content is consistently integrated between courses for reinforcement 	<ul style="list-style-type: none"> ● Self-directed learning ● Time management ● Teamwork and collaboration ● Consistently responding to feedback 	<ul style="list-style-type: none"> ● Agency ● Self-advocacy ● Resiliency ● Self-control ● Grit
Experiential Learning	<ul style="list-style-type: none"> ● Technological fluency ● Nuanced understanding of government 	<ul style="list-style-type: none"> ● Self-direction ● Higher Order Thinking ● Office Skills ● Research Skills 	<ul style="list-style-type: none"> ● Agency ● Self-advocacy ● Responsibility

2. GOALS AND STUDENT ACADEMIC ACHIEVEMENT EXPECTATIONS

The Washington Leadership Academy has selected the Performance Management Framework as its measure of academic achievement. The School Reform Act (SRA) grants the DCPCSB authority to hold DC public charter schools accountable for fulfilling their duties and obligations under the Act. PCSB has created the Performance Management Framework (PMF) to hold schools serving similar grades to the same set of standards. The High School PMF for schools not opting to include the Career and Technical Education metric is applicable to Washington Leadership Academy.

The DCPCSB uses the results of the PMF to assign schools to one of three tiers. Although WLA will not be placed in a tier during its first year of operation, WLA will strive to be Tier 1 from Day one.

The High School PMF includes 4 main indicators - Student Progress, Student Achievement, Gateway, and Leading Indicators. For the Student Progress indicator, the DCPCSB measures the transitional median growth percentiles of both math and English. These measures assess student progress on the newly adopted PARCC assessment by comparing changes in student scores with the changes made by other students with similar score histories. WLA will strive for figures well above the 65 target. For Student Achievement, the DCPCSB will use PARCC scores to measure student achievement. The components of the calculation include the number of full academic year students scoring at least a level 3, 4, or 5 during that academic school year divided by the number of students who took the test. The college and career readiness measures reflect the number of students who scored levels 4 or 5 on the PARCC assessment.

The Gateway indicators include the adjusted cohort 5-year graduation rate, the adjusted cohort 4-year graduation rate, performance on the PSAT and SAT, the college acceptance rate, and AP test achievement. Finally, the Leading Indicators include attendance, re-enrollment, and 9th graders on track to graduate.

3. CURRICULUM

The curriculum at WLA will be created and curated by curriculum design specialists during the planning year and modified by expert teachers based on rigorous standards for each subject area. The curriculum will be designed to prepare all students for college with challenging core knowledge content delivered through different modalities of instruction. All aspects of the WLA model are and will be continue to be designed for all learners regardless of English language proficiency, special needs, remedial needs, acceleration needs, or other learning differences.

The WLA Founding Team recognizes that significant foundational work and scaffolding will be required for teachers to be successful at the implementation of this new academic model. WLA has built plans into the budget and operations to provide this needed support during the planning year for pre-production of the teacher playlists and during the academic year.

Early math and English teacher hires. The WLA Founding Team will make every effort to hire one English and one math teacher by September 2015 and to pay them to work part-time on the creation of the curriculum, lesson plans, and curated playlist content for those courses. The Founding Team will set up demonstrations for technology tools for the subject matter so that these teachers can determine the best set of tools to use ahead of time.

Curriculum specialist consultants. The not-for-profit Education Service Provider (ESP), Revolution Schools, plans to use a significant portion of the Next Generation Learning Challenges grant money to pay for curriculum specialists with experience in personalized learning (likely from California) to assist in the development of a strong and supportive foundation of materials, lesson plans, technical tools, and more from which teachers will be able to build the differentiated playlists for their students.

Three weeks during the summer. Teachers will have three weeks of professional development during the summer before school starts. Some of this time will be spent developing curriculum, lessons, and choosing materials for their courses.

At least 3 non-teaching periods per day. Master Teachers will have at least 3 non-teaching periods per day that they may use to plan and collaborate.

Pre-selected backstop curriculum. WLA will have a set backstop curriculum, including lesson plans and potential playlists, in place for each subject in the event that a teacher has to leave unexpectedly or that other unforeseeable circumstances occur. WLA will develop the backstop curriculum during the planning year using the curriculum specialists that WLA has budgeted a significant amount to hire.

a. Student Learning Standards

Subject Area	Primary Standards	Supplemental Standards
English Language Arts	Common Core State Standards for English Language Arts and Literacy	Advanced Placement English Language and Advanced Placement English Literature
Mathematics	Common Core State Standards for Mathematics	Advanced Placement Calculus
Science	Next Generation Science Standards	Common Core State Standards for Literacy in Science ⁶⁵
Social Studies	District of Columbia Social Studies Standards	New York State Social Studies Standards and Common Core State Standards for Literacy in Social Studies and Advanced Placement U.S. Government
Computer Science	Exploring Computer Science Standards ^{66,67} and Advanced Placement Computer Science	Red Hat Certified Systems Administrator (RHCSA) Cisco Certified Network Associate (CCNA) Certified Secure Software Lifecycle Professional (CSSLP) Adobe Certified Expert (Adobe ACE)
Health	D.C. Public Schools Health Standards	
Spanish Language	American Council on the Teaching of Foreign Language Standards	
Art	D.C. Public Schools Art Standards	
Leadership Education and Development (LEAD)	Learn-Serve and WLA-Created	

English Language Arts. In alignment with the District of Columbia, WLA will adopt the Common Core State Standards (CCSS) for English Language Arts. This framework provides core knowledge content around the following areas:

- Reading: Literature
- Reading: Informational Text
- Reading: Foundational Skills
- Writing
- Speaking and Listening
- Language

The CCSS English Language Arts standards prepare students with higher order thinking and communication skills, effectively preparing students for college and career success, pillars of

⁶⁵ Common Core State Standards for English Language Arts for Science, Grades 9 and 10:

<http://www.corestandards.org/ELA-Literacy/RST/9-10/>

⁶⁶ The Exploring Computer Science Standards were created based on the following set of interdisciplinary standards: NextGeneration Science and Engineering Standards, Common Core State Standards, International Society for Technology Education Standards, Computer Science Teachers Association Standards, CA State Standards in Mathematics and English-Language Arts, Illinois Learning Standards in Mathematics and English-Language Arts, California Career Technology Education Standards, and Illinois Career Technology Education Standards. <http://www.exploringcs.org/curriculum>

⁶⁷ The Exploring Computer Science curriculum was developed by a large and credentialed design team including principals, computer science teachers, university professors, and instructional experts. A specific list of experts is available here: <http://www.exploringcs.org/curriculum>.

WLA’s mission. Use of the Common Core State Standards will ensure that all students are nationally and internationally competitive, educated individuals in the 21st century.

Because literacy and English Language Arts skills are so fundamental to student success, whenever possible, WLA will integrate CCSS literacy standards into other core academic course content as well. In fact, the Common Core State Standards for English Language Arts provide suggested ways to blend the standards into Social Studies, History, Science, and Technical subjects. Teachers at WLA will be encouraged to do so as frequently as possible.

For example, the WLA 9th grade World History teacher might ask students to “Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise,” ([CCSS.ELA-LITERACY.RL.9-10.5](#)) as applied to the Magna Carta while studying the historical document and its effects on the unfolding of history in Great Britain. Emphasis on the ELA CCSS in multiple subjects will strengthen students’ understanding and application of the standards and therefore their college and career readiness.

Finally, at WLA, particular emphasis will be given to the ELA Anchor Standards for College and Career Readiness in Reading, Writing, Language, and Speaking and Listening. A solid foundation in the Anchor Standards will ensure that WLA students are ready for the academic rigors of college and equipped with the skills needed for professional success.

Mathematics. In alignment with the District of Columbia, WLA will adopt the Common Core State Standards (CCSS) including the [Standards for Mathematical Practice](#). The CCSS mathematics standards ensure that students not only know the basic building blocks of math subject matter, but how the concepts fit together and why they are necessary to know in the real world. The mathematics standards are divided into grade levels and course subject areas. WLA will employ a curriculum that marries the content standards to the mathematical practice standards. Both will be reinforced by didactic classroom instruction in conjunction with blended learning activities.

Science. In alignment with the District of Columbia, WLA will use the [Next Generation Science Standards](#) (NGSS) to provide sound, evidence-based curriculum that draws on current scientific research. The NGSS are internationally benchmarked and were designed in coordination with the CCSS literacy and mathematics standards. Under this framework, students will apply science and engineering practices and crosscutting concepts to a range of disciplinary core contexts.

WLA will follow the Modified Science Domains⁶⁸ model promulgated by the Next Generation Science Standards creators to follow a common course sequence for high school while covering all high school science standards. WLA will also integrate the ELA and math standards into science curriculum instruction whenever possible. For example, a WLA science teacher may be teaching students how to make and defend a claim based on evidence that inheritable genetic variation may result from mutations caused by environmental factors ([HS-LS3-2](#)). The teacher may ask the students to make and defend the claim using articles that support their opinions, thereby applying the English Language Arts Standards, specifically, [CCSS.ELA-LITERACY.W.9-10.1](#).

⁶⁸ Appendix K of the Next Generation Science Standards provides sample course scope and sequence models. p. 48.
http://www.nextgenscience.org/sites/ngss/files/Appendix%20K_Revised%208.30.13.pdf

Civics. For civics, WLA will use Democracy Prep’s Common Core State Standards Literacy - aligned social studies curriculum, built upon New York State Social Studies Standards, with modifications to apply to the DC context. For 12th grade, WLA will use the [Advanced Placement U.S. Government](#) standards and curriculum.

As an example, the content standards upon which the Democracy Prep curriculum focuses during the first half of the 9th grade include the following for World History:

- The development of civilizations;
- The rise and impact of belief systems;
- The advancements, achievements, and decline of classical civilizations;
- The rise of trans-regional trade networks;
- Political powers and achievements;
- Social and cultural growth and conflict;
- and, Africa and the Americas pre-1600s.

Computer science. The language of computer science is a necessary one in the modern world. Computer science is considered a core subject area at WLA, and will be required for all four years. For computer science, WLA will primarily use the Exploring Computer Science standards and curriculum. The ECS standards were developed by combining standards from interdisciplinary subjects that touch on computer science principles including the following: [Next Generation Science and Engineering Standards](#), [Common Core State Standards](#), [International Society for Technology Education Standards](#), [Computer Science Teachers Association Standards](#), [CA State Standards in Mathematics and English-Language Arts](#), [Illinois Learning Standards in Mathematics and English-Language Arts](#), [California Career Technology Education Standards](#), and [Illinois Career Technology Education Standards](#).⁶⁹

It is expected that 9th grade students will enter WLA with no prior knowledge of computer systems and graduate from the 12th grade having specialized knowledge in systems design, infrastructure, or coding. Additionally, most students will have some form of professional credentialing or have taken the AP Computer Science test.

Additional Academic Areas

College and Career Readiness. For four years, students will have a mandatory course titled Leadership Education and Development (LEAD). During Leadership Education and Development, students will learn the nuts and bolts of the skills and habits needed for success in college and public leadership. The course will cover topics including the following:

- Preparation for the service-learning program;
- College applications, including time set aside for doing the applications;
- ACT prep, including time set aside for specifically preparing for the ACT;
- Practice lectures where students will experience what it is like to be in a college class;
- Financial planning and management for high school, college and beyond;

⁶⁹ <http://www.exploringcs.org/curriculum>

WLA plans to use parts of the Social Entrepreneurship curriculum developed by Learn-Serve⁷⁰ International for portions of the LEAD course. The curriculum includes life skill instruction via real world lessons on creating budgets, fundraising, interviewing, and more. Through the course, students will gain exposure to social entrepreneurship, learn specific leadership strategies for becoming change agents, and be responsible for developing sustainable, practical solutions to problems they see in the world around them. LEAD will prepare scholars with the soft and hard skills they will truly need to succeed in college.

Art. WLA is committed to ensuring that its students receive a demanding college preparatory experience, including a rigorous fine arts course. WLA will adopt the DCPS Art Standards.

Foreign Language. For its foreign language standards, WLA will adopt [The American Council on the Teaching of Foreign Language Standards](#) (ACTFL) which are aligned with the CCSS Literacy standards. The ACTFL standards were developed to provide a CCSS-integrated experience for students learning foreign languages and focus on developing students' communication proficiency and to promote insight into other cultures. These standards include:

- Communication: Communicate in languages other than English
- Cultures: Gain knowledge and understanding of other cultures
- Connections: Connect with other disciplines and acquire information
- Comparisons: Develop insight into the nature of language and culture
- Communities: Participate in multilingual communities at home & around the world

These standards integrate cultural competency with foreign language acquisition, preparing students for the needs of an increasingly global economy. WLA students will take Spanish because Spanish is currently spoken in 40% of United States homes.⁷¹

Health and Physical Education. WLA will use the DCPS standards for Health and PE. These standards include age-appropriate modules in the following areas:

- Health
 - Health promotion and disease prevention
 - Accessibility and evaluation of health information, products, and services
 - Application of self-management skills to enhance personal health and safety
 - Analysis of the influence of family, culture, media, and technology on health and health behaviors
 - Utilization of interpersonal communication skills to enhance and protect health
 - Implementation of decision-making and goal-setting skills to enhance health
- Physical Education
 - Competency in physical skills
 - Health-Enhancing Level of Fitness
 - Safe and Responsible Personal and Social Behavior

⁷⁰ [Learn-Serve](#) has a long history of serving DC youth with its after school fellowship program, and has since expanded to design in-school course curriculum for some of the most successful schools in the area. Its standards serve as a framework for how to effectively teach, measure, and evaluate student learning in an essential, but traditionally non-tested subject.

⁷¹ Spanish is the most spoken non-English language in U.S. homes even among non-hispanics:

<http://www.pewresearch.org/fact-tank/2013/08/13/spanish-is-the-most-spoken-non-english-language-in-u-s-homes-even-among-non-hispanics/>

Physical education classes may incorporate dance, yoga, sports, and movement programs, and health classes will enable students to engage in projects (growing, preparing, and eating food from the school garden, for example) to build health knowledge and personal health skills. These standards provide students with the skills they need to make healthy choices in high school and beyond.

Service Learning. All of our scholars will begin to learn and experience what it means to be an active citizen, taking part in the democratic process in government or a local non-profit and helping to make changes that will improve the world around them. WLA scholars will not only be prepared for college because of their rigorous academic education, but they will have gained life skills through their service-learning experience that will better prepare them for college than their peers from other schools.

In tandem with their on-site service-learning experiences several times per week, students will also have dedicated class time for synthesis and analysis of their service-learning experience, and opportunities to apply it to their core academic subjects. The service learning experience and course will align in part with the [National Youth Leadership Council's Service-Learning Standards for Quality Practice](#). The NYLC Standards include the following:

- **Meaningful Service:** Service-learning actively engages participants in meaningful and personally relevant service activities.
- **Link to Curriculum:** Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
- **Reflection:** Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.
- **Diversity:** Service-learning promotes understanding of diversity and mutual respect among all participants.
- **Youth Voice:** Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.
- **Partnerships:** Service-learning partnerships are collaborative, mutually beneficial, and address community needs.
- **Progress Monitoring:** Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.
- **Duration and Intensity:** Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

English Language Learners. The architects of the CCSS believed that all students should be held to the same high expectations, including English language learners (ELLs). WLA is committed to providing the additional time, instructional support and services, and aligned assessments for students as they acquire both content area knowledge and English language proficiency. This will be done by consistent monitoring and assessment to adjust instruction. WLA will have a part time ELL coordinator on staff who will help guide the SPED coordinator, Apprentices, and Master Teachers to be able to support students who are English language learners.

CCSS suggests that teachers understand that students can learn grade level standards without having fully mastered the English language. ELLs have many resources that can enhance their

education, such as first language and literacy knowledge that can boost their acquisition of language and literacy in a second language. Teachers at WLA will build on this reservoir of talent to provide students with appropriate support and the following resources:

- Training for all teachers and personnel during the summer session and Wednesday morning trainings
- A literacy-rich school environment where students are immersed in a variety of language experiences
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework
- Coursework that prepares ELLs for postsecondary education or the workplace - service-learning and tech capstone included
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in English
- Ongoing assessment and feedback to guide learning
- Technologies and tools delivered via their personal devices that will allow them to participate in activities and experiences when it would otherwise be more challenging
- A part time ELL coordinator who will work with the SPED and general education teachers (unless the enrollment numbers are higher than expected, in which case WLA will hire more support)
- Model English speakers

These supports will apply not only to English courses, but all classes in WLA, where ELLs will participate to the fullest extent. Research indicates that regular and active participation in the classroom, including reading, listening, discussing, explaining, writing, representing, and presenting, is critical to the success of ELLs in all courses, even as they learn English.

Students with Disabilities. WLA is committed to providing a challenging academic experience to all students. WLA will ensure that high expectations are held for students with disabilities such that they are to become college and career ready. The Founding Team will use the “Response to Intervention” (RTI) model to identify, monitor and appropriately place students based on their specific needs. WLA will utilize data to inform students, families and staff of the appropriate measures needed to ensure placement in the least restrictive environment as well as an environment tailored to the students needs.

Per the Individuals with Disabilities Education Act, all students with a disability who qualify for services under this law are entitled to a free appropriate public education (FAPE). At the core of WLA’s educational philosophy is the notion that students should learn at a more personalized pace which means that students with disabilities, ELLs and students who are far behind grade level will be included in courses more easily than in a more traditional environment. This will also specifically allow for a better cultural fit for inclusive instruction for students with Individualized Education Plans (IEP) as compared to a traditional high school. Furthermore, during the large group projects in the core classes, students with special needs and English language learners will be included - there is a role for everyone in those projects.

Academic supports for students with IEPs will be determined by teams and include direct instruction provided in the general classroom with specialized support provided simultaneously by a “push-in” teacher specifically trained in special education techniques and resources. In severe

cases, students will receive individual or small group instruction by a special education teacher independently. Regardless of location of services, WLA will ensure that all students are provided supports that align with the CCSS. WLA will ensure this provision of services by aligning students' IEP goals with the selected standards, as appropriate, and ensuring that objectives and targets set forth in the IEP provide students with the intensive skills supports and services to grow to achieve their goals. Accordingly, WLA will provide appropriate accommodations to students with disabilities such that they can access the CCSS.

In order to ensure that all students meet academic performance goals as outlined in their IEPs, WLA will make a clear distinction between modifications to curricular content and accommodations available to students that do not lower academic expectations. WLA will seek to *modify* curriculum as *infrequently* as possible, yet faculty will provide *accommodations* as *frequently* as necessary to help students progress as guided by students' IEPs and their individual needs.

Furthermore, it is equally important to support students with disabilities who qualify for academic support under Section 504 of the Rehabilitation Act. WLA will provide services under Section 504 to students who are determined to have a disability that impacts one or more major life activities (such as caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning) with appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met.⁷²

In order to identify which students meet disability criteria under Section 504 or IDEA, WLA will use a team including two content teachers, one special education teacher, and the principal to evaluate and observe the student in question. Additionally, to comply with FAPE for students that qualify under Section 504, WLA will provide necessary accommodations that would allow students to access the general education environment. For example, a student with a hearing impairment whose educational performance has not been impacted by his or her disability would be provided with assistive technologies in order to access the CCSS curriculum under the law.

Progression of standards as students matriculate; how standards build off previous year's learning. The Common Core State Standards provide a framework upon which teachers will build increasingly complex instruction. The following literacy standard provides an example: "Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme." (CCSS.ELA-LITERACY.RL.9-10.3). During the 9th grade, students working to develop this competency may read *Night* by Elie Wiesel and write a short paper about how the characters' motivations inform their actions. In the 10th grade, students working to develop the same competency might read *Lord of the Flies* and *The Hunger Games* and compare the ways that Ralph and Katniss each react when faced with adverse situations. Teaching of standards in all core academic subjects will progress similarly. In all academic subjects, more challenging standards or combinations of standards will be used each year.

⁷² <http://www2.ed.gov/about/offices/list/ocr/504faq.html>

b. Methods of Instruction

Instructional methods. To build a culture and instructional program that rivals the best schools in the country, the WLA Founding Team believes it is essential to instill rigorous academic expectations and firm behavioral standards. Exemplary teaching, combined with high expectations, blended learning, and more time in the classroom, will enable all students to succeed regardless of background. Students with disabilities and English language learners will be greatly served by the flexible push-in methodologies, strong attention to IEPs and 504 plans and high expectations for success. Only the best will be acceptable from our students, teachers, and leaders.⁷³

First, all classrooms in core subject areas will have two teachers. One of the teachers will be a Master Teacher in that subject and the other will be either a Master Teacher in a different subject or an Apprentice. Master Teachers will generally have at least two years of teaching experience but potentially more. They will also either have experience blending technology into their instruction, or be working on doing so. Apprentices will be people who have studied teaching or been involved in schools but haven't had much experience teaching.

The philosophy of WLA leadership is and will be that teachers have autonomy, with constraints to the extent they are supportive to the teacher. For example, WLA will provide the general model of instruction described below, but teachers will be encouraged to customize it as needed to reach maximum benefit for their students. Additionally, teachers will be provided with a suggested scope and sequence and set of materials, but provided with the resources to choose materials themselves.

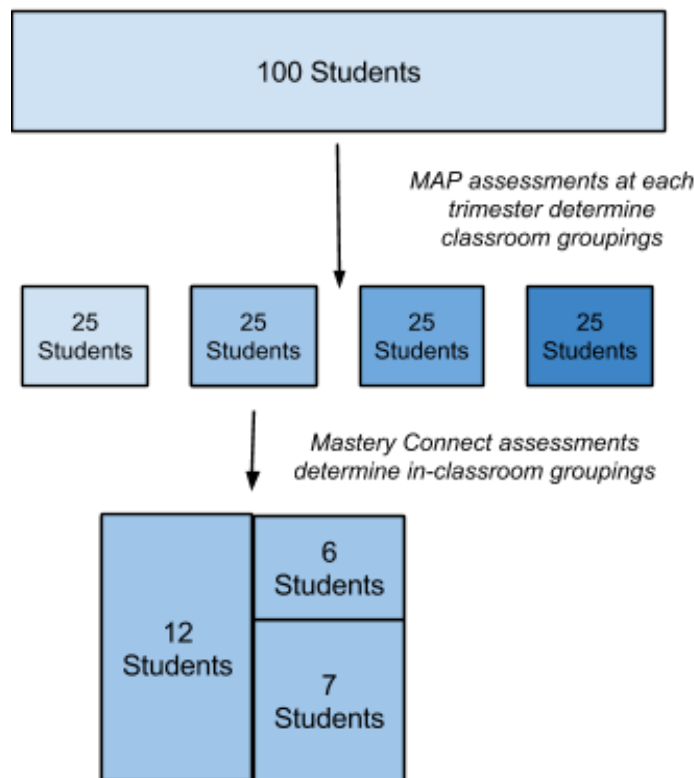
Teachers will have at least two of their ten blocks devoted exclusively to prepare for their classes. Additionally, teachers have time built into their schedules mid-week to collaborate with their grade-level and subject-level colleagues to ensure the opportunity to collaborate, discuss pertinent student issues, and do peer observation. Most importantly, WLA teachers will work closely with colleagues who get great results and are committed to the same mission.

Mathematics and English Language Arts. All students will be tested in math and ELA during the summer using the [NWEA Measures of Academic Progress Assessment](#) or a similar norm-referenced test. Based on the initial results, the 100 students will be grouped into 4 groups of roughly 25 each. Then, using a tool like [Mastery Connect](#), which allows for brief assessments of individual standards, teachers will divide students into smaller groups within their classroom based on the students' knowledge of the standard(s) currently being covered in the class.

For example, one Master Teacher of mathematics, might pre-test students using Mastery Connect and find out that 12 of them do not understand the concept at all, 6 of them have some knowledge, and 7 of them have already mastered the standard. The Master Teacher will divide these students into groups that will sit together for the duration of the study of that standard or standard group.

⁷³ WLA will incorporate teaching best practices including those recorded by Doug Lemov in his books [Teach Like a Champion](#) and [Practice Perfect](#).

**Differentiated Classroom Model:
9th Grade Math Example**



The teacher will curate a “playlist” of assignments, practice problems, enrichment activities, or remedial activities for each small group of students. During the first session of the standard being taught, the teacher will engage in direct, full class instruction. Next, the teacher will explain the playlist to the students. Finally, the teacher will provide an overview of the group project that the students will do at the end of the lesson.

For the rest of the day, or the next class, the students will work on their playlist activities. A playlist might include a Khan Academy⁷⁴ video and set of practice problems, a module on IXL Learning, and a worksheet for students to work on in groups of one or two (entering answers into a Google Form for quick review by the teacher). The teacher will spend more time on direct instruction with the group(s) that have the lowest levels of understanding, and then the teacher will use data from the dashboards of her online instructional materials and student inputs into Google Forms to determine who is struggling with the material and pull them aside for one-on-one or small group instruction.

Meanwhile, the second teacher in the classroom is assisting with classroom management, behavioral modifications, assisting students with special needs and English Language Learners, and engaging in one-on-one or small group instruction as directed by the Master Teacher. The aforementioned model is illustrated by the following example:

⁷⁴ The Founding Team is working directly with the team at Khan Academy and will continue to do to ensure that the school is implementing the use of Khan programming in the most effective way possible.

Mrs. Haverford is a Master Teacher for 9th grade students learning Algebra I. Mrs. Sneed is the Apprentice assisting her in her instruction. At the end of the last class, Mrs. Haverford pre-tested her students using MasteryConnect to gauge their understanding for the next standard she will cover - CCSS.MATH.CONTENT.HSA.SSE.B.3 - “Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.” She has pretested her students and divided them into 4 groups based on level of understanding:

- Group 1 consists of 5 students who already understand the standard in full.
- Group 2 consists of 8 students who could answer basic questions about the standard but nothing more complex.
- The last set of 12 students did not have any knowledge of the standard. Mrs. Haverford divides them into 2 groups of 6 - Groups 3 and 4.

Mrs. Haverford has pre-prepared 8 items on the playlist for the next several days that increase in order of complexity.

The playlist looks like this:

- Assignment A: Lesson with Mrs. Haverford - “Solving Equations to Avoid the Walking Dead” (Mrs. Haverford’s classroom loves the popular TV show so she has created a lesson with sample problems using the number of zombies in the town given certain actions to get rid of them)
- Assignment B: Khan Academy materials for Algebra I titled “Equations for Beginners”⁷⁵
- Assignment C: Mrs. Haverford uploaded her favorite worksheet for teaching the material, and a Google Form for students to input their answers
- Assignment D: Khan Academy materials for Algebra I titled “More Complicated Equations for Beginners”
- Assignment E: Ten Marks “Equation Practice Problems”
- Assignment F: Read pages 67-84 in the textbook, do practice problem set, and enter answers into Google Form
- Assignment G: Khan Academy Academy materials for Algebra I titled “More Equation Practice”
- Assignment H: Ten Marks “Advanced Equation Practice Problems”

Day 1	During bell change	The students enter the classroom, which is already set up with tables in small groups of the correct numbers of students, with name cards at each seat where the students are to sit.
Day 1	40 mins	Mrs. Haverford explains the material and does sample problems in front of the full class. She engages Group 1 by asking them direct questions about the material. She focuses on Groups 3 and 4 and has her Apprentice standing near them to ensure they are fully engaged in the lesson.
Day 1	17 mins	Mrs. Haverford explains the selection of assignments to the students - from A to H. She tells Group 1 to start with Assignment F, Group 2 to start with Assignment C, and Groups 3 and 4 to start with Assignment A. For the remainder of the class, Mrs. Haverford works with Groups 3 and 4 on Assignment A while the other groups start on their independent work and Mrs. Sneed circulates, providing assistance as needed.

⁷⁵ <https://www.khanacademy.org/math/algebra/solving-linear-equations-and-inequalities>

Day 2	57 mins	Mrs. Haverford finishes Assignment A with Groups 3 and 4. Students work independently or in small groups on their assignments. Students are encouraged to help each other and ask each other questions. Mrs. Haverford checks her dashboard and sees that all of Group 2 got the same 2 questions wrong on Assignment C, indicating that they don't understand one aspect of the material. She sits with Group 3 and provides direct instruction for 15 minutes to re-explain the concept. Then Group 3 redoes those two questions and then moves on to their other assignments.
Day 3	57 mins	Students continue working independently and in their small groups. One student in Group 1 has already finished all of the assignments. Mrs. Haverford pairs him with the student who is struggling the most from Group 3, and he helps her with Assignment B. Students in Groups 2-4 move on to the higher level material if they finish their assignments.
If there are students who have not yet finished their assignments prior to Day 4, they use their Mastery Hour, after school tutoring time, after school at-home time, or Office Hour to finish.		
Day 4	During bell change	Mrs. Haverford has rearranged the name cards so that when the students arrive, Groups 1-4 have been shuffled into 4 new groups of all different ability levels.
Day 4	10 min	Mrs. Haverford introduces a group project based on a lesson from BetterLesson . ⁷⁶ Students are to figure out how to maximize profits in a small business, applying the equation standards they are working on.
Day 4	40 min	Students work in two newly shuffled groups to complete the project. Mrs. Haverford and Mrs. Sneed provide support where needed and ensure that all students are participating in solving the problem with the group.

On Day 5, Mrs. Haverford introduces a new subject based on the next standards in the sequence and the cycle starts over. Sometimes the cycle takes 4 or more days, sometimes it only takes 2. This cycle continues for the full trimester. At the end of the trimester, the students are tested again and reassigned to the 4 classrooms of 25 based on their new MAP test results.

The Mastery Hour and Office Hour provide more time for students to work through their assignment playlists from English and math. The methods for those blocks are described below.

Civics. For civics, students will be grouped in the same cohorts as in English. The civics and English teachers will work closely together to align content and CCSS development whenever it makes sense and will benefit students. Civics teachers will follow the differentiated classroom model to the extent possible. There will be no specific pre-test for civics at the beginning of each unit, however, teachers will have a general idea of student reading and achievement level and can group students within the classroom as needed. Teachers will curate playlists similar to those in math and reading. For example, a playlist during study of the civil rights movement might include assignments like these:

- Read and listen to “The Letter from Birmingham Jail” and answer a list of questions.
- Use the New York Times online newspaper to find an example of something you would consider a civil rights violation in modern day society. Write a one-page letter describing

⁷⁶ Lesson available here: <http://betterlesson.com/lesson/612959/maximizing-profit-an-introduction-to-linear-programming>

the problem and how it is the same or different from the social injustice present during the civil rights movement.

- With a teacher present in your group, read your letters out loud to each other. Participate in a facilitated discussion with the teacher about how your letters and perspectives on current events connect to the historical civil rights movement.
- Watch the [Edgenuity](#) video on the Freedom Rides and answer the associated questions.
- Create a PowerPoint that would help teach other students about the civil rights movement as compared to the modern day civil rights struggle you have identified.
- Read a textbook section about the civil rights movement and create a timeline.
- Engage in an [iCivics](#) lesson or module.

Generally, Master Teachers in civics will be encouraged to consider combinations of different modalities including direct instruction, online learning, and small group project work to engage students with the subject matter.

Science. Science will be taught in the same way that civics is taught, around the Next Generation Science Standards. As more trusted assessments are developed for these new standards, teachers will be able to differentiate more fully. Additionally, as online learning tools are created that align with the standards, teachers will be able to create richer playlists.

Science teachers will be encouraged to teach using experiential and lab-based methods whenever possible. For example, when teachers are teaching biology, they will be encouraged to dissect a worm to show the class, make paper models of DNA, and more.

Computer science. Computer science teachers will teach computer science in a variety of different ways including actual practice coding using resources like [Code Academy](#), direct instruction, small group work, and group tech projects. The Master Teacher may choose to follow some of the methods used by the Exploring Computer Science curriculum or used at RePublic Schools where they also teach computer science and have offered to share their knowledge and information with WLA.

Capstone project. All 12th grade teachers will assist with the capstone project. They will each be assigned to approximately twelve students and will assist them with all aspects of the project from idea generation to project execution. Students will spend time working independently and as part of their groups to create code, do design work, engage with stakeholders, go on relevant field trips, and be visited by relevant speakers from the technology field.

Service-learning. The Service Learning coordinator will create a curricular program for students so that they are thinking intentionally about the work they are conducting and how it relates to their lives. The Service Learning Coordinator will work with the junior year teachers to supervise students and guide them in making academic connections to their experiential work. Teachers will use direct instruction, the Socratic method, group discussion, lectures, and more to deliver information to students.

Prior to the service learning experience in the eleventh grade, students will receive preparation during the LEAD course including lessons on resume and interview preparation, professional habits, writing emails in the workplace, and other practical content taught via direct instruction and practice in small groups when relevant.

Additional Subjects. In Health, Physical Education, Art, Foreign Language, and Leadership Education and Development (LEAD), teachers will most likely use traditional direct instruction. Direct instruction in these subjects will be supplemented by students' collaboration, discussion, and exploration through group projects, field trips, and other hands-on learning opportunities whenever possible. Teachers will be encouraged to integrate technology whenever it will enhance learning.

Progression of instructional methods as students matriculate. WLA Master Teachers will modify teaching methods each year to meet students at their more mature levels and to better prepare them for the college environment. Ideally, by the time students are nearing the end of their final year at WLA, they are able to fly through their independent learning and be much more intrinsically motivated about learning and completing work. During the second half of each year of the school's growth, the WLA school leaders and teachers will convene to discuss modifications of the teaching and learning methods for the following year based on student progress in the current year. The team will develop a plan, refine the plan over the summer, communicate the plan at the beginning of each year to students and families, and execute the plan with students. School leaders and staff will be flexible as needed to adjust for student behavior and academic progress.

Methods of instruction for English Language Learners. WLA will serve any and all students who are English Language Learners through a process of Structured English Immersion ("SEI"). WLA's academic faculty will work to prepare *all* students, including those with limited English proficiency, to graduate with the essential knowledge, skills, and habits to succeed in college and lead a life of public leadership. It is one of WLA's chief aims to work with identified ELL students in an inclusive program that provides them with the challenge and extra supports needed to rapidly achieve proficiency in English. This model will not segregate ELLs from their English-speaking peers, and immersed students have consistently scored higher than those enrolled in traditional bilingual programs in large-scale studies.

ELL students will receive the same academic content and be held to the same academic standards as native English speaking students. In order to ensure academic success, WLA teachers will carefully monitor all ELL students and develop interventions designed to support these students where required. Interventions will include modifying the level of the English language that classroom teachers use in their instruction, pull-out intensive tutoring in English during Office Hour and non-core academic subjects, push in services by a teacher who is fluent in the student's native language, pairing with another student who speaks the ELL student's native language, home visits by a staff member who speaks the student's native language, and other support services.

Through WLA's extended school day, extended school year, and personalized English Language Arts program, ELL students will benefit from dramatically increased exposure to English speaking, listening, reading, and writing. This will speed acquisition of English. To ensure the instruction reaches ELL students, WLA's ELL coordinator and push-in team will be charged with supervising teachers as they diagnose each student's needs, provide and adjust instruction according to data and feedback, and closely monitor student progress. To complement the SEI program, the ELL Coordinator and trained teachers will provide individualized support to ELL students with push-in and pull-out instruction and targeted tutoring as needed. ELL students will receive individualized support in their efforts to reach and surpass the standards, but they will not

be promoted to the next grade if they are unable to meet grade level standards. This approach is consistent with the mission to prepare all students for success in college and lives of public leadership.

All students will have equal access to all programs and services including: instructional services (e.g., tutoring); support services; all school programs, including music, art, and technology programs; and all after school programs including athletics. Recognizing that ELL students bring an array of talents and cultural practices and perspectives that can enrich our school and society, students will maintain and enhance their native language skills through cultural enrichment opportunities throughout their time at WLA.

As with all aspects of WLA’s operations, staff will collect data on student performance in order to monitor the efficacy of the ELL program. Specifically, WLA will look to assessments of ELL students, including improvements in performance on the ACCESS for ELLs test, nationally-normed tests and teacher-created assessments to determine whether the program is effective in improving ELL students’ English proficiency levels and ensuring that they are meeting or exceeding content and skill standards across the curriculum. In order to make these comparisons, WLA will disaggregate assessment results by ELL and non-ELL students at every possible opportunity and use that data to continuously improve instructional strategies.

Specific methods of instruction for students with disabilities. The guiding philosophy at WLA is to minimize the impact of a student’s disability while maximizing his or her access to support services and the college-preparatory general curriculum. Special education students at WLA will receive a Free Appropriate Public Education (FAPE). They will be offered appropriate evaluations and assessments. To the maximum extent allowed by each student’s circumstances and Individual Education Plan and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), WLA will educate students with disabilities in the least restrictive environment (LRE), with their non-disabled peers. Disabled students, along with their parents, will be involved in the development of and decisions regarding their IEP. Separate classes, or other removal of students with disabilities from the regular educational environment, will occur only if education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Moreover, WLA’s core service-learning work experiences and technology capstone will be tailored to accommodate students with disabilities, as needed.

WLA teaching staff will be supported by a push-in Special Education Specialist. This staff member will be responsible for implementing classroom-based IEP services, [Special Education Teacher Support Services](#) (“SETSS”), and ensuring access to the general curriculum for all students on IEPs through differentiation, accommodations, and necessary modifications. The Special Education Specialist will engage with the Master Teachers to review instructional materials, plan the presentation of content, and ensure lessons contain accommodations that make them accessible to students with IEPs. The Special Education Specialist will be encouraged to use technology tools to optimize his/her time and provide the best possible education for all students.

Methods of instruction for students above grade level. WLA supports students at both ends of the achievement spectrum by providing a more personalized learning environment. Differentiated learning will allow students of all achievement levels the opportunity to get tailored support in

individual and small group settings (with both a teacher and online resources) while also having the opportunity to interact with a wider range of skill levels in the class as a whole.

Students who are significantly ahead will be given opportunities to explore new topics, gain even deeper understanding, and tutor their peers in small groups. Additionally, through the extensive hands-on experiences at WLA, advanced students will be able to thrive in applying their academic knowledge to real world settings, taking on more challenging service learning placements and doing more complicated technology-based projects. In their 11th and 12th grade years, advanced students will also have the opportunity to cross-enroll in courses at local colleges.

Methods of instruction for students needing significant remediation. The WLA Founding Team anticipates enrolling a majority of students who are not at the 9th grade level in many subjects, most importantly in math and English language arts. Students who are in need of significant remediation will have the opportunity to work with similarly skilled peers and receive differentiated instruction in each of their classes.

In fact, the differentiated learning model has been proven to be particularly effective for a population that has traditionally been weak in math skills. In a study out of New York City, during the first year of a blended model, students gained mathematics skills at a rate that was roughly 15% higher than the national average, and in the second year, gains were almost 47% above national norms. Across both academic years, students who started with the weakest mathematics skills made the largest gains of any student group.⁷⁷

WLA will remediate students in a number of additional ways:

- Pre-testing during the summer: All students will be tested prior to the start of school in all subjects so that the leaders and staff have a working knowledge of student levels going into the school year and can use portions of the 3 week teacher training period to prepare.
- Mastery Hour: All students will have a full extra hour for math and ELA every day for the full four years geared toward more personalized and mastery-based learning (remediation or acceleration, as the case may be). The English and math Mastery Hour was intentionally created so that students who are behind grade level could get caught up in a time efficient manner, focusing only on those areas that they have not yet mastered.
- Office Hour: Freshman and sophomore students will have an Office Hour that they can use to catch up on material from any of their classes, work with teachers one-on-one, and more.
- After-school tutoring: On an as-needed basis, WLA will pay existing teachers additional amounts to stay after school to provide tutoring for students, and/or engage local community programs to supply evening tutors.
- Technology tools: Because all students will have their own devices, there are many more options than usual for remediating a student in almost any subject. School leaders and teachers can work with individual students to find and purchase software that will meet their specific learning needs such as [ALEKS](#), an adaptive math tutoring system.
- Summer school: A summer school program will provide severely-behind students with a chance to catch up to grade level.
- Extra measures: If needed, WLA can customize the scope and sequence of courses even

⁷⁷ http://www.newclassrooms.org/resources/Teach-to-One_Report_2013-14.pdf

more to address students who are further behind. For example, a student who absolutely needed more time for math and English and the other measures were not working could do the service learning placement for one day per week instead of three or miss some art and music classes (since WLA provides more time than the required amount of credit hours for those subjects). The WLA team will be creative and flexible when it comes to remediation.

Finally, students below grade level will appreciate the opportunities for hands-on exploration, which will be modified to fit the needs of the student. Those who are still in need of significant remediation at 11th grade may have a shortened service-learning placement to accommodate more time for academic preparation. However, WLA believes deeply that *all* students are deserving of and benefit tremendously from intensive enrichment experiences like the service learning project, and its teachers and support staff will work to develop individualized plans with each student who might need extra academic support to ensure that participation, even in a modified way, remains an available option.

C. Resources and Instructional Materials

Criteria that will be used to select resources and instructional materials. It is worth repeating here that WLA has budgeted a substantial amount of money to research and refine the selection of resources and instructional materials that will be implemented at WLA. WLA will hire curriculum specialists during the planning year that will have experience with personalized blended programs and are already familiar with many of the materials listed below. WLA will not use any tool without first thoroughly testing and vetting it for quality and its potential for improving student learning. The team will do its utmost to ensure that the tools are aligned to the needs of the target population during all vetting processes. This will be a time intensive and challenging task, but the WLA Founding Team is fully prepared for it.

WLA is committed to ensuring that the materials used to teach students are rigorous, high quality, and aligned with applicable standards for each subject area. While determining text-based and online resources and instructional materials, the WLA Founding Team has and will continue to partner with experts in the field. The following criteria will be used to evaluate materials:

- The materials are aligned to the specific, rigorous standards WLA has selected as the basis of its academic offerings;
- The materials provide opportunities to systematically assess student performance in varied ways;
- The materials include online and technological integration;
- Evidence exists that the materials can be effectively tailored to meet the needs of diverse learners;
- Evidence exists that the materials used positively impact student performance.

Knowledge management will be an important function of the teachers and leadership at WLA. By nature of the curriculum being taught via playlists accessible through a central system, all assignments and materials will be preserved for reuse and modification by future teachers. Each year, therefore, the curriculum will get better and better.

English Language Arts: Students will develop and master literacy skills including phonemic awareness, decoding, fluency, oral reading, comprehension and vocabulary. Students will take part

in thoughtful literary analysis of short stories, poems, and novels expressed through class discussions, standardized tests, and essays. In alignment with the CCSS literacy standards, students will develop and master writing and editing skills including proper spelling, syntax, grammar, punctuation, and style.

In 9th grade, the Master Teacher may choose from a selection of challenging, grade appropriate literature including *Night* by Elie Wiesel, *Of Mice and Men* by John Steinbeck, *The Book Thief* by Markus Zusak, and *Lord of the Flies* by William Golding, among many others. The Master Teacher will also use online resources such as [Khan Academy](#), [Newsela](#), [NoRedInk](#), and [iStation Reading](#) (used by K.I.P.P. and the Houston Independent School District, among others). The Master teacher will also undoubtedly choose poetry, short stories, and articles.

[Khan Academy](#) is a collection of more than 5,500 videos and 100,000 practice problems covering K-12 math and select topics in ELA, science, history, business, art history and test preparation. Khan Academy allows students and teachers to track progress using user-friendly data dashboards. Khan Academy is used in schools across the U.S.

[Newsela](#) is a leveled reading program for students in grades 3 through high school. It begins with news stories that are rewritten to correspond to different levels of reading complexity. Newsela also has comprehension quizzes to assist teachers in data collection for creating more personalized learning. Newsela is used in schools across the U.S.

[NoRedInk](#) generates online grammar practice based on the interests of the student. Teachers get to see a color-coded heat map of their students' strengths and weaknesses. For 12th grade, students will take the Advanced Placement English Language Arts courses, and will use materials recommended to be associated with those courses, in addition to supplemental online material including those listed above, and supplemental online resources yet to be developed between now and then.

Mathematics: Students will apply mathematical skills in problem solving exercises, investigations, complex word problems, and mathematical experiments. Teachers will use a combination of paper and online materials to teach the Common Core State Standards. Teachers may use a combination of [Discovery Education's Math Techbook](#), [Accelerated Math](#), [Apex Learning Foundations Courses](#) and others.

The Pearson Mathematics Algebra I program has been used in schools throughout the U.S. for many years. Recently, Pearson upgraded the textbook and associated materials to incorporate and align with the Common Core. Discovery Education's Math Techbook is a common core aligned online textbook.

[Accelerated Math](#) is an online math program that has been available since 1998 and is now used by approximately 25,000 schools, primarily in the United States and the United Kingdom.

[Apex Learning Foundations Courses](#) are intended as remedial curriculum for middle school students transitioning to high school. The courses are Common Core aligned and can be used to supplement core instruction from the teacher. Master Teachers may choose to use a program like Apex for the students in their classrooms who are the most behind on the material to help them catch up more quickly than they would otherwise be able to.

Civics: In the 9th grade, students will study World History. In World History, students will develop and master the ability to critically examine social and historical problems, studying alternatives at key turning points. Students will focus on world societies using the lenses of culture and time. Master Teachers may choose a variety of materials, including the following:

[*History Alive!*](#) is a set of curricular materials produced by TCI. The materials are Common Core aligned and have been used successfully in classrooms across the U.S. for years.

[*The Big History Project*](#) is a growing, multi-disciplinary program focused on high school students. The Big History Project was recently funded by Bill Gates with \$10 million. The materials are modular and teachers can select portions of them to supplement student learning.

Senior year, students will take [*AP United States Government and Politics*](#), and use curricular materials from the College Board.

Science: Students will develop and master scientific knowledge and skills through the study of multiple scientific fields (earth, physical, environmental, biological, and social), apply the scientific method, conduct experiments, and present their findings. WLA Science will use some of the Democracy Prep Public School materials which are aligned to the [*Next Generation Science Standards*](#). Master Teachers may also choose from the following materials:

[*Late Night Labs*](#) lets students perform "virtual" experiments in biology, chemistry and microbiology by using sophisticated simulation models. Students follow lab procedures and get different results depending on how well they followed procedures.

[*Edgenuity*](#) is a research-based video course curriculum that offers online courses for high school students including science. Teachers may choose to use portions of Edgenuity for lessons, and practice problems. Edgenuity is used in schools including the Carpe Diem network.

Computer Science: WLA has partnered with a leading, local STEM organization to curate exceptional computer science materials. Preparing WLA students to solve the problems of tomorrow requires us to equip them with the right tools today. Those tools along with the right methodology for approaching unforeseeable challenges will ensure each student can define problems and resource constraints, identify solutions and prioritize them based on their viability, develop a roadmap for successful implementation, and acquire any new skills necessary to ensure the idea materializes into a product. Materials used in Computer Science courses may include the following.

[*Exploring Computer Science*](#) materials were created by a group of experts and based on a range of effective computer science-related standards.

[*Code.org*](#) is a popular, user-friendly online tool used for learning how to code.

[*Adobe Creative Cloud*](#) is the most commonly used graphic design program and may be used by some students as they differentiate their learning in their later years at WLA.

Additional Subjects: For physical education, WLA will use outdoor recreation materials. For

health, WLA will use a commonly used textbook and/or online materials. For art, WLA will use typical art supplies. For music, WLA will use online music mixing programs.

How resources and materials will meet the needs of all learners. WLA's differentiated curriculum provides a unique opportunity to truly meet all students where they are. Teachers will be able to provide English Language Learners and students with disabilities with materials and resources that meet their needs. The special education and ELL instructors will work with Master Teachers to use or purchase materials that are suitable to every student, as needed. Materials for remediation and accelerated learning will be similarly handled, if necessary to do so outside of the already highly differentiated curriculum.

d. Assessing Learning

WLA is committed to ensuring that students are learning a rigorous curriculum and preparing for success in college and lives of public leadership. In order to accomplish this goal, we will measure academic progress using a variety of ongoing assessment tools. In addition to District of Columbia and privately developed assessments, we will ensure that pre-test and post-test assessments developed by the school are frequent, relevant, and aligned with local and national standards such as Common Core State Standards.

WLA will measure academic progress using Measures of Academic Progress (MAP), ACT, PSAT, SAT, Advanced Placement (AP), and Partnership for Assessment of Readiness for College and Careers (PARCC). Students will take the either the MAP or PARCC Diagnostic test (see discussion in English Language Arts section below) at the beginning of the school year (or in June if WLA is able to administer it to enrolled students as planned) and then at the end of each trimester. Students will take the official PARCC exam required by D.C. during the tenth grade, and the SAT and ACT during the 11th grade. Students will take AP exams in the 11th and 12th grades depending on their course enrollments. To the extent possible, the Founding Team will stagger the timing of testing across the four years. Within their courses, students will take formative and summative assessments to determine progress and mastery of standards. Collegiate Academies of New Orleans who serve the same demographic as WLA and start at the 9th grade have shared all of their standards-aligned interim assessments with the WLA Founding Team for use by WLA.

For programs that are completed online such as Apex Learning or Khan Academy, families will be provided access to see student progress. In some classes, parents will have access to student playlists so that they can see what students are working on and follow along with them. Families will receive detailed assessment information at the end of each trimester for every subject. Families may receive assessment information more frequently than that at the Master Teachers' choosing, or at their request.

Students will earn grades at WLA from each teacher each trimester. Grades will show students and their families evidence of the knowledge, skills, and habits the students are working to acquire. Effort will matter, because time management and self-directed learning are skills and habits that students will be working to acquire and will be rewarded as such. Reports that go home to families will also include information about the content that the student has not yet mastered but needs to continue to work to master during extended time in the Mastery Hour, during Office Hour, in the evenings, or during summer school. Families will also have access to online systems that display student progress in real time whenever that functionality is available. The official detailed grading

policy will be created during the planning year in accordance with the Planning Year Timeline in Section B(4)a.

English Language Arts. All students will be assessed using either the NWEA MAP assessment or the PARCC diagnostic assessment. The MAP assessment is used effectively as an interim diagnostic by schools including Cesar Chavez Public Schools in D.C. and Collegiate Academies in New Orleans. The PARCC diagnostic could be ideal because of its alignment to the PARCC exam that all students will take, but it has yet to be implemented. The Founding Team will monitor the rollout and talk to schools that are implementing the PARCC diagnostic to determine if it would be a better fit than MAP.

The MAP and/or PARCC diagnostic test outcome will be shared with families and will be used to sort students into four classes based on their existing levels of knowledge at the beginning of each trimester. Thus, at the beginning of each trimester, the teacher will have a class full of students that he/she knows have mastery over certain standards and a lack of mastery over others. The teacher can focus instruction directly on the particular standards that need most attention in each unit. Additionally, at the end of each unit or set of standards that a classroom is working on, the teachers will use a more frequent assessment tool such as [MasteryConnect](#) to ensure that students are learning the standards and pre-test for the next lessons. MasteryConnect allows teachers to either pick questions that are aligned to the CCSS from a database of NWEA questions, or the teacher can develop questions themselves and enter them into the system. MasteryConnect provides a user-friendly dashboard for the teacher to see who is struggling in which standards and therefore target appropriate instruction.

Finally, teachers will create a project for students at the end of each segment that will help the teacher understand whether or not the students have mastery over the standards taught in that unit. Teachers may also incorporate additional quizzes, tests or papers when beneficial. Teachers will also be able to use the assessments created by their online learning tools of choice - Khan Academy, for example, provides a teacher dashboard to show how students are doing as they move through the material.

Mathematics. Math testing each trimester will be done using the same test as used for English Language Arts, either the PARCC diagnostic or the MAP assessment. The test outcome will be shared with families and will be used to sort students into four classes based on their existing levels of knowledge. Additionally, at the end of each unit or set of standards that a classroom is working on, the teachers will use a more frequent assessment tool such as [MasteryConnect](#) or [Activate Instruction](#)⁷⁸ to ensure that students are learning the standards and pre-test for the next lessons.

Teachers will also create a project for students at the end of each segment that will help the teacher understand whether or not the students fully understand the standards taught in that unit. Teachers may also incorporate additional quizzes, tests or papers when beneficial.

Science. Because there is no interim assessment based on the Next Generation Science Standards yet available, WLA students will initially be placed in the same four differentiated groups as they are for mathematics. Over time, WLA staff may develop an assessment specific to Next

⁷⁸ Activate Instruction is a tool that Summit Schools, Hybrid High Schools, K.I.P.P. and other high performing schools are using to assist in applying mastery-based in instruction. <http://www.activateinstruction.org/>

Generation Science standards, but initially WLA will use the same placements as in math. Additionally, using the same diagnostic test prevents students from having to take another test at the beginning of each trimester.

Teachers will create and give assessments based on the Next Generation Science Standards at least every trimester but as frequently as possible. Teachers will also create a project for students at the end of each unit that will help the teacher understand whether or not the students fully understand the standards taught in that unit. Teachers may also incorporate additional quizzes, tests or papers when beneficial.

Civics. Students will initially be placed in the same four differentiated groups as they are for English Language Arts, similar to the rationale for assigning students to the same groups for math and science. Teachers will create and give criterion-referenced assessments at least every trimester but as frequently as possible. Teachers will also create a project for students at the end of each unit that will help the teacher understand whether or not the students fully understand the standards taught in that unit. Teachers may also incorporate additional quizzes, tests or papers when beneficial.

Computer Science. Students will be tested at least at the end of every trimester. Teachers may also incorporate additional quizzes, tests or papers when beneficial.

Additional Subjects. For physical education, LEAD, health, art and music, students will be assessed at least each trimester based on criteria and rubrics created by the teacher and subject matter leads.

Baseline assessment for English Language Learners. WLA will use the [Access for ELLS](#) test by [World Class Instructional Design and Assessment](#) (WIDA) to assess ELLs, which measures both academic and social language proficiency, and is specifically tied to standards, curriculum and instruction. WIDA promotes the accomplishments of ELLs by emphasizing the assets and potential they bring to the classroom. Its assessments are available for all multiple subject areas and specifically for high school students.

e. Vertical Alignment and Promotional Requirements

WLA Course Scope and Sequence: How WLA Students Will Exceed Graduation Requirements

	9th Grade	10th Grade	11th Grade	12th Grade
English	9th Grade English Lan. and Comp.	10th Grade English Lan. and Comp.	AP English Language	AP English Literature
Math	Algebra Geometry ⁷⁹	Geometry Trig/Algebra 2	Trig/Algebra 2 Pre-Calc	Pre-Calc AP Calc/Stats
Civics	World History	US History	Change the World/Service Learning	AP Government
Science	Biology	Chemistry	Physics	Earth Sciences
Computer	Intro to Comp Sci	Design	Design II - Certifications	Data Visualization

⁷⁹ The Founding Team does not anticipate that many entering students will have mastered Algebra I and be prepared for Geometry, but the team will be prepared in case there are a number of students who fall into that category.

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Science		Infrastructure Coding	Infrastructure II - Certifications Coding II - AP Computer Science	Data Visualization Data Visualization
Art		Intro to Art and Design		
Music			Intro to Music	
Life Skills	Social Entrepreneurship	Service Learning Preparation - Professionalism	College Application	College Success
Health	Health 1	Health 2		
Foreign Language	Spanish 1	Spanish 2	Spanish 3	AP Spanish
	Spanish 2	Spanish 3	AP Spanish	College Enrollment
	Spanish 3	AP Spanish	College Enrollment	College Enrollment

WLA Credits in terms of DCPS Requirements (per year) (in CUs)

	Yr 1	Yr 2	Yr 3	Yr 4	Total Offered by WLA*	DCPS Grad Req.	WLA Grad Req.**
English	1.90	1.90	1.43	1.39	6.62	4	5
Math	1.90	1.90	1.43	1.39	6.62	4	5
Social Studies	1.27	1.27	0.95	0.93	4.41	4	4
Science	1.27	1.27	0.95	0.93	4.41	4	4
Foreign Language	1.27	1.27	0.63	0.62	3.79	2	2
Health/ Physical Education	0.95	0.64	0	0	1.59	1.5	1.5
Art	0	0.31	0.33	0	0.64	0.5	0.5
Music	0	0	0.62	0	0.62	0.5	0.5
Electives (including CS)	2.21	2.22	1.58	1.55	7.55	3.5	4
Service Learning***	0	0	5.67	0	5.67	100 hrs (0.83 CU)	2 CUs (one trimester)
					TOTAL	24	26.5

* Total credits earned by a WLA graduate assuming 9-12 grade enrollment and passing every class.

** Total credits needed to graduate from WLA.

*** WLA will not award credit for the 11th grade service learning placement. Rather it will count towards students' mandatory community service requirement.

Students in D.C. must also meet the following requirements:

- At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approved “College Level or Career Prep” list (AP, IB, CTE courses and college-level courses).
 - WLA students will meet this requirement via AP courses taken during the 11th and 12th grades.

- 100 hours of Community Service
 - WLA students will exceed this requirement by many hours via the service-learning experiences during the 11th grades.

Students who enter after 9th grade or fall behind at WLA will have many opportunities to catch-up or retake courses as needed. WLA is committed to supporting all its students, and will evaluate on a case-by-case basis what students will need to do to make up credit. Advisors and faculty members will work with students to develop individualized plans regarding remediation and catch up. This approach will allow scholars to develop their self-advocacy skills and practice overcoming potential pitfalls while still in a highly supportive environment. If necessary, students' electives or even portions of the service-learning experience may be substituted for remedial education in core subject areas. WLA will provide enough in-school educational time that there will be ample ability for students to catch-up whenever necessary in order to graduate with all necessary credits.

4. SUPPORT FOR LEARNING

a. Planning Year

The planning year timeline is broken down into two separate timelines. The first includes the general operational tasks that need to be completed prior to the school opening. The second timeline is specific to curriculum, unit, and lesson plan development. A more detailed version of the facilities acquisition plan is available in Section C(4)a: “Identification of a Facility.”

Planning Year Key Tasks and Timeline

<i>Date</i>	<i>Key Tasks</i>
June 2015	Activities: <ul style="list-style-type: none"> • Launch facility search; reach out to network of contacts including at OSSE and FOCUS • Launch search for Founding Principal; recruit through Building Excellent Schools, Truman, Teach for America, Broad Foundation and other education networks • Hire contracted curriculum specialists (with experience in personalized learning) and engage in curriculum mapping
July 2015	Activities: <ul style="list-style-type: none"> • Develop recruiting plan; create marketing and recruitment materials; map out detailed recruitment timeline • Conduct further research high performing charter schools and personalized schools’ discipline policies and update policy for WLA Deliverables/Outcomes: <ul style="list-style-type: none"> • Create and launch a basic web site • Identify remaining candidates to add to the Board of Trustees
August 2015	Activities: <ul style="list-style-type: none"> • Map specific discipline policy differences per grade • Interview principal candidates
September 2015	Activities: <ul style="list-style-type: none"> • Visit local 8th grade programs and speak with administrators, students, and parents • Draft/refine attendance, promotion, and grading policies • Continue to meet with local ANC members and community groups
October 2015	Activities: <ul style="list-style-type: none"> • Launch teacher search; finalize job descriptions and distribute them widely to education networks • Canvas in Wards 7 and 8; attend community gatherings; visit middle schools • Continue to draft/refine attendance, promotion, and grading policies Deliverables/Outcomes: <ul style="list-style-type: none"> • Founding board transitions to Board of Trustees, holds first meeting, and hires Founding Principal
November 2015	Activities: <ul style="list-style-type: none"> • Heavily recruit students through canvassing, attending community meetings, and having a strong social media presence • Canvas in Wards 7 and 8

	<p>Deliverables/Outcomes:</p> <ul style="list-style-type: none"> ● Gain approval of attendance, promotion, and grading policies from Board ● Gain approval of revised discipline policy from Board
December 2015	<p>Activities:</p> <ul style="list-style-type: none"> ● Canvas in Wards 7 and 8; encourage My School DC common lottery submissions ● Host open house/information session <p>Deliverables/Outcomes:</p> <ul style="list-style-type: none"> ● Lock in the facility; initiate renovation if necessary
January 2016	<p>Activities:</p> <ul style="list-style-type: none"> ● Invite providers of school management technologies to pitch the founding team ● Host open house/information session <p>Deliverables:</p> <ul style="list-style-type: none"> ● Recruit a large number of teachers to apply
February 2016	<p>Activities:</p> <ul style="list-style-type: none"> ● Interview potential teachers <p>Deliverables/Outcomes:</p> <ul style="list-style-type: none"> ● 80% of slots filled in Round 1 of My School DC High School Lottery
March 2016	<p>Activities:</p> <ul style="list-style-type: none"> ● Interview potential teachers <p>Deliverables/Outcomes:</p> <ul style="list-style-type: none"> ● Ensure that all teachers are hired
April 2016	<p>Activities:</p> <ul style="list-style-type: none"> ● Introduce new school team to each other
May 2016	<p>Activities:</p> <ul style="list-style-type: none"> ● Finalize tests and logistical preparation for pre-testing next month <p>Deliverables/Outcomes:</p> <ul style="list-style-type: none"> ● 100% enrolled through Round 2 of lottery plus a 30-student waiting list
June 2016	<p>Activities:</p> <ul style="list-style-type: none"> ● Prepare for student, teacher, and orientation <p>Deliverables/Outcomes:</p> <ul style="list-style-type: none"> ● Ensure that facility is ready for occupancy ● Pre-test all enrolled students in English and math ● Purchase final student technology; engage in tests and focus groups with students; test software, videos, network speed, connectivity, etc. ● Sign contracts with vendors for janitorial, food, and security services
July 2016	<p>Activities:</p> <ul style="list-style-type: none"> ● Facilitate discussion and planning amongst teachers for how they will collaborate, engage in professional development, and more <p>Deliverables/Outcomes:</p> <ul style="list-style-type: none"> ● Add instructional and administrative staff to payroll

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	<ul style="list-style-type: none"> • Purchase classroom technology, furniture, and materials • Install and activate high-speed network in the school facility
August 2016	Deliverables/Outcomes: <ul style="list-style-type: none"> • Prepare all classrooms • Hold teacher orientation • Hold student orientation • Hold parent orientation • School opens!

Planning Year - Curriculum Development Tasks

<i>Date</i>	<i>Key Tasks</i>
July 2015	<ul style="list-style-type: none"> • Hire high school personalized learning curriculum specialists (may seek to hire teachers from Hybrid High or Summit to assist) • Engage with online curriculum teams to arrange for demonstrations to the Founding Team and acquire logins to test the ones we are most interested in • Conduct deeper research into common core aligned interim assessments and determine which one(s) to use; if no satisfactory assessments exist for use or purchase, contract for additional consultants to develop them
August 2015	<ul style="list-style-type: none"> • Engage in demonstrations of online materials, test them with the contractors and any prospective school staff and leaders • Develop detailed curriculum maps for 9th grade English, Algebra (add further detail to existing), World History, Biology, Intro to Computer Science, Spanish Language and Health; include formative assessments
September 2015	<ul style="list-style-type: none"> • Continue developing detailed curriculum maps for all 9th grade subjects, informed by extensive reviews of supporting online instructional and assessment materials and tools
October 2015	<ul style="list-style-type: none"> • Finish detailed curriculum maps for 9th grade subjects, including formative and interim assessments • Finish • Work on unit plans for all 9th grade subjects
November 2015	<ul style="list-style-type: none"> • Finish detailed curriculum maps for 9th grade subjects, including formative assessments • Work on unit plans for all 9th grade subjects
December 2015	<ul style="list-style-type: none"> • Work on unit plans for all 9th grade subjects
January 2016	<ul style="list-style-type: none"> • Finish unit plans for all 9th grade subjects
February 2016	<ul style="list-style-type: none"> • Develop lesson plans⁸⁰ for all 9th grade subjects including formative assessments • For ELA, Algebra I, Biology, and World History, develop playlists of potential assignments in order of difficulty/mastery required from which teachers can choose, and potential projects for each unit from which teachers can choose
March 2016	<ul style="list-style-type: none"> • Continue to develop lesson plans for all 9th grade subjects including formative assessments • For ELA, Algebra I, Biology, and World History, continue to develop playlists of potential assignments in order of difficulty/mastery required from which teachers can choose, and potential projects for each unit from which teachers can choose

⁸⁰ The lesson plans, project ideas, and playlists will be guideposts for teachers but Master Teachers will have the ability to modify these plans as needed to be teach students in their classrooms.

April 2016	<ul style="list-style-type: none"> • Include newly selected teachers in the design of lesson plans, formative assessments, and playlists⁸¹
May 2016	<ul style="list-style-type: none"> • Continue to develop lesson plans and playlists for all 9th grade subjects, including formative assessments
June 2016	<ul style="list-style-type: none"> • Finish proposed lesson plans and playlists for all 9th grade subjects, including formative assessments • Administer diagnostic assessments of incoming students - likely to be PARCC diagnostic, MAP diagnostic or an Achievement Network-created assessment⁸²
July 2016	<ul style="list-style-type: none"> • Adjust initial lesson plans and playlists as needed based on the results of the diagnostic assessments • Create plans for the initial few weeks of the Mastery Hour for students based on the results of their diagnostic tests; assign remedial learning programs to students as necessary
August 2016	<ul style="list-style-type: none"> • Implement curriculum

Anticipated challenges of starting a new school. The Founding Team anticipates the following challenges associated with the founding of WLA:

(1) Talent. The Founding Team recognizes that talent is one of the more scarce resources in the education landscape. To address this challenge, WLA has developed a school plan that will provide teachers with the pay, flexibility and professional development that will attract them to engage in an ambitious endeavor like WLA.

First and foremost, teachers will be treated as professionals. They will understand the vision and mission, and then utilize their expertise and autonomy to execute on that vision. Teachers will be paid an average of \$70,000, more than the average DCPS salary. They will be provided with leadership opportunities depending upon their areas of expertise - for example, one will be an online learning coach and another will be a station-based learning coach. Although WLA has a long day for students, because it will operate on a block schedule, teachers may come and go as needed. Further, all teachers will have a minimum of three blocks of non-teaching time during the school day in which they will collaborate with other teachers, engage in professional development, and prepare for their teaching blocks. This is significantly more time than peer teachers in DCPS. Finally, every Wednesday morning will be free for WLA teachers to engage in professional development. Sometimes this will be large-group, pre-planned time, and other times teachers will have the flexibility to spend that time in the way most useful to them.

In addition to creating a working environment designed to attract the best teachers, the WLA team has also been intentional about creating a large network of people who can help to recruit. The Founding Team has spent the past year and a half developing a network of professionals interested enough in the concept of WLA to volunteer their free time to help develop this application. The Founding Team consists of former [Building Excellent Schools](#) Fellows, former members of the

⁸¹ Teachers will not yet be paid unless there is money left over from the amount budgeted for consultants. Teachers will be welcome to participate on a voluntary basis as part of the Founding Team, or they may decline and wait until July when they are formally added to the payroll.

⁸² Achievement Network assessments are created for content through the 8th grade so these assessments will help us to understand the remedial needs of incoming students'. If the Founding Team knows which standards each students do not understand, we can tailor their Mastery Hour accordingly.

[Congressional Page Program](#), former teachers with [Teach for America](#), teachers at [K.I.P.P.](#), teachers at [Mastery Prep](#), and former [Truman Scholars](#), among many more. These networks will be fully utilized to recruit the best possible talent for WLA.

(2) Student enrollment. The WLA Founding Team is aware that several DC Charter Schools have experienced difficulty reaching target enrollment numbers. The team at Thurgood Marshall, serving a similar population, has informed us of their recruiting challenges and the best practices they employ to increase enrollment. We will learn from Thurgood’s experience and employ early and aggressive recruitment efforts. The Founding Team has budgeted \$20,000 to pay for recruitment efforts in the first year and slightly decreased amounts each year thereafter as word-of-mouth recruitment grows.⁸³

WLA’s recruitment strategy will include continued engagement with leaders of charter schools that end in the 8th grade including Center City (Congress Heights, Capitol Hill, Trinidad), Achievement Prep, Two Rivers, DC Prep (Edgewood Middle), Hope Community (Tolson), Perry Street Prep, Potomac Prep, Kelly Miller, and more and will continue to cultivate those relationships. The team will attend parent meetings at local middle schools, community gatherings, religious ceremonies (prior to their start or upon their completion) and other local events. Team members and volunteers will go door-to-door in Wards 7 and 8 to recruit students and talk about the school. Finally, WLA may engage [Democracy Builders](#), a local charter school recruitment organization, to enroll more students if necessary to increase enrollment numbers.

(3) Remediation. The WLA Founding Team anticipates enrolling a majority of students who are not at the 9th grade level in many subjects, most significantly in math and English language arts. WLA will mitigate this risk in a number of ways:

- Pre-testing during the summer: All students will be tested prior to the start of school in all subjects so that the leaders and staff have a working knowledge of student levels going into the school year and can use portions of the 3 week teacher training period to address related issues.
- Mastery Hour: By providing a full extra hour of math and ELA every day for the full four years geared toward more personalized and mastery-based learning (remediation or acceleration, as the case may be).
- Office Hour: Freshman and sophomore students will have an Office Hour every day to use for asking teachers questions about subject matter and getting more personalized attention from the teachers.
- After-school tutoring: On an as-needed basis, WLA will pay existing teachers additional amounts to stay after school to provide tutoring for students, and/or engage local community programs to supply evening tutors.
- Technology tools: Because all students will have their own devices, there are many more options than usual for remediating a student in almost any subject. School leaders and teachers can work with individual students to find and purchase software that will meet their specific learning needs.
- Summer school: A summer school program will provide severely-behind students with a chance to catch up to grade level.

⁸³ Thurgood Marshall Academy informed us that word of mouth is their biggest and most important recruitment tool and that its effectiveness increases over time.

It will be difficult to remediate students who come in far behind grade level, but the WLA Founding Team is aware of this challenge and ready to meet it.

(4) Executing on innovations. The WLA Founding Team acknowledges that it will require significant effort to carry out its plans for the classroom model, service-learning and computer science efforts. However, the team has worked hard to bring the right set of skills to the table to ensure that the plans are executable and will result in superior outcomes for students.

Given the complexity of the differentiated model for teaching English and math, strong efforts will be made to hire at least one founding English teacher and founding math teacher as early as September of 2015. WLA has budgeted enough to pay these teachers for part-time work developing curriculum, lesson plans, and assignment playlists during throughout the planning year. If the Founding Team is able to raise more money than currently projected in the conservative budget plan, at least one math and one English teacher may be hired on full time for the planning year. At a minimum, WLA will hire expert curriculum consultants for the planning year to pave the way in curriculum development so that teachers have enough of a foundation to build the differentiated learning experience that students need and deserve.

For service-learning, WLA is working with an expert in social entrepreneurship and service education and curriculum, [Learn-Serve International](#), which has worked with DC schools, both charter and public, to incorporate civic and service principles into the curriculum.

WLA will hire a service learning coordinator to oversee the effort, but will also deeply engage 11th grade teachers. 11th grade teachers will each supervise approximately 12 students throughout their service learning experiences. Because students will be paired or grouped, teachers may only have students at 3-4 different sites. The service learning coordinator and the 11th grade teachers will regularly check in with students to ensure

The service learning coordinator will provide guidance and coaching to the teachers to ensure that the service-learning program runs smoothly for all students, and the 11th grade teachers will provide the necessary daily oversight and guidance for their students. If a significant number of WLA students cannot engage successfully in a service learning experience outside of the school, WLA will revise plans so that students engage in projects to support organizations while working from within the school. This is a contingency plan to be activated only in the most dire circumstances. The strong goal and default will be to provide students with the life-changing experience of service learning outside of the school building.

For computer science, WLA is working with a DC-based organization of technical experts called [STEMLY](#). The STEMLY founders are building curriculum based on the leading computer science curriculum in the country. STEMLY's goal is to create content that can be replicated across the country, thus, the attention to detail and quality are extremely high.

Furthermore, WLA founders have engaged with [RePublic Schools](#) in Nashville, a charter school network that has built and tested a [computer science curriculum](#) that they have shared with WLA whole cloth. The founder, Ravi Gupta, has assisted in this effort and offered to continue to do so as the curriculum and school are further developed.

Finally, one of the WLA co-founders is the former Deputy Director of the [Presidential Innovation](#)

[Fellows](#), a White House program to recruit top technology talent into the Federal Government. Several of these tech gurus have also lent their expertise to the development of the computer science curriculum and will continue to do so. WLA literally has some of the best technical minds in the country developing computer science curriculum and who will help us to recruit the absolute best teachers.

(5) Staff burnout. The WLA Founding Team is very aware of the extreme effort required to start a new school from the ground up. WLA also knows that teacher and staff talent is the most important asset WLA will have. An important criterion for any potential Principal hire will be that the Principal values the people who are part of WLA. WLA leadership will not treat staff like interchangeable parts, but as incredibly important members of the team. WLA will also provide staff with breaks to recharge whenever possible. Almost all staff will have the month of July off, there will be several week-long breaks within the school year, and some Wednesday mornings will not include PD but will instead be breaks for staff. WLA leadership will regularly convene school staff to check in on motivation and energy levels and recalibrate as needed.

b. School Organization and Culture

School organization and culture. The methods for improving student motivation, classroom instruction, and learning for all students will be based on the habits that the WLA Founding Team believe are essential for long term success.

WLA Habits of Leadership

Gratitude and Humility	Scholars must develop an attitude and approach to school and life that includes a persistent and deep sense of gratitude. Scholars must have a sincere awareness of their own fallibility, imperfections, and room for growth as scholars and as humans.
Agency and Self-advocacy	Students will take ownership of personal results and recognize their own role in achieving their academic, social, financial, and career goals. Scholars will develop autonomous decision-making skills in preparation for independent adult life. Scholars must be able to assess and advocate for their personal or community needs.
Grit and Resilience	Students will develop systems for defining and approaching problems, and how to re-define and re-approach in the face of initial failure or disappointment. Scholars will develop a deep confidence in their own abilities and tenacity toward their long-term goals that will serve them well in the face of any challenge.
Self-control and Responsibility	Scholars must consistently demonstrate voluntary regulation of behavioral, emotional, and attentional impulses in the presence of momentarily gratifying temptations or diversions. Students must be able to see long-term consequences to their short-term decisions.

WLA believes that like academic skills, habits are not innate, but must be taught clearly and explicitly. Because students will come from diverse schools and backgrounds, all entering students — including those with disabilities and limited English language proficiency — will begin their experience with Leadership Prep Academy, a session in August at which students will be taught the behaviors, routines, rituals, and rules of WLA and where the habits of leadership will be explicitly described and modeled. Because all WLA students will receive a laptop,⁸⁴ Leadership Prep Academy will involve significant instruction in basic computer literacy and computer use

⁸⁴ See Section D(3)e: “Technology Plan” for more information about student computers.

code of conduct.

WLA will follow the model used at Collegiate Academies in New Orleans for the first few days of school. At Collegiate Academies, the staff create a very detailed plan, that even includes some scripted portions, for exactly how the days will run. School staff model behavior, keep the school on a tight and organized schedule, and very clearly set the tone for a joyous and productive academic environment for the rest of the year.

Scholars who are called off the waitlist during the school year and therefore are unable to attend Leadership Prep Academy will participate in a condensed, half-day Habits of Leadership orientation taught by the Principal, a lead teacher, or the Chief Operations Officer depending on scheduling. New scholars will also become habituated to WLA's rules, routines, and rituals through daily immersion in WLA's positive learning community.

Methods for building WLA's joyous, academic culture. WLA will maintain a positive learning environment through the application of many more methods including the following:

Civic Engagement. During the 11th grade year, students will engage in actual civic work as part of their service-learning experiences with Congress, local non-profits, socially-responsible businesses, and more. Prior to the 11th grade service-learning experience, scholars will participate in many other civic engagement activities such as get out the vote campaigns and voter registration drives. Scholars will also have the opportunity to advocate for various educational and social initiatives that directly impact their lives through engagement with D.C.'s ANCs and local Ward Committees. Frequent engagement via WLA programming between scholars and the leaders they read about in the news will provide students with a sense of pride and professionalism. As described in the service-learning sections throughout, WLA will find ways for all students, including SPED and ELL students, to participate in all civic engagement activities.

Tech Portfolio Presentations. At the end of each trimester during the sophomore, junior, and senior years, students will have the opportunity to present their technology portfolio additions to their peers, teachers, administrators, and families. WLA will design these events to be exciting, immensely positive and supportive opportunities for scholars to shine. WLA will also make an effort to publish students' technology portfolios on the WLA web site so that students can feel pride in their school and their work whenever they have a wireless connection. SPED and ELL students will have the opportunity to present with all of their peers, with the assistance of the push-in teachers if necessary.

Weekly Assemblies. On one morning each week, all scholars and staff will gather with the Principal and Chief Operations Officer for a student assembly.⁸⁵ Each week will include different programming but the following provides examples:

- Guest speakers: Scholars will have the opportunity to hear from some of the nation's most important civic and tech leaders. The WLA Founding Team has personal relationships with members of Congress, White House personnel, leaders of Executive Agencies, and some of the nation's leading public and private sector technologists.
- Enrichment subjects: Scholars will learn about topics that supplement their daily

⁸⁵ The organizer of the Assembly will rotate between the Principal, Chief Operations Officer, and teachers according to a voluntary schedule.

academics such as positive psychology, meditation, yoga, sociology, non-violent philosophy as a method for social change, and more.

- Current events discussions: Assembly will also provide an opportunity to discuss relevant current events and the impact on students and their local and global communities.
- Service-learning presentations: 11th graders will have the opportunity to present on their work in partnership with their service-learning teams. These presentations will be designed, in part, to motivate and excite younger students for their later WLA years.
- State of the School Speech: Mirroring the President’s State of the Union address to Congress, each year in January, the WLA principal will give a speech to the student body on the current state and future vision for the school year. A student representative will be selected to give a response.

February Freedom Fest. WLA will have extra programming during the month of February to infuse more joy and excitement into the school at a time in the year when a boost of energy is well needed. Similarly, special days and activities will be incorporated into the month for WLA’s February Freedom Fest to liven the mood and emphasize elements of democratic societies. Students will have the “liberty” on certain days to wear more casual or themed attire, will “vote” on exciting school-wide activities to take place during the month, and will be captivated by “free speech” visits from surprise guest speakers. SPED and ELL students will be fully included in Freedom Fest activities.

Stepping Up Ceremonies. As scholars complete each year of their education, the community and their families will celebrate with them at a Stepping Up Ceremony. At the ceremony, teachers will speak about the class as a collective in an opening speech. Scholars will be acknowledged individually with certificates of participation in the grade (even scholars who may be retained), and individual scholars will be honored with content awards based on outstanding achievement. SPED and ELL students will be fully included in all Stepping Up Ceremonies, and considered for all awards.

Academic Adventures. Students at WLA will have access to Washington D.C., the heart of American democracy, through periodic field trips. Academic Adventures will include visits to famous cultural sites and museums in DC including the Smithsonian, the Washington Monument, the U.S. Capitol Building, the Smithsonianians, the White House East Wing, and more. Notably, these incredible opportunities will cost WLA very little financially because of their proximity and the fact that they are free and open to the public. SPED and ELL students will be included in all field trips, with the help of the push-in teachers and other teachers or parents, as needed.

Classroom Decor. Teachers will decorate classrooms at WLA with college-themed paraphernalia as a constant reminder of WLA’s commitment to send all scholars to and through college. Additionally, students will be encouraged to post work product from their tech and civic-focused work on the walls and hallways of WLA. WLA will be a positive, organized, and supportive environment in every way possible, including physical surroundings.

Summer preparation program. Except for the summer between the planning year and the first year of operation, WLA will hold a four to six week summer preparation session for new students. Schools across the country from Thurgood Marshall Academy to Cristo Rey have found this to be an effective way to assess student mastery baselines, begin to remediate those who are far behind,

and set the tone for a joyous, organized, academic culture for the rest of the year. WLA has included this program in the budget after Year 1.

Encouraging student attendance. The WLA core program will help to encourage student attendance by motivating students with the positive opportunities that they will have by coming to school. Students will regularly hear from important speakers, learn exciting new technologies, have the ability to pace themselves in some classes, receive more than usual teacher attention due to the small student teacher ratio, and more. WLA will also use its discipline policy to enforce attendance by issuing standard consequences for tardiness and absence. See Section G(7): “Discipline Policy” for more detail.

Encouraging student re-enrollment. WLA will use the exciting and unique opportunities offered during the 11th and 12th grades to encourage student and family re-enrollment. Students will know that they will be able to engage in a service-learning experience during the 11th grade year, and to create a tech portfolio culminating in a capstone project during the 12th grade year. These opportunities will be explained on a regular basis to 9th and 10th graders and those students will spend time in their Leadership Education and Development (LEAD) Course preparing for the experiences and building excitement. WLA will also attempt to keep families as engaged as possible so that they feel invested in their children’s continued enrollment at WLA. If necessary, WLA may engage Democracy Builders to assist with recruitment for re-enrollment.

Complaint resolution policy. WLA is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, scholars, and families. WLA will welcome input and encourage contact in the event of a concern about a school policy, academic grade, discipline decision, or anything else. WLA will be committed to addressing the concerns of students and families and seeking resolutions that first and foremost benefit the academic development of the students. The complaint policy is outlined below.

Informal Complaint Process. If a parent or guardian has a concern or disagreement about a classroom event, curricular or disciplinary decision, or other academic issue, he or she should first contact the teacher to attempt to resolve the disagreement through *informal* discussion. If the concern is not adequately resolved, the parent or guardian should request a further meeting. The teacher will contact the Principal and schedule the follow-up conversation. All WLA staff members will be expected to respond to a parent/guardian complaint. Every effort will be made to respond to a parent/guardian complaint as quickly as possible.

Formal Complaint Process. If the informal complaint process fails to produce a satisfactory resolution, a parent or guardian may initiate a *formal* complaint by submitting a letter in writing to the school leader outlining, in detail, the events, policies, or decisions at issue. The Principal will promptly conduct a thorough investigation into the matter and issue a response in writing detailing his or her findings and recommendations. If the parent or guardian is still not satisfied, he or she may appeal the Principal’s determination to Revolution Schools leadership.

Board of Trustees. If the matter still remains unresolved, the parent or guardian may write to the Board of Trustees to request a review. An item will be placed on the Board’s agenda during its next regularly scheduled meeting, and the parent or guardian will have an opportunity to address his or her concerns with the Board at that time. The parent or guardian will be asked to limit his or

her comments to 3 minutes. If additional time is necessary for public participation and comments, extra time will be allotted at the end of the Board meeting. A parent or guardian may address the Board at any meeting without going through the informal and formal complaint processes outlined above, but the Board encourages these constructive conversations with the relevant parties prior to direct outreach to the Board. The Board will have the power and duty to take action as appropriate.

Authorizer. If, after presentation of the complaint to the Board of Trustees, the parent or guardian believes that the Board has not adequately addressed the complaint, the parent or guardian may present the complaint to the DCPCSB, which may investigate and respond. The authorizer has the power and duty to take remedial action as appropriate.

c. Safety, Order and Student Discipline

Safety and discipline philosophy and plan. WLA’s final safety and discipline policy will reflect its beliefs that a safe and orderly environment is important for student learning, that *all* students deserve high quality education, and that high expectations will promote the habits and motivations that will lead to long-term success. Accordingly, WLA will implement a discipline plan that is consistent, minimizes out of school suspensions and expulsions to the utmost degree, and offers ample opportunity for student reflection and positive behavior change.

WLA will have a joyous school culture, where students are excited and motivated to learn each day. To achieve this school cultural environment, students will have clear expectations for behavior, coupled with established consequences for behaving in a way that is inconsistent with the values of the school. Scholars will be rewarded for behaving ways that better the community and that display the WLA Habits of Leadership.

The WLA Founding Team also believes that a reflective approach to discipline is beneficial to both the growth and development of the student and the betterment of the community as a whole. In accordance with the WLA Habits of Leadership, scholars will learn how to effectively resolve conflict, empathize, and manage their emotions, and WLA’s discipline policy will offer students the ability to build these skills. Students will be asked throughout the disciplinary process to reflect on how their actions have hurt the community and develop a plan to rectify the harm done.

WLA teachers will work to recognize all students for their accomplishments, even if they are small or based on consistent growth. Achievement of high standards and improvement will be celebrated with both students and their families. Students will regularly receive positive recognition on particular areas of success. Mastery-based learning will make this method easier to carry out because of the ability for teachers, students, and families to see growth in real time as each standard is studied and mastered. The service learning experience and technology capstone project will provide opportunities for students who do not always enjoy or excel at traditional academics to shine in other ways.

WLA will, by default, strive to keep scholars in school and in classrooms. When a scholar’s actions are detracting from the ability of others to learn in a safe, value-added environment, it may be necessary to remove the scholar temporarily from the classroom and — if negative behaviors persist — from the school. Before scholars are removed from the learning environment, however, teachers and leaders will undertake preventative measures. Teachers will be expected to consistently enact preventative discipline strategies, enforce consequences evenly and fairly, and

communicate regularly with scholars and their families to keep them apprised of a scholar's progress. The leadership team will analyze data regarding behavior incidents and determine the appropriate courses of action needed to ensure fair and equitable application of the disciplinary system.

WLA will likely implement a technology such as LiveSchool to help track and monitor student behavior, both positive and negative. LiveSchool and other systems allow school leaders, teachers, and in WLA's case, service learning partners, to quickly and easily note when a scholar is displaying a positive behavior or Habit of Leadership, or a negative behavior that needs to be modified. School leaders and teachers will be able to track student behavior in real time and use it to identify warning signs that a student may be struggling and intervene accordingly. For example, the Principal will likely have the dashboard open on his/her screen and can see when one student is exhibiting poor behavior in all three of his/her classes. The Principal may talk with the student directly or inform another staff member so that a caring adult can have a conversation with the student to see if the negative behavior pattern can be stopped before it escalates.

WLA is steadfastly committed to serving all scholars while simultaneously protecting the strong and supportive culture that makes instructional gains possible. WLA will maintain high expectations for adult and student behavior. WLA will utilize a comprehensive system for ensuring positive behavioral support that features both incentives (e.g. civic expeditions, dress-down days, lunch privileges) for maintaining positive behavior and negative consequences (e.g. reflect, detentions, suspensions) for violating the Code of Conduct disseminated at the outset of the year to each scholar and family (and available on the school's web site for 24/7 easy access). The equitable implementation of this system will be critical to the success of our scholars.

Students will be taught that the purpose of such a system is to prepare them for the real world - where people will judge them for chewing gum in professional setting or for disrupting a work environment. WLA leaders and teachers will constantly talk about the application of the negative and positive behaviors in the real world. There will not be rules for the sake of having rules, but for the sake of preparing students for college and public leadership, and this will be emphasized at every turn.

WLA will define and communicate what constitutes reasonable and acceptable behavior on the part of students and other community members from the outset. WLA will not allow students who engage in disruptive behavior to interfere with the education of their peers. Misbehavior will result in the imposition of appropriate consequences and reflection on why that behavior was inappropriate. Consequences may vary based on the age and grade level of the student, the severity of the incident, and the frequency with which the incident takes place. Such consequences may include:

- Scholar reflection on community violation (may be written, private or public);
- Removal of school privileges (school trips, in-school privileges, etc.);
- Lunch or after-school detention;
- School/community service;
- In-school suspension (which will include supervised silent work time and potentially work on remediating the harm caused);
- Short-term out-of-school suspension (when there is no way to achieve the outcome of

- behavior modification with in-school suspension); and
- Long-term out-of-school suspension (only in the most extreme cases or to meet legal requirements).

The style of discipline will gradually change over each grade level. In the 9th grade, there will be a strong emphasis on consistency and more adherence to the merit/mastery based system. As scholars are promoted from grade to grade and display more mature, adult, professional behaviors, the system will be modified accordingly. The goal will be for the school environment to be as similar as possible to a college experience by the end of the 12th grade so that the transition from high school to college is as manageable as possible for students instead of the extreme change that it is today.

Proposed discipline policy. WLA will use a system called “Habits of Leadership” to guide student behavior in a mastery-based way. (Habits of Leadership are listed in full in Section B(4)b: “School Organization and Culture”). This will be a merit-/mastery-based system in which scholars are rewarded via a regularly distributed skills and habits scorecard according to how much they demonstrate these WLA core values. When scholars violate the expectations established through the Code of Conduct, they will receive clear indications on their score cards of behaviors, skills and habits that they need to build. Scholars who demonstrate positive behavior and growth in positive behaviors will be rewarded extrinsically in the early grades (field trips, guest speakers, etc.) with gradually tapering extrinsic rewards.

The Habits of Leadership system will be adapted appropriately based on the emotional and intellectual development of the student, including SPED and ELL students. The Special Education Teachers and Coordinator will modify the behavior guidelines as necessary for each student with disabilities. ELL students will not be punished for behavior that falls outside of guidelines due to language misunderstandings. Otherwise, they will be held to the same standards. Of course, the full behavior policy will be clearly explained to them in their native language at the beginning of the year, through contract help if necessary. The expectation is that all scholars are participating appropriately in the community and contribute to an orderly, joyous, and productive environment.

If a scholar with disabilities has an IEP that includes disciplinary guidelines, then, as required by the Individuals with Disabilities Education Act, that scholar will be disciplined according to those guidelines. Scholars for whom an IEP does not include specific disciplinary guidelines will be disciplined in accordance with the standard school policy. If a scholar with an IEP accumulates ten cumulative days of suspensions over the course of the school year due to disciplinary infractions, the scholar must either be reinstated or assigned to an appropriate setting until a Manifestation Determination Review (MDR)⁸⁶ takes place.

WLA will provide scholars removed from the school-learning environment with alternative instruction. Alternative instruction will include, but is not limited to, classwork and homework assignments and occasionally personalized tutoring. Additionally, scholars will be permitted to

⁸⁶ Manifestation Determination Review: When a child with a disability engages in behavior or breaks a code of conduct and the school proposes to remove the child, the school must hold a hearing to determine if the child’s behavior was caused by his disability. This hearing, a Manifestation Determination Review (MDR), is a process to review all relevant information and the relationship between the child’s disability and the behavior. Consequences for problem behaviors should not discriminate against a child based on his disability. Yet, schools continue to suspend and expel students with disabilities for behavior caused by their disabilities.

take any citywide or state examinations that are administered during the suspension period for which no make up examination is permitted by the testing authority, as well as to make up school examinations that may affect their academic records. Arrangements will be made between the school and each individual family for the delivery of services, pick up/delivery of work, and the making-up of any missed assignments and classroom instructional support. All alternative instructional materials will permit the scholar to make adequate academic progress and must be completed satisfactorily for the scholar to return to school. Nonetheless, alternative instruction cannot replicate all the benefits of full classroom instruction and participation by the scholar. In determining the alternate instruction for a scholar with a disability and for a scholar who has a 504 Accommodation Plan, consideration will be given to the scholar's IEP and behavioral intervention plan, or 504 Accommodation Plan.

Safety and order during the student service learning experience. WLA will have most students for two full years prior to the start of the service learning experience. During that time, students will participate in a course called Leadership Education and Development (LEAD). This course will cover professional skills that they will need during the service-learning program. Students will learn a broad range of skills including how to interview, how to create a resume, appropriate workplace behavior, the importance of timeliness in the workplace, how to ask for help, how to work with diverse populations, and more. Students will have a very clear understanding of the expectations for their behavior during the service learning experience long before it begins. Students will also have a chance to practice some of these skills through role-playing, field trips, and short service learning projects.

The service learning coordinator will be hired during the second half of the second year. He/she will work with school leaders and master teachers to understand the needs of particular students and help to create placements that will be the most conducive to productive learning. For example, WLA staff will know the particular student combinations that lead to disruptive behavior, and will never place those students together at a placement. Further, the service learning coordinator, with help from the larger WLA staff, will know which placements would be best for particular students. For example, the coordinator will likely try to place students who are less prepared than their peers with host partners that are happy to spend more time and attention on students.

The 11th grade teachers will all be available during the service learning time and will work with the service learning coordinator on schedules for checking in on students and host partners. At first, the check-ins will be very frequent. Each junior teacher might email the host partner for each of their students to confirm that students arrived on time and displayed the habits of leadership throughout the day.

As mentioned previously, WLA may utilize a service such as [LiveSchool](#) which allows teachers, school leaders, and service learning partners to easily track student performance across a number of criteria each day. A service like LiveSchool would allow the service learning coordinator and WLA staff to track student behavior throughout the service learning experience from any device in real time. The WLA Founding Team will explore which service to use during the planning year.

As personal GPS devices become less expensive and more ubiquitous, WLA might decide to purchase them for some or all students to be able to ensure that students are going directly from school to their service learning placements, and that they remain there at all times. In lieu of these

devices, the 11th grade teachers and the service learning coordinator will closely monitor time of arrival and departure of students from their service learning placements in partnership with the hosts.

Finally, if any students prove that they are unable to successfully manage an external service learning experience, the service learning coordinator and 11th grade teachers will create WLA-based projects for them. The Founding Team believes that all students are capable of service learning and that all of them need this type of experiential learning to be best prepared for college and public leadership. Thus, every effort will be made to ensure that students engage in an experience that teaches them the knowledge, skills and habits they need.

Students who enter at the beginning or in the middle of the year in 11th grade will be handled on a case-by-case basis. The service learning coordinator will work with school leaders and teachers to determine whether the student is prepared for an out of school placement. At a minimum, the student will be able to engage in a service learning experience at WLA.

WLA team members have consulted with Cristo Rey and Cesar Chavez Public Schools to design the service-learning plan. Both of these schools do fellowship and/or work experiences successfully and serve similar populations as WLA's target population. During the planning year, the team will develop even more specific plans for the discipline model during the service learning experience.

Discipline policy development timeline. During the planning year, WLA will incorporate the latest research and best practices from other high-performing high schools serving similar populations to create a final policy, and will create specific policy differences for each grade. In particular, WLA will turn to Summit Public Schools and Hybrid High, who have experience implementing a disciplinary policy that is aligned to the goals of a personalized tech-enabled classroom model. The timeline for further discipline policy development is included in the overall planning year timeline in Section B(4)a: "Planning Year".

d. Professional Development for Teachers, Administrators, and School Staff

The WLA Founding Team recognizes that talented leaders and teachers are the school's most valuable asset. The Founding Team also acknowledges that WLA will be a demanding place for staff, and has dedicated considerable time to developing a plan that will ensure that we are able to recruit and retain the best possible staff even with the rigorous demands placed upon them.

Teacher and administrator development. WLA staff members will undergo performance reviews, receive weekly professional development during the school year, three weeks of intensive professional development in the summer, and more.

Preparation. Every summer, prior to the first day of school, teachers will receive three weeks of training and professional development. During these three weeks, teachers will work together to refine their interpretations of the discipline policies, cultural framework, and student habit development, and create ways to recognize students for particularly positive behaviors and accomplishments, among others. Teachers will also receive training in blended learning and mastery-based learning best practices.

In addition, during the week-long Leadership Prep Academy for students, administrators will inculcate newly arriving teachers and scholars in the Habits of Leadership that will animate WLA's educational philosophy. With days devoted to reifying each of these core concepts within the framework of daily practice, teachers and staff will quickly become primed to enforce WLA's rigorous academic, behavioral, and cultural expectations.

Performance Management and Instructional Support. Teachers will be evaluated based on a combination of assessment data, peer review data, principal observation data, and periodic student and parent surveys. Teachers will be formally evaluated three times throughout the year (tied to trimesters), and those who are underperforming relative to WLA's demanding expectations will meet with the Principal weekly to discuss how to improve their weaknesses. Teachers who are struggling will take part in weekly meetings to discuss their improvements, while also being given the tools necessary to be successful (if applicable). Additionally, teacher performance directly and materially impacts employment decisions vis-à-vis teachers and leaders. During the third year, the ESP will hire a Director of Human Capital that will also help create professional development opportunities.

The Principal will serve as the primary instructional coach at WLA. Because the myriad duties of a traditional school leader are split between the Chief Operations Officer and the Principal, the Principal will have ample time to focus on teacher evaluation, feedback, and support. Teachers will be informally identified as needing extra support it:

- Their classroom environment seems inconsistent with the values of the school
- Their students' evaluations indicate they are not growing at a pace similar to other teachers in the school
- They indicate that they want extra support

Teachers and the principal will work together to develop a support plan, including visiting other classrooms during free periods, trying new techniques, and collaborating with peers to determine practical and specific solutions for working with challenging students. The principal will also conduct formal performance reviews throughout the year to determine whether the informal support plan was effective or whether more intensive professional development is needed.

For example, if Mr. Plante has been identified through student growth scores and observations as struggling, he will use one (or potentially more) of his prep periods a week to implement a support plan created in partnership between the Principal and himself. This plan could include watching other teachers in their classrooms, reviewing lesson plans with a peer, or reviewing video tape of his own class alongside the Principal or another designated instructional coach (such as a Grade Team Chair).

Teachers will also be encouraged to develop Professional Learning Communities (PLCs) to explore and support the practices in each other's classrooms. PLCs will group teachers together to assess what they can do to better address student need to ensure every student is truly learning. PLCs are effective in that weekly meetings allow for timely response and direct intervention for students based on the most recent data. PLCs will also contribute to the collaborative, professional feel of the school by empowering teachers to take ownership over student learning and collaborate and innovate to find solutions to classroom challenges.

Wednesday Professional Development. Every Wednesday morning, teachers at WLA will have time set aside for professional development while students are gathered together for Assembly.⁸⁷ The curriculum for these professional development sessions will vary depending upon the needs of the teachers, but in the beginning the PD will be heavily centered around developing and refining blended instruction methodologies. Over time, these Wednesday sessions will be led by teacher leaders, such as a Grade Team Chair, to foster a culture that allows teachers to grow professionally without leaving the classroom.

Daily Non-teaching Time. In addition to weekly professional development, Master teachers will receive ample non-teaching time daily, Monday through Friday. Teachers will be encouraged to use this time to maximize benefits to themselves and their students via:

- Personal professional development. Some teachers may include development plans that call for learning specific skills that will benefit them in the classroom such as how to better integrate SPED students. They may take online courses, receive assistance from the expert SPED teachers, or otherwise study the topic during this time.
- Collaborating with other teachers. Teachers will be strongly encouraged to use at least some of their free time for collaboration purposes. For example, a science teacher and an English teacher might use this time to plan curricular synergies for the upcoming week.
- Peer review and feedback. Teachers will be provided with the guidance and tools necessary to evaluate each other in order to provide constructive feedback to improve their methods.

Teachers will have the freedom to work from home or off-site during any free period in which they do not have another obligation at the school. This open campus policy is in keeping with WLA's commitment to hiring teachers who are professionals and treating them as such.

Outside PD Opportunities. While consistent faculty-wide PD is the most important element of building the WLA school culture, individual teachers will also be given the opportunity for outside PD opportunities. Each faculty member will receive funds each year to use towards approved PD programs. These may include courses, retreats, conferences, visits to additional schools, and other opportunities deemed necessary by the faculty member in conjunction with the Principal. Teachers will also be encouraged to present at external events and conferences.

Career Growth. In order to add a more local level of instructional leadership at WLA, the Principal will appoint one teacher in each grade level to be the Grade Team Chair. The Grade Team Chairs will be key leaders in the curriculum development, assessment analysis, and professional development processes for their grade. They will play a central role in driving the school towards excellence by ensuring that there are frequent, positive, data-driven, action-oriented discussions among teachers about what is working instructionally, what is not, and what can be done about it so that students can progress more quickly to mastery and beyond. With guidance from the Principal, the Grade Team Chairs will manage their grade teams in processes designed to maximize student achievement for each grade level and the school as a whole, including assisting in planning and carrying out regular professional development.

⁸⁷ Assembly will be a critical time for the Principal and Chief Operations Officer to make important face-to-face announcements to the student body: to explain upcoming standardized tests, to talk about school culture, to begin and carry on fun traditions, to invite incredible speakers from the DC community to talk to students, to host panels of professionals who are first generation college students who are successful and want to share their stories, to invite students to present on their work, to invite teachers to present to the full student body on subjects about which they are passionate, and more.

Teachers will also have the opportunity to grow into other leadership positions such as a leader of blended learning, personalized learning, or professional development design. Teachers will also have the opportunity to grow by mentoring the Apprentices.

Additional Work for Additional Pay. Depending upon the needs of students, teachers will be offered optional opportunities to remain after-hours for after-school tutoring, teach Saturday school, or teach summer school. WLA has included this contingency in the budget plan.

Developing a recruitment pipeline. As a wealth of research has found that teacher quality is the best and most reliable indicator of student academic performance, WLA will maintain an extremely selective staff application process. WLA will recruit from a national pool of educational talent and cast a wide net for outstanding teachers through traditional and non-traditional recruiting channels, which include graduate schools, career fairs, periodical advertisements, private recruiting firms, online job databases, Teach For America alumni, and word-of-mouth.

WLA's co-founders have relationships with many productive pipelines for staff recruitment including [TFA](#), [New Leaders for New Schools](#), [Black Ivy Alumni League](#), [Young Education Professionals](#), the [Truman Scholars Association](#), the [Association of Marshall Scholars](#), the [Association of American Rhodes Scholars](#), [Brown University](#), [Columbia University](#), [Harvard University](#), [Peabody School of Education at Vanderbilt](#), and [Oxford University](#) among others. These networks will all be utilized during recruitment to attract the best possible teachers.

Please See Section D(2)a: "Qualifications of Key Leadership and School Staff" for more information about how WLA will build a talent pipeline.

Professional development plans for teaching English language learners and students with disabilities. During the three weeks of summer school for teachers, a professional development session will be given to all staff explaining the referral process, the development and implementation of IEPs, evaluation and reporting of a student's progress toward meeting their individual goals and objectives, confidentiality of student records, and discipline of students with disabilities.

In addition, each teacher will receive access to their student's IEP at the beginning of the school year. At this time, the SPED teachers will discuss the IEP with the teacher and answer any questions. As the year progresses, the meetings will continue among teachers and the SPED teachers so that teachers understand the objectives outlined in the IEP and learn strategies, modifications of classroom material, and other accommodations that best serve the individual student (based on the information in the IEP) within the general education classroom.

Professional development challenges unique to the WLA model. The personalized academic model will be challenging for teachers to implement. WLA has built many supports to help teachers with this model including the three weeks of summer preparation, the curriculum, lesson plan, and playlist preparation by curriculum specialists prior to the start of the school year, a significant budget for each teacher to engage in the professional development activities they most need, time every Wednesday morning for professional development, and at least three free periods every day for planning and collaboration. The Founding Team does not take the fact that this model will be an initial challenge for teachers lightly and will therefore take professional

development very seriously.

e. Structure of the School Day and Year

In order to accommodate the wide range of instructional goals and skill levels of the WLA student body, the school will have extended scheduling, including both a longer school day and year as compared to a traditional DCPS school. Extended time has been proven to have a meaningful impact on student growth for students needing remediation,⁸⁸ which the Founding Team expects will be the case for a majority of WLA 9th grade enrollees.

WLA students will attend school from before 8:00 a.m. until after 4:00 p.m., followed by enriching after school activities. A 2014 review of literature by the U.S. Department of Education confirms that increased learning time improves literacy outcomes for students performing below standards and improves social-emotional skills of students with attention deficit/hyperactivity disorders.⁸⁹ Students who have not yet mastered the grade's content expectations will attend summer school for a total of up to thirty extra days.

Students attending WLA will benefit from a longer school day and year by having the opportunity to learn subjects and participate in projects, such as computer science and the service-learning placement, that a traditional academic calendar could only make available for the most advanced students.

Additionally, teachers and students will benefit from a Wednesday morning late start and professional development time. WLA has modified a standard practice among charter schools to build time into the normal school week for professional development and an early release for students on Friday afternoons. However, in the WLA schedule, students and staff alike will make better use of available time by integrating this staff support and non-instructional time into the week at a time when students are less likely to get into trouble and teachers are not eager to get home to start their weekend. Students will get to have a few extra hours of sleep in the middle of the week to prevent burnout, tardiness, and truancy. Meanwhile, teachers will have time built into their week for collaboration, support, and development without having to stay late into the evening. Both students and teachers will appreciate using the middle of the week to recharge in order to finish Thursday and Friday strong, engaged, and enthusiastic.

Overview

	WLA Days in School*
Trimester 1	70
Trimester 2	67
Trimester 3	63
TOTAL	200

**Because WLA has more than 20 excess days on the calendar and many extra hours due to an*

⁸⁸ "Closing the Learning Gap Through Extended Learning Opportunities."

http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf

⁸⁹ <http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=373>

extended schedule, unexpected school closures due to weather emergencies will not be made up at the end of the school year. For the full academic calendar, please see Appendix M.

School Year Schedule

Category	Activity	Dates (approximate)
Orientation	Instructor and Staff Training/Orientation	8/1/2016 - 8/19/2016
	Parent Orientation	8/18/2016
	Leadership Prep Academy (Student Orientation) - including pre-school-year testing and MAP assessment ⁹⁰	8/22/2016 - 8/26/2016
Student Instruction and Assessment	Trimester 1	8/29/2016 - 12/9/2016
	Trimester 2	12/12/2016 - 3/24/2016
	Trimester 3	3/27/2016 - 6/30/2016
	MAP (or potentially PARCC's new diagnostic) assessments	Each Trimester
	PSAT, SAT, ACT ⁹¹	11th grade year
	PARCC	Spring of 11th grade year
	Summer School	7/5/2016 - 7/27/2016
Prof. Development	Meetings, collaboration, and alignment	Weekly on Wed. mornings
Parent Conferences	Trimester 1 Conferences	10/3/2016
	Trimester 2 Conferences	2/1/2017
	Trimester 3 Conferences	5/1/2017
	Other conferences to address behavioral concerns	As needed

Sample 9-10 Grade Weekly Schedule

⁹⁰ If possible, WLA will engage in testing sooner than Leadership Prep Academy - ideally in June.

⁹¹ WLA will follow Thurgood Marshall Academy's model. All students will take the ACT and SAT twice during high school.

WASHINGTON LEADERSHIP ACADEMY – PUBLIC CHARTER SCHOOL APPLICATION

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
7:00AM - 7:45AM	OPEN	BREAKFAST	OPEN	BREAKFAST			OPEN	BREAKFAST	OPEN	BREAKFAST
7:45AM - 7:57AM	Advisory	ADVISORY	Advisory	ADVISORY			Advisory	ADVISORY	Advisory	ADVISORY
8:00AM - 8:57AM	Block 1	English Foundation	Block 8	LEAD	PREP	Whole Staff Meeting	Block 2	Math Foundation	Assembly	ASSEMBLY
9:00AM - 9:57AM	Block 2	Math Foundation	Block 9	MASTERY	PREP	Grade Level Meeting	Block 3	Civics	Block 9	MASTERY
10:00AM - 10:57AM	Block 3	Civics	Block 1	English Foundation	PREP	Dept. Meeting	Block 4	Computer Science	Block 1	English Foundation
11:00AM - 11:57AM	Block 4	Computer Science	Block 2	Math Foundation	LUNCH	OPTIONAL LUNCH	Block 5	Civics	Block 2	Math Foundation
11:30 AM					Block 6	Foreign Language				
12:00PM - 12:27PM	LUNCH	LUNCH	LUNCH	LUNCH			LUNCH	LUNCH	LUNCH	LUNCH
12:30PM - 1:27PM	Block 5	Science	Block 3	Civics	Block 7	Health	Block 6	Foreign Language	Block 3	Civics
1:30PM - 2:27PM	O.H.	OFFICE HOUR	O.H.	OFFICE HOUR	Block 8	LEAD	O.H.	OFFICE HOUR	Block 4	Computer Science
2:30PM - 3:27PM	Block 6	Foreign Language	Block 4	Computer Science	Block 9	MASTERY	Block 7	Health	Block 5	Science
3:30PM - 4:27PM	Block 7	Health	Block 5	Science	Block 1	English Foundation	Block 8	LEAD	Block 6	Foreign Language
4:30PM - 5:27PM	END	ACTIVITIES	END	ACTIVITIES	END	ACTIVITIES	END	ACTIVITIES	END	ACTIVITIES

**Blue indicates staff professional development and collaboration time.*

f. Family Involvement

Philosophy around parent engagement. WLA will be a community and partnership made up of the school leadership, teachers, scholars, and families. Although the job of making decisions about school policy belongs to the school leaders, family involvement is not only welcome but also absolutely necessary for the success of the school. WLA is committed to having families contribute to the academic success of their scholars through regular access to information regarding the success of their students in the WLA environment. The Founding Team knows that empowering families through extensive data and communication leads to more collaborative solutions to potential student transgressions, as well as leads to a culture of inclusion for all stakeholders in the community. As such, we will use a variety of methods of communication including but not limited to:

- Regular Progress Reports: Frequent progress reports that include academic and behavioral updates as well as a brief overview of important school events.
- Automated Phone & Text Systems: Families may receive a pre-recorded message to:
 - issue school-wide reminders and updates to alert families to school closings, early releases, and late starts due to inclement weather or emergencies,
 - remind families of important documents requiring signatures, or to inform families of meetings for parents or scholars.
- Team Accessibility: Scholars and families are encouraged to call and email teachers. Teachers may set their own reasonable policies about when they will answer and return phone calls and emails after hours and on weekends.
- Family Outreach: Teachers may request mandatory family conferences with families of scholars who are in need of academic and behavioral support or acceleration and enrichment. Families will be invited to schedule appointments to connect with their scholars' teachers or stop in to observe class.

WLA families are strongly encouraged to:

- Reinforce WLA academic and behavioral standards at home;
- Check homework nightly for completion;
- Help with homework whenever possible;
- Call teachers with concerns;
- Read and sign all notices sent home by the school;

- Read and respond to family communications when necessary;
- Respond promptly to disciplinary calls;
- Attend school-wide events; and
- Pick up report cards and attend trimester conferences in person.

Planned family programs and initiatives. WLA families will have the opportunity to attend a number of events at WLA, including the following:

- WLA Recruitment Events: At multiple recruitment events leading up to the My School DC Lottery, parents and families will have the opportunity to hear from school founders and leaders about the mission, program, and expectations of WLA.
- WLA Open Houses: Once students are enrolled in WLA, even if the facility is not yet ready, WLA founders and leaders will hold WLA Open Houses during the summer to talk to families about the school, answer any questions, and align parents with the WLA mission so that both the school and families are on the same page.
- WLA Family Orientation: All families will be invited and strongly encouraged to attend WLA's family orientation evening in August prior to the start of school. During family orientation, parents and guardians will learn more specific information about expectations, academics, teachers, discipline policies, promotion policies, and more.
- Trimester Gatherings: Near the end of each trimester, families will be invited to events where students will present portions of their technology portfolios. Families of all students, even those who won't be presenting, will be encouraged to attend to hear school updates and see school leaders and principals.
- College Success Workshops and Conversations: From the beginning of a student's enrollment at WLA, families will receive extensive literature and information regarding the college process and WLA's culture of college preparation. Families will know years ahead when their child will be taking the SAT, filling out the FAFSA, and submitting their college applications. Additionally, families will learn what they can do to support their scholar throughout the process, including prompts for conversations to have with their child about college life, including how they will save and pay for college, what to expect when they live away from home, and how to get support from their family and friends even while not seeing them frequently.

Parent communication. WLA will send regular progress reports to families that include academic and behavioral updates as well as a brief overview of important school events. WLA will use paper copies, email, and texting systems to provide relevant notices to families. WLA will be strongly tech-enabled, and communication to families will be no different. WLA will likely use a service called [Remind](#), powered by [Twilio](#), for regular communication to parents. Remind has been widely and successfully utilized across the country, and has recently launched a Spanish language version to assist in communications with families for whom English is a second language.⁹² Social media will also be a central mode of communication with families including [Twitter](#), [Facebook](#), and [Instagram](#).

WLA will regularly present accountability data in an easily accessible, widely disseminated, and jargon free manner. The Board of Trustees, families, community members, students, and the authorizer will receive regular updates on the most current data available. The annual report will

⁹² "Remind launches Spanish language app": <http://www.educationdive.com/news/remind-launches-spanish-language-app/354619/>

be published shortly after the end of the fiscal year, once state test data from the previous year has been reported and analyzed.

All relevant data — including minutes from meetings of the Board of Trustees, the school’s most recent audited financial statement, OSSE’s accountability index, the Equity Report, and information concerning the school’s performance on the PCSB’s Performance Management Framework — will be posted on the school’s website and/or emailed to all families.

WLA will maintain updated contact information for all families or guardians of scholars and will text and provide an auto-voicemail message in the case of inclement weather or emergency as soon as possible. WLA will ask parents for cell phone numbers, home phone numbers, work numbers, and both personal and work email addresses of parents or guardians to provide the maximum potential for reaching families during inclement weather or an emergency affecting the school schedule. In general, WLA will follow the DC Public Schools decisions for closure and delayed opening.

Non-English speakers. Oral and written communication to families of students identified as ELL students will be translated into the family’s native language to the extent possible to ensure clear and rich communication and coordination between home and school. Remind, the tech tool which WLA will most likely use for family communications, has recently launched a Spanish app that will greatly improve communications to families for whom English is a second language.⁹³

If a language is spoken that no WLA staff members can write or speak, WLA will work with the District of Columbia Public Charter School Board or an external party to supply translation services for both written and verbal communication with families.

Informing families of their rights. All families of students referred for evaluation will receive a Procedural Safeguards Notice that delineates their rights associated with IDEA. During each subsequent IEP review, parents and guardians will receive comparable written notice outlining their rights as guardians of students with disabilities. During regular informal conversations, SPED teachers will ensure that families understand that the referral/evaluation process is for information-gathering purposes only and that no SPED services can be provided without initial and ongoing parental consent.

Similarly, notice of procedural safeguards will be provided to families when the school’s 504 point person makes a Section 504 accommodation decision. In addition, parents may examine records relevant to their child’s 504 Plan. The following describes the sequence WLA will follow for families to engage with the school regarding 504 accommodations discrepancies.

First Level of Review

If a parent does not agree with the 504 accommodations decision, the first step is to submit a written request for review to the SPED coordinator. The SPED coordinator will review the 504 Team’s decision and may request that the parent attend a meeting to discuss his or her concerns. The parent may also request a meeting at any point. After the review, the SPED team will provide a response to the parent.

⁹³ “Remind launches Spanish language app”: <http://www.educationdive.com/news/remind-launches-spanish-language-app/354619/>

Second Level of Review

If the parent does not agree with the response from the first level of review, he or she may submit a written request for an impartial hearing to the Principal. Subsequently, the administrative team will arrange for an impartial hearing at which the parent will have an opportunity to participate and, if he or she so chooses, to be represented by counsel. The school will appoint an impartial hearing officer to conduct the hearing and to issue a written decision to both the school and to the parent.

Third Level of Review

If the parent does not agree with the impartial hearing decision, the third step is to submit a written request for review, along with any supplementary documentation, to the school's Board of Trustees. The Board will review the request, the impartial hearing decision, and any supplementary documentation. The Chair of the Board will provide a written decision affirming or denying the request.

g. Community Participation

How the D.C. community will be involved in the planning and implementation of the school. The WLA Founding Team has already worked to involve the community in the planning process. Specifically we have:

- Engaged in discussions and/or visits with teams at local DCPS schools including [Alice Deal](#) and Eastern High School and DC Charter Schools including SEED, Thurgood Marshall, K.I.P.P., Two Rivers, Ingenuity Prep, and Cesar Chavez.
- Met with local ANC members and DC Councilmembers.
- Met with potential future families and students at Democracy Prep Congress Heights.
- Attended community meetings including the [Anacostia Coordinating Council](#), [Ward 8 School Enrollment Fair](#), and the [Congress Heights Civic Association](#).
- Met with team members from [Higher Achievement](#) and [Urban Alliance](#), organizations that work with our target population in Wards 7 and 8.
- Gathered signatures from supportive community members and letters of support from community leaders (Available in the Appendix).

Continued community communication and involvement is incredibly important to building our school culture and achieving our ambitious mission. We plan to engage local community organizations, elected officials and their constituent bases, and hit the pavement to continue to make personal connections with local residents of our surrounding school neighborhood. The team has reached out to everyone from teachers working in D.C. Public Schools to community leaders of local parishes. These conversations have allowed us to acquire insight from those who work within the educational systems and with the communities and families they affect everyday to better understand the strengths and changes occurring in D.C. schools, both district and charter.

Almost all members of the Founding Team and proposed board are D.C.-based. The Board of Trustees may grow to include additional established members of the D.C. community with networks in education and the general non-profit and government spheres. The Founding Team will continue to engage with all of the above in the WLA planning process.

Partnerships in the community. WLA's most significant partnerships will likely be with the

organizations that may host WLA students for their service learning experiences. WLA has compiled a list of more than forty supportive community organizations that are interested in hosting a WLA student during the 11th grade - See Appendix H. These non-profits, government agencies, Hill offices, and socially responsible businesses are ready, willing, and able to support high school students in meaningful service-learning opportunities and have agreed to engage in interview experiences with the students prior to their start dates, host one or more students at their office location two to three times per week, prepare substantive work for students to do while they are on site, and include the students in enriching meetings and experiences whenever possible.

WLA's co-founders, Board, and extended network of advisors are also planning unique partnerships through their networks to enhance the student academic and civic experience. Foreign embassies, think tanks, news organizations, museums, historical associations, and nearby archives and presidential libraries will partner with WLA to bring course content to life and provide opportunities for scholars to apply their knowledge. For instance, the UK Embassy might welcome students for a tour but also co-host a workshop on alliances and the "Special Relationship" to enhance student understanding of world history and international relations in ways relevant to the curriculum. Washington-based think tanks will also partner with WLA to bring realism to student civics programs where scholars role-play as government leaders in historical crisis scenarios. These partnerships will range from formal to informal, but WLA anticipates most assistance to be provided on an in-kind basis.

Partnerships with local elected and administrative officials will be essential for WLA to support its civic mission. WLA students and staff will need to interact with community members on a regular basis to ensure they stay abreast of local political issues and advocate on issues that affect their families, friends, and neighbors. As we move forward in strengthening and building D.C. community ties, we will make grassroots connections with families, community organizations, and elected officials to spread the word on the presence of WLA, and share our fervent dedication to provide a D.C. school that families and neighborhoods can count on to serve their students and develop them into active citizens ready for success in college and lives of public leadership.

Finally, in alignment with its mission to prepare students for success in college, WLA will work to develop relationships with the admission offices of colleges and universities across the nation through visits and leveraging the Founding Team's wide-reaching personal and professional networks. Admissions officers reviewing materials of WLA students will recognize the school for its rigor and exceptional preparation for the social and academic demands of any competitive institution of higher education.

h. Extracurricular Activities

Per its mission statement, WLA is committed to providing the skills, habits, and knowledge critical to its students' long-term success. WLA also recognizes that extracurricular activities are important to high school students. To that end, WLA will offer activities that foster team building, leadership, athletics, and skills in the fine and performing arts - all areas to which students should have some exposure before entering college. WLA will engage teachers, parents, and volunteers from the community to offer these enriching experiences. Extracurricular activities will take place directly after school and will be staffed by teachers, community partners, and volunteers. WLA has budgeted to provide stipends to teachers or community members and has budgeted enough to

cover students' fees to participate in these activities. WLA students and families will not need to pay to participate.

The following extracurricular activities may be offered:

<u>Physical Activities</u>	<u>Fine Arts</u>	<u>Leadership</u>	<u>Supplementary Academics</u>	<u>Other Enrichment</u>
African Dance and Hip Hop	Art	Debate / WLA Model Congress	Programming/ Robotics	Chess
Basketball	Digital Photography	Latino Caucus	Book Club	Community Service
Volleyball	Digital Music Production	Student Leadership Council	Storytelling	Strategic Gaming
Step Team	Drama	Speech	Science Club	Computer Science Club

The final menu of options will be determined by both student demand and faculty expertise. If robust demand exists for an activity that falls beyond the ken of WLA's full-time staff, the school will consider collaborating with an appropriate community organization in order to afford students access to suitable programming. WLA leaders will seek to offer students the opportunity to engage in intramural or other athletic leagues whenever possible.

Availability of programs to all students. Because participation in extracurricular activities can be a vital component of a student's development, access to these programs will in no way be restricted by a student's financial circumstances. WLA will provide supplies for offered extracurricular activities to students who cannot afford to purchase them and has built this into the budget.

C. Business Plan

1. PLANNING AND ESTABLISHMENT

a. Profile of Founding Group

Founding group. Washington Leadership Academy is a concept developed by the Founder of Democracy Prep Public Schools,⁹⁴ Seth Andrew. Seth assembled a Founding Team of over fifty members, some of whom have been working together for over two years on the planning and development of WLA. The Founding Team includes teachers, principals, and operations experts who have served students in underserved neighborhoods in DC and around the country. The following are the four key members of the Founding Team.

WLA Co-Founder Seth Andrew has vast experience building and scaling schools for low-income youth. Seth built the Democracy Prep Public School network from one school with 100 students in 2006 to a nationally renowned network on track to serve 10,000 scholars by 2018. Despite serving a student population that is nearly 100% low-income and of color, DPPS has an exceptional track record of stellar academic performance, boasting a 95% pass rate on the New York Regents exams and a 100% college enrollment rate.⁹⁵ Seth began as a special education teacher and served as principal, head of operations, teacher supervisor, and almost every other role in a school. Seth is very familiar with how a high performing school should function and used his expertise in the development of this application.

In addition to DPPS, Seth has helped found and scale [Polaris Project](#)⁹⁶, [Democracy Builders](#), [Alumni Revolution](#), and [CitizenshipFirst](#). Collectively, these enterprises have an annual operating budget of more than \$50 million. Seth earned his A.B. in Education and Public Policy from Brown University, his Ed. M. in School Leadership from the [Harvard Graduate School of Education](#), and was a special education teacher and administrator. Seth recently served as Senior Advisor for Education Technology and Superintendent in Residence in the [Office of the Secretary at the U.S. Department of Education](#).

Seth will lead Revolution Schools, the Education Service Provider⁹⁷ for WLA, and will serve as a member of the Board of Trustees.

⁹⁴ The Democracy Prep Public Schools (DPPS) network was founded by Seth Andrew in 2005. DPPS has founded new schools and successfully turned around failing charter schools such as Harlem Day (now Harlem Prep) and Freedom Academy (now Freedom Prep). In the fall of 2012, [Democracy Prep received a generous grant from the U.S. Department of Education to expand the network to 25 schools throughout the U.S.](#) For more information about DPPS, please see: <http://DemocracyPrep.org/>

⁹⁵ <http://democracyprep.org/about/results>

⁹⁶ Polaris Project is an organization that works to combat human trafficking and modern-day slavery. Polaris Project operates the 24-hour National Human Trafficking Resource Center hotline, advocates for strong laws to help victims and prosecute traffickers, provides lifesaving services to survivors, and is a respected source for training and information. Learn more at: <http://www.polarisproject.org/about-us/successes>

⁹⁷ Education Service Provider is the language used to describe Revolution Schools throughout this application. Revolution Schools is a non-profit charter management organization. WLA refers to Revolution Schools as an ESP because that is the language used throughout the application guidelines document.

WLA Co-Founder Stacy Kane is an expert in founding programs and setting up successful and sustainable operations. Stacy currently works full time on the development of Washington Leadership Academy. Previously, she served as Deputy Director of the [Presidential Innovation Fellows](#) program, running operations for the White House program to recruit and retain top national technology talent into the Federal government.

Prior to that role, she worked as a Program Founder and Manager at the [Consumer Financial Protection Bureau](#), where she led the creation and implementation of the innovative and lauded [Design and Technology Fellows](#) program, a \$9 million program. Stacy previously served as Special Assistant in the Office of the Secretary at the Department of Homeland Security, where she managed the Secretary's initiative to [combat human trafficking](#).

In 2004, Stacy founded a college preparatory and mentoring program for students in one of the lowest-performing public schools in Nashville, TN. The program is still in operation today. Stacy served on the Founding Board of K.I.P.P. Nashville, worked for College Summit, and taught middle school in Ghana, West Africa.

She is a former [Presidential Management Fellow](#) and graduate of Emory University Law School. Stacy earned a Master's of Public Policy degree, with a focus on Education Policy, from Vanderbilt University and graduated with a bachelor's degree in Human and Organizational Development and Sociology.

Stacy will be on the operations staff for WLA. Stacy will work full-time with the Chief of Operations on all of the founding/operational needs of the school.

WLA Co-Founder Miles Taylor currently works for the Homeland Security Committee of the House of Representatives. He is a former [Marshall Scholar](#) at Oxford University and worked previously on the [U.S. House of Representatives Appropriations Committee](#), helping to oversee billions of dollars in complex federal programs and new initiatives. Before that, he served as a presidential appointee in the George W. Bush Administration and focused on national security and foreign policy at the White House, Pentagon, Department of Homeland Security, and several think tanks.

Miles has made civic leadership and engagement a lifelong passion and is producing a television documentary on the history of Pages on Capitol Hill. Miles graduated from Indiana University as a [Harry S. Truman Scholar](#) and [Herman B. Wells Scholar](#) and has also helped drive the expansion of start-up companies in Washington, D.C. and Silicon Valley.

Miles will serve as a member of the Board of Trustees of WLA.

WLA Founding Team Member Kalee Barbis has spent six years in traditional public and charter classrooms working to propel students forward and to eliminate achievement gaps in Metro Nashville Public Schools (MNPS). Kalee began her teaching career as a high school biology teacher in Teach for America's 2009 Nashville Charter Corps, winning Teacher of the Year in 2011 for significant student growth and cross-curricular project planning. At Hillwood High School, with a student population that largely mirrored the district's (75 percent low-income and more than 60 percent students of color), Kalee led the Biology department and developed an ACT after-school initiative focused on small groups and blended learning that led to school-wide

gains in multiple ACT subjects. The curriculum Kalee developed was then scaled and implemented across MNPS.

Recognizing that students were grade levels behind, Kalee transitioned to KIPP to teach middle school reading, achieving more than 200 percent growth in student reading scores at a school where more than 98 percent of the students are minorities and nearly 90 percent qualify for free and reduced price lunch. Kalee has written curriculum for The New Teacher's Project, the Tennessee Department of Education, and Building Excellent Schools, incorporating local state standards with national standards such as the Common Core State Standards and the Next Generation Science Standards.

Kalee has participated in school leadership training with Teach for America and Building Excellent Schools and holds an administration license from the state of Tennessee. Kalee will graduate from Vanderbilt University in May 2015 with her Master's of Public Policy degree and earned a Master's of Education, with a focus on administration and supervision, from Lipscomb University. She graduated with a bachelor's degree with a major in psychology and minor in adolescent health from the University of Tennessee

Kalee's role is to be determined but she will either be on staff at WLA or a member of the Board of Trustees.

[REDACTED]

[REDACTED]

[REDACTED] will serve as the Chief Operations Officer for WLA.

There are over fifty others who have and will continue to contribute to the development of WLA. They reflect a unique and powerful collection of local and national experts, teachers, local practitioners, non-profit leaders, students, and professors. These volunteers, enthused by the prospect of WLA coming to fruition, have devoted hundreds of hours to the development of this proposal. Their expertise extends to all parts of the WLA model and application including:

- Blended and mastery-based learning
- Teaching in D.C. schools with the same target population as WLA
- Service learning
- School operations

⁹⁸ The name is redacted from the public version because the candidate has not yet provided notice to her current employer. She will do so upon charter approval.

- Legal counsel
- English language learners
- Communications
- Community engagement
- Special education
- Computer science
- Real-estate
- Leadership training
- Grant management and development

Please see Appendix B for a complete chart detailing the Founding Team members, supporters, and advisors who have guided the development and direction of the school.

The WLA Founding Team has engaged with hundreds of members of the Washington, DC and Wards 7 and 8 communities to ensure that the school is meeting community and student needs. The WLA Founding Team has also regularly engaged a wider group of stakeholders in schools across the nation, government agencies, the education policy community, private industry, and beyond to help craft this proposal and ensure that the right mix of individuals are involved to make WLA a success. See Appendix F for Letters of Support from community leaders and Appendix G for a list of community member supporters. Also, see next section for community support in the planning process.

As WLA is developed, the Founding Team will continue to engage with members of the local ANCs, Ward councilmembers, parent groups, and other community organizations in Wards 7 and 8. Founding Team member and WLA Board of Trustees member, Courtney Wright, lives in Ward 7 and works in Wards 7 and 8. She has led the team in community engagement efforts and will continue to do so. Local community engagement and community needs assessment are areas of expertise for her.

b. Planning Process

How and why the founding group decided to form a school in Washington, D.C. Seth Andrew and Miles Taylor began developing the concept for WLA in 2012. Both had been Congressional Pages in the House of Representatives and after hearing of the Program’s cancellation in 2011, started discussing innovative ways to keep young people involved in the democratic process more broadly. Seth was also interested in figuring out how to use technology to make school more efficient and effective at engaging and educating students. The result was the concept for Washington Leadership Academy. For a great deal more information and detail about why this model was chosen to fit DC and the target population’s needs, please See Section A(1): “Demonstrating a Need.”

As part of a rigorous review process to determine whether D.C. would be a good location for a charter school, founder Seth Andrew applied his core criteria for pursuing new charter opportunities:

- Community Need (concentration of high needs students; demonstrated student and family demand for seats - See Section A(1): “Demonstrating a Need”)
- Finances (charter school funding parity; additional state/local funding for SPED; and

- facilities allocations)
- Operational Autonomy (school leader authority to make decisions regarding campus-based staffing; ability to select, train, and fire school leaders; ability to independently establish business and growth plan; clearly defined accountability outcome measures)
- Talent (steady supply of high-quality teachers, leaders, ESP staff, and Board members)
- Political Environment (current charter law balances both autonomy & accountability and process & product; community support for school choice policies; long-term horizon of local and state legislative and executive branch support for public charter schools)
- Innovation Incubator (district must seek and welcome innovative approaches)

D.C. has a high community need (as described in detail in Section A(1): “Demonstrating a Need”), provides ample per-pupil-funding allocation for quality charter school development, allows for operational autonomy in charters, holds a substantial supply of potential teachers, and has a promising political environment for charter school development.

The Founding Team decided on the specifics for the WLA model (differentiated and experiential) for the reasons further detailed in Section A(1): “Demonstrating a Need.”

Community participation in planning process. The WLA Founding Team has worked to involve the community in the planning process. First, the Founding Team engaged with Friends of Choice in Urban Schools (FOCUS) to provide support for this application. For the past 20 years, FOCUS has supported the growth and development of charter schools across Washington, D.C. The WLA Founding Team worked closely with FOCUS to ensure that this proposed charter school would meet the real needs of D.C. students. Additionally, almost all of the members of the Founding Board live D.C. The Board contains diverse representatives from Wards across the district, including those of the target population.

WLA has also involved the community in the planning process in all of the following ways:

- Engaged in discussions and/or visits with teams at local DCPS schools including [Alice Deal](#) and Eastern High School and DC Charter Schools including SEED, Thurgood Marshall, K.I.P.P., Two Rivers, Ingenuity Prep, and Cesar Chavez.
- Met with local ANC members and DC Councilmembers from Wards 7 and 8, ANC 7C, ANC 7F, ANC 7D, Ward 7 Education Council, and Ward 8 Education Council.
- Met with committee members from the Hillcrest Community Association.
- Met with representatives from the Fort Davis Rec Center, Matthews Memorial Church, and Ferebee Hope Rec Center in Wards 7 and 8.
- Met with potential future parents and students at Democracy Prep Congress Heights.
- Attended community meetings including the [Anacostia Coordinating Council](#), [Ward 8 School Enrollment Fair](#), and the [Congress Heights Civic Association](#).
- Met with team members from [Higher Achievement](#) and [Urban Alliance](#), organizations that work with our target population in Wards 7 and 8.

Please see Appendixes F and G for letters of support from the local community and a list of WLA supporters from the local community.

The WLA Founding Team is committed to ensuring that the community stays an active partner and voice in school development and will continue to engage with the aforementioned partners,

and dozens more who are yet to be engaged.

Integrating feedback into the application. The WLA team has also had the great advantage of receiving community and DCPCSB feedback from a prior application. Please see Appendix A for a document that addresses all of the feedback received from the DCPCSB during the 2014 application cycle. The WLA Founding Team incorporated all of the feedback to make the following changes to the application:

Boarding: Through the application process last year and engagement with the community in the time since, the Founding Team determined that the logistical and operational challenges of incorporating a boarding program into WLA would outweigh the importance of creating a high quality academic day school for D.C.’s disenfranchised students.⁹⁹

Location: In addition to overwhelming data showing the need for high quality academic high school programs in Wards 7 and 8, community members and community leaders in those Wards expressed a strong desire for the program. See letters of support in Appendix F from community leaders and a list of community supports in Appendix G. This feedback helped to inform the Founding Team’s decision to target rising 9th graders from Wards 7 and 8.

Starting Grade: Discussions with the community and feedback from the DCPCSB helped the Founding Team to determine that a 9th grade start is preferable to last year’s proposed 11th grade start. Additionally, the Founding Team has directed a great deal of attention toward the specific issue of remediation of students who enter WLA below grade level in this application. See Section A(1): “Demonstrating a Need” for a discussion of how WLA will address remediation.

Service Learning: The WLA Founding Team has significantly broadened its stance on service-learning programming due to feedback from the community. The revised WLA plan allows for and even encourages students to engage in service-learning across a broader range of organizations including nonprofits, and for-profit businesses that have a socially responsible mission, in addition to the focus on government and Congress. The Founding Team has also included specific descriptions of ways that English language learners, students with special needs, and other students who may not be able to engage in the typical service-learning experience for a variety of reasons will still be able to participate in a service-learning engagement that is the same in all of the meaningful ways.

The Founding Team also built a great deal more staff into the plan for operationalizing the service learning experience to ensure seamless execution. A full-time service learning coordinator will oversee all of the service-learning programming for students, and will be assisted by all of the 11th grade teachers who will be available during the time that students are engaged in service learning to assist them with the experience. Each teacher will have students at 3-4 placements and will be able to visit students regularly and engage with the program staff. Finally, the team has recruited dozens of organizations in the DC area who have agreed to host one or more students once the first class reaches the 11th grade. See Appendix H for a list of over 40 organizations who plan to host one or more students.

⁹⁹ The Founding Team remains interested in exploring a boarding program once the charter school is running smoothly and can sustain the significant additional operational burden. The Founding Team would of course come back to the DCPCSB with a significantly revised plan for approval in the future should a boarding model be pursued.

Personalization: In addition to engaging with schools in the local community, since last year the WLA Founding Team has spoken with school leaders and visited schools across the country that are incorporating personalization and blended learning into their school models. The WLA Founding team has spoken with the leadership of and/or visited [Summit Public Schools](#), [Hybrid High Schools](#), [Merit Prep](#), [Matchbook Learning](#), [Rocketship](#), and more. See Appendix D and E for letters of support from Summit Public Schools and Hybrid High Schools.

For a more detailed discussion of the Founding Team’s response to the DCPCSB’s feedback, please see our Letter to the DCPCSB in Appendix A.

2. GOVERNANCE AND MANAGEMENT

a. Board of Trustees

Founding Board of Trustees. Several Founding Team members will transition to the Founding Board, primarily those members who have provided critical guidance and support during the development of the plan for WLA. More information about the founding members of the Board of Trustees can be read in Section F. The Board will always contain no more than 15 people, a majority of DC residents, and at least two parents. WLA has formed much of the Board of Trustees already. The Board members have been active in the application development process. Their biographies are detailed below.

Seth Andrew, founder of WLA, will also serve on the Board of Trustees. Seth has vast experience building and scaling schools for low-income youth. Seth built the Democracy Prep Public School network from one school with 100 students in 2006 to a nationally renowned network on track to serve 10,000 scholars by 2018. Despite serving a student population that is nearly 100% low-income and of color, DPPS has an exceptional track record of stellar academic performance, boasting a 95% pass rate on the New York Regents exams and a 100% college enrollment rate.¹⁰⁰

Seth began as a special education teacher and served as principal, head of operations, teacher supervisor, and almost every other role in a school. Seth is very familiar with how a high performing school should function and used his expertise in the development of this application. In addition to DPPS, Seth has helped found and scale [Polaris Project](#)¹⁰¹, [Democracy Builders](#), [Alumni Revolution](#), and [CitizenshipFirst](#). Collectively, these enterprises have an annual operating budget of more than \$50 million. Seth earned his A.B. in Education and Public Policy from Brown University, his Ed. M. in School Leadership from the [Harvard Graduate School of Education](#), and was a special education teacher and administrator. Seth recently served as Senior Advisor for Education Technology and Superintendent in Residence in the [Office of the Secretary at the U.S. Department of Education](#).

Seth will lead Revolution Schools, the Education Service Provider for WLA, and will serve as a member of the Board of Trustees.

Jeanne Allen is one of the nation's strongest advocates for education reform. Jeanne Allen is senior fellow and president-emeritus of the Center for Education Reform (CER), which she founded in 1993, and Vice President for Education Policy & Communications at HotChalk, Inc. where she is developing quality programs to support teacher advancement. At CER, Jeanne leads EdReform University®, a unique online program to teach students the history of education reform policy. She also serves as advisor to the Modern States Education Alliance, whose signature effort, "Freshman Year for Free," is designed to expand access to higher education.

Among her efforts, Jeanne is on the Education Innovation Council for GSV Advisors and works

¹⁰⁰ <http://democracyprep.org/about/results>

¹⁰¹ Polaris Project is an organization that works to combat human trafficking and modern-day slavery. Polaris Project operates the 24-hour National Human Trafficking Resource Center hotline, advocates for strong laws to help victims and prosecute traffickers, provides lifesaving services to survivors, and is a respected source for training and information. Learn more at: <http://www.polarisproject.org/about-us/successes>

with the University of Pennsylvania’s education entrepreneurship efforts, where she is also a graduate student. Her boards include the Friendship Public Charter School Foundation in Washington, DC and the Challenge Charter School in Chandler, AZ. She is the author of *The School Reform Handbook: How to Improve Your Schools* (1995) ignited parent-led efforts for education reform and *Education Reform: Before it Was Cool* (2014). The Education Industry Association honored Jeanne with its “Friend of Education Award” in 2012.

Beatriz Ceja-Williams serves as a Program Manager in the Teacher Quality Programs office in the Office of Innovation and Improvement. She oversees the administration of several discretionary programs including: Race to the Top District, Teacher Quality Partnership, School Leadership, Supporting Effective Educators, and Transition to Teaching. Prior to joining the Office of Innovation and Improvement Ms. Ceja-Williams was the federal liaison to the states of Florida, Arizona, New Mexico, and the Commonwealth of Puerto Rico for the U.S. Department of Education’s Migrant Education Program. Ms. Ceja-Williams has presented at numerous education conferences on school leadership, teacher quality, migrant students, and cultural literacy. She is a Congressional Hispanic Caucus Institute Alumni. She earned her BA in Sociology from the University of California, Santa Cruz and her MA in Education and Human Development with an emphasis on Bilingual Education and Special Education from George Washington University. Ms. Ceja-Williams is also a former elementary school teacher for the Los Angeles Unified School District.

Robert Pondiscio is Senior Fellow and Vice President of External Affairs at the Fordham Institute in Washington, DC. He is the former Vice President of the [Core Knowledge Foundation](#), helping to lead nationwide efforts to strengthen curricula across disciplines. He spent five years as an inner-city school teacher in NYC, where he was inspired to focus on education policy. Pondiscio worked previously as Communications Director for [Businessweek](#) and Public Affairs Director for [TIME Magazine](#). He is the author of four books, and has served as a consultant to the College Board and other educational institutions. Pondiscio has his BA in English from State University of New York, Empire State College and an MS in Elementary Education from Mercy College.

Daniele Schiffman is an attorney at Skadden, Arps, Slate, Meagher & Flom LLP, and has represented clients in connection with numerous congressional, government and internal investigations. Her work has included developing investigation strategies, preparing witnesses, and managing subpoenas and substantial document discovery efforts. Prior to attending law school, Ms. Schiffman spent five years as a senior policy analyst at the U.S. Government Accountability Office, investigating how the federal government spends taxpayer dollars and briefing congressional staff on her findings. Ms. Schiffman worked on matters including voting irregularities in national elections, implementation of the No Child Left Behind Act, and the safety of weapons of mass destruction in Russia. Ms. Schiffman serves as an advisory neighborhood commissioner for the Single Member District 6C01, a position she was elected to in 2012. She advises the district government on matters of public policy including decisions regarding planning, streets, recreation, social services programs, health and safety for the Capitol Hill area.

Duane J. Taylor M.D. is the Medical Director of [Le Visage ENT & Facial Plastic Surgery, LLC](#) in Bethesda, Maryland. Dr. Taylor is board certified in Otolaryngology-Head and Neck Surgery. Dr. Taylor has over 21 years of experience in clinical practice in the metropolitan Washington area and has an extensive record of community service. He is a previous member of the [Montgomery](#)

[County Health Commission](#) and currently serves as President of the Board of Directors of the [Montgomery County Medical Society](#) and as a member of the Board of Directors for the [American Academy of Otolaryngology-Head and Neck Surgery](#) (representing more than 12,000 ear, nose and throat physicians). Dr. Taylor is the contributing editor and author of two books, has taught university medical students, has led international humanitarian medical missions, and commits himself to mentoring disadvantaged youth among other volunteer activities. He was inspired by public service as a young aide on Capitol Hill.

Miles Taylor, co-founder of WLA, will also serve on the Board of Trustees. Miles currently works for the Homeland Security Committee of the House of Representatives. He is a former [Marshall Scholar](#) at Oxford University and worked previously on the [U.S. House of Representatives Appropriations Committee](#), helping to oversee billions of dollars in complex federal programs and new initiatives. Before that, he served as a presidential appointee in the George W. Bush Administration and focused on national security and foreign policy at the White House, Pentagon, Department of Homeland Security, and several think tanks. Miles has made civic leadership and engagement a lifelong passion and is producing a television documentary on the history of Pages on Capitol Hill. Miles graduated from Indiana University as a [Harry S. Truman Scholar](#) and [Herman B. Wells Scholar](#) and has also helped drive the expansion of start-up companies in Washington, D.C. and Silicon Valley.

Courtney Wright has been working in the field of education for over eight years. Courtney received her Bachelor of Science in Secondary Education and English from Vanderbilt University and her M.A in International Training and Education from American University with a research focus on non-formal education programming for at-risk populations. Prior to joining Urban Alliance where she manages a youth life skills and workforce development program, Courtney worked in a variety of roles in the education sector. She has designed and facilitated education programs for teachers and youth in Chicago, Nashville, DC, South Sudan, Nigeria, and Malawi where she served as a Peace Corps Volunteer. She most recently served in a role developing curriculum and implementing an academic enrichment program for students at Anacostia High School in Washington, DC.

Plan for full Board of Trustees. The chart below details the plan for the full Board of Trustees, showing additional members who will supplement the members joining from the founding team. All of these individuals have participated in the creation of the WLA application and are fully committed to its success.

Name	Characteristics (more detailed bios above)
Seth Andrew	Successful charter school Founder, former teacher, in DC every week, in DC full time starting April 2016
Jeanne Allen	Leading education reform advocate and researcher, DC resident
Beatrix Ceja	Program Lead at the U.S. Dept. of Education, first gen college student
Robert Pondiscio	Expert in Core Knowledge framework, teaching civic education curriculum, in DC 2 days/week
Duane Rollins	Ward 5 DC resident, technologist, founder of STEM organization for disenfranchised youth

Daniele Schiffman	Ward 6 DC resident, Capitol Hill ANC member
Duane Taylor	Long-time DC resident and doctor, former Page
Miles Taylor	Ward 6 DC resident, civic engagement expertise, DC resident
Courtney Wright	Ward 7 DC resident, urban education background
Parent	To be recruited in March 2016, when we have students enrolled.
Parent	To be recruited in March 2016, when we have students enrolled.

Selection process. A diverse group of education, civic, business, and community leaders (the list above) have been selected to serve on the Board of Trustees. To create the most effective potential Board composition the Founding Team looked for members who were based in DC, represented diverse populations by race, gender, age, and background, included at least one first generation college student perspective, included legal expertise, real estate expertise, operations expertise, and academic expertise. The Founding Team used its vast network to find individuals who are deeply committed to creating a world-class education experience for disenfranchised youth in Wards 7 and 8.

As soon as the Board meets for the first time, members may choose to supplement their team with additional members covering more areas of expertise as needed. Additionally, the Board will be able to call on any/all of the list of over fifty people who have worked on this application and are committed to the success of WLA for any/all needs. Please see Appendix B for a list of planning team members and their areas of expertise.

The Board as described above (with the addition of the two parents) meets SRA requirements - it consists of a large majority of DC residents and is composed of an odd number of people. The two parents will be recruited to the Board as soon as WLA has a list of enrolled students.

All Board members are and will be committed to WLA’s core mission. Specifically, members strongly believe that all students deserve:

1. The rigorous academic standards and frequent assessment found in excellent charter schools;
2. An engaging curriculum, taught by excellent teachers, tailored to students as much as possible, and focused on preparation for college;
3. Civic, character, and leadership education as an essential part of public schooling;
4. A structured, disciplined, and supportive academic environment.

Should WLA need to recruit and select any additional Board members, and when the team needs to do so in the future, the team will engage diverse professional and personal networks and may use CityBridge Foundation, BoardNet, or [Charter Board Partners](#) to assist.

Board organization. The officers of the Board of Trustees shall be a Chair, a Vice Chairs, a Clerk, a Treasurer and other officers that might be appointed in accordance with the Bylaws. See Section G(2): “Bylaws.”

The **Chair** will be the chief presiding officer of the Board of Trustees. The Chair will preside at all meetings of the Board of Trustees and the Executive Committee, if he or she is present. The Chair

will, when directed by the Board of Trustees, sign on behalf of Washington Leadership Academy all contracts, securities and other obligations of WLA. The **Vice Chair** will perform the duties of the Chair in the Chair's absence. The **Clerk** will keep the minutes of the meetings, and the **Treasurer** will have general custody of all money and securities of WLA and will keep the Board of Trustees apprised of the financial condition of WLA.

The Board of Trustees will establish and maintain at least the following standing committees: Executive Committee, Governance Committee, Finance Committee, and Academic Accountability Committee. All matters to come before the Board of Trustees will be considered first by the appropriate committee. A committee to which any matter has been referred will report on it to the Board of Trustees and make recommendations with respect thereto.

Each Standing Committee will make periodic reports to the Board of Trustees. Whenever possible, a written report of any committee meeting or a summary thereof will be made available in advance of the Board of Trustees' meeting at which the report is to be presented. Whenever possible, each committee shall submit to each trustee a copy of the agenda for future meetings of the committee.

The **Executive Committee** will consist of no less than five members, including the Chair and the Vice Chair of the Board of Trustees. The Chair of the Board of Trustees will be the Chair of the Executive Committee. The Executive Committee will set the policy agenda, coordinate committee agendas, and set the agenda for the full Board of Trustees. The Executive Committee will operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet. The Executive Committee will not have the power to take any action that requires at least a vote of the majority of the whole Board or is limited to the Board by law. Any action taken by the Executive Committee may be subject to ratification by the Board. A member of the Executive Committee will record the minutes of each meeting and include a report on any actions taken.

The **Governance Committee** will be composed of at least three persons recommended by the Chair of the Board and elected by a majority of the Board. The Governance Committee will be responsible for evaluating and making recommendations about the role, responsibilities and expectations of the present and future Principal; developing, as necessary, a process for leadership succession; evaluating and making recommendations about the role and responsibilities of the Board; reviewing governance policy and practice; and evaluating and making recommendations about the Board of Trustees' composition, organization and committee structure. The Governance Committee will evaluate the ability of the Board and its members in terms of specific skills, interests, and diversity. It will interview potential candidates, guide them through the application process, and make recommendations to the Board of Trustees with respect to various candidates and, in appropriate circumstances, the creation of additional positions for Elected Trustees. The Governance Committee will be responsible for presenting a slate of candidates for election as officers of the Board of Trustees and the orientation of newly chosen trustees.

The **Finance Committee** will be responsible for overseeing the preparation of budgets, financial reports and for supervising the management of Washington Leadership Academy's finances, including notifying the Board of Trustees of significant deviations from the approved budget. The Finance Committee will review, analyze and recommend for approval the annual audit. On a periodic basis, the Finance Committee will review investment policies, objectives, and

performance. The Treasurer will be the Chair of the Finance Committee.

The **Academic Accountability Committee** will be responsible for evaluating whether Washington Leadership Academy is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in college and lives of public leadership. It will examine the results from city, state, national and internally developed assessments which are both criterion and norm-referenced. In addition, the Academic Accountability Committee will meet with staff to analyze assessment data.

Relationship with Revolution Schools. The Board of Trustees of WLA will negotiate with the non-profit Educational Service Provider, Revolution Schools, for the first year and every year thereafter for school management services. Revolution Schools is a service provider for WLA and the relationship will be strictly contractual. The WLA Board of Trustees can choose at any point not to employ the services of Revolution Schools.

The ESP will draft the contract and the WLA Board of Trustees will review and negotiate the terms. (If the Board of Trustees prefers to draft the agreement, they may do so at any time). The Board of Trustees may engage attorneys to review the contract to ensure that it is drafted in ways that support WLA's best interests. The draft management agreement in Section G includes standard provisions for WLA to terminate the contract if Revolution Schools is in breach of any aspect of the contract, is asked to cure, and does not do so in a timely fashion. As a team member of Revolution Schools and a member of the Board of Directors, Seth Andrew will recuse himself from all negotiations between Revolution Schools and the WLA Board of Trustees. For a detailed explanation of the escalating level of services to be provided by Revolution Schools to WLA, please see Section D(2)b: "Staffing Plan" and the italicized notes in the draft management agreement in Section G.

Succession planning. The term of office of each Trustee will be a period of three calendar years commencing with the regular meeting following his or her election and continuing until a successor has been identified. No trustee will serve more than three consecutive, three-year terms, unless the Board of Trustees designates otherwise. The Trustees will be divided into three groups for the purpose of staggering their terms of office. This will help to balance continuity with new perspective. The terms of Trustees will be fixed so that the terms of one-third of the trustees (as nearly as possible) expire at the close of each year.

If any of the Trustees resign, refuse to act or are removed from the Board of Trustees, or if a Trustee's term of office expires, the vacancy or vacancies created will be filled by the vote of a majority of the Board of Trustees acting upon recommendation of the Governance Committee. New Board members will be sourced using the current Board and Founding Team's extensive networks and CityBridge Foundation, Charter Board Partners, or other similar groups if necessary.

Accountability for management. The Board of Trustees will be ultimately accountable for the success of Washington Leadership Academy. Thus, it is the Board's responsibility to set performance targets for the WLA Principal and expectations for ESP performance. Each year, the Board may decide whether to maintain the Principal and the services of the ESP or to replace them.

The Board will have the authority and duty to select, hire, and hold the Principal accountable to

performance standards. For example, the Board may set performance goals for PARCC testing that the Principal must be accountable for meeting. The Board may set enrollment goals that the Principal will be accountable for meeting - for example, 100 students enrolled with a waiting list of at least 30 for the first year. The Board can hold the Principal accountable for hiring a full slate of teachers for the first year prior to a certain deadline. If the Principal does not meet the Board's performance objectives for him/her, the Board can put him/her on a performance improvement plan, replace him/her with new talent, and take any other action it deems necessary. The Principal serves at the pleasure of the Board.

The Board will have the authority and duty to negotiate and contract with the ESP or to terminate WLA's relationship with the ESP. The Board can set specific goals and deadlines for the ESP. For example, in the first year the Board can negotiate that the ESP provide top operational talent to WLA for the contract to be maintained with WLA. The Board can negotiate that the ESP provide full curriculum and assignment playlists that are ready for implementation on Day 1. The sample management agreement provided in Section G would give the Board the authority to terminate the contract with the ESP at any time for non-performance after providing the ESP with notice and a 30-day opportunity to cure. The Board can negotiate even stricter terms with the ESP if it so chooses.

Of course, the Board may also always elect to take less extreme measures than firing the Principal or terminating the contract with the ESP. The Board may decide to use other levers to influence the performance of the Principal or ESP. The Board will have the ability to require the ESP to invest more in WLA, to get a fee reduction if performance is poor, or other remedies short of the more aggressive option of terminating the relationships. The Board may build other remedies and levers into its contracts with the Principal and the ESP prior to signing.

For a detailed explanation of the escalating level of services to be provided by Revolution Schools to WLA, please see Section D(2)b: "Staffing Plan" and the italicized notes in the draft management agreement in Section G.

Relationship with school constituencies. The Board will manage the performance of the Principal, but the Principal will manage the day-to-day activities of the school, including hiring staff. The Principal and school staff will bear primary responsibility for engagement with students and parents. Board members will focus on ensuring that the school meets its academic and mission goals. The following chart illustrates the breakdown of key activities between the Principal and the Board:

Category	Principal	Board
Operations	Manages Chief Operations Officer who is responsible for day-to-day operations of the school.	Ensures that the operations are running smoothly via financial and academic results but otherwise does not closely manage.
Finances	Provides financial information and transparency to the Board.	Responsible for financial health and strategic financial oversight.
Human Resources	Hires and manages all school staff.	Hires and holds Principal accountable.

Academics	Manages the daily implementation of the academic program.	Holds Principal accountable for results. Provides strategic guidance for academics and curriculum.
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Board members will ensure that Board information is as transparent as possible for parents and community members and engage with them by doing the following:

- Posting meeting minutes and other information on the school website;
- Providing updates to parents with school leadership at parent evenings;
- Attending school events where parents are invited;
- Working closely with the parent association to ensure that there is cross-pollination of ideas and feedback.

Board members will be encouraged to visit the school to understand how it works in practice on a daily basis and attend extracurricular events. Board members will be encouraged to engage with students and families to understand whether their needs are being met and what more WLA could do to achieve excellence.

Compliance with nonprofit corporation law. The WLA Board will ensure that all requirements of Federal nonprofit law and D.C. Nonprofit Corporation law (Title 29, Chapter 4 of the D.C. Code) are met. The Board will engage the required legal support to do so.

b. Rules and Policies

Powers and duties of the Board of Trustees. The Board of Trustees for WLA shall serve as the governing authority of the charter school and is therefore the body ultimately responsible to the authorizer for meeting the agreed upon goals for academic achievement and organizational viability set forth in the charter. As the governing authority, the Board will take on the general oversight, policy-making, and fiduciary obligations associated with operating WLA in an efficient and ethical manner. The Board will also be accountable for ensuring compliance with the D.C. Public Charter School Board requirements.

The Board of Trustees will be responsible for:

- Understanding the WLA mission, vision, goals, and model;
- Attending and preparing for regular Board Meetings;
- Approving and promulgating school policies;
- Ensuring legal compliance;
- Maintaining the school’s tax-exempt status;
- Establishing appropriate financial controls over the accounts in which school funds are housed;
- Overseeing the school’s budget, maintaining fiscally-sound budget practices;
- Setting policies and procedures consistent with the law and WLA by-laws;
- Holding the Principal accountable;
- Maintaining custody of student records;
- Approving the strategic plan;
- Evaluating the effectiveness of the academic plan;
- Engaging, compensating and removing any attorney, auditor or accountant who performs services for the school; and
- Evaluating the performance of the education service provider.

The full powers and responsibilities of the Board of Trustees have been outlined in the bylaws in Section G and are also articulated in the job descriptions of the Board members and its leadership team above. The Board of Trustees is ultimately accountable for the success of Washington Leadership Academy. Thus, it is the Board's responsibility to set performance targets for the WLA Principal and expectations for ESP performance. Each year, the Board may decide whether to maintain the Principal and the services of the ESP or to replace them.

The Board will have the authority and duty to select, hire, and hold the Principal accountable to performance standards. For example, the Board may set performance goals for PARCC testing that the Principal must be accountable for meeting. The Board may set enrollment goals that the Principal will be accountable for meeting - for example, 100 students enrolled with a waiting list of at least 30 for the first year. The Board can hold the Principal accountable for hiring a full slate of teachers for the first year prior to a certain deadline. If the Principal does not meet the Board's performance objectives for him/her, the Board can put him/her on a performance improvement plan, or replace him/her with new talent at any time.

The Board will have the authority and duty to negotiate and contract with the ESP or to terminate the relationship with the ESP. The Board can set specific goals and deadlines for the ESP's performance. For example, in the first year the Board can negotiate that the ESP provide top operational talent to WLA for the contract to be maintained with WLA. The Board can negotiate that the ESP provide full curriculum and assignment playlists that are ready for implementation on Day 1. The sample management agreement provided in Section G would give the Board the authority to terminate the contract with the ESP at any time for non-performance after providing the ESP with notice and a 30-day opportunity to cure.

Of course, the Board may also always elect to take less extreme measures than firing the Principal or terminating the contract with the ESP. The Board may decide to use other levers to influence the performance of the Principal or ESP. The Board will have the ability to require the ESP to invest more in WLA, to get a fee reduction if performance is poor, or other remedies short of the more aggressive option of terminating the relationships. The Board may build other remedies and levers into its contracts with the Principal and the ESP prior to signing.

Following the approval of the charter, a Board of Trustees manual will be drafted and approved. The manual will outline the specific rules and policies of the Board that are required by local and federal law. The manual will be voted upon by the full board during the first meeting.

Conflicts of interest. The Board of Trustees, officers and staff members of WLA owe a duty of loyalty and trust to WLA, which requires that in their positions, they act in the interest of WLA and not in their personal interests. Trustees and staff members may not use their positions or information they have about WLA or WLA's property or information obtained through their positions in a manner that allows them to secure an economic benefit, either directly or indirectly, for themselves or their relatives or associates.

Trustees are fiduciaries to the institution as a whole, collectively responsible for overseeing the welfare of the school and the pursuit of its mission. Although Trustees may have other relationships with WLA, fiduciary responsibilities require each of them to approach every decision from the perspective of WLA's overall best interest, putting aside consideration of how specific

decisions may affect, favorably or unfavorably, themselves and family or friends.

The fiduciary duty also requires that Trustees and Officers avoid conflicts of interest and even the appearance of such conflicts, by refraining from participation in any deliberation or decision by the Board of Trustees that might affect them uniquely as an individual.

Prior to election to the Board of Trustees or appointment as a Trustee and annually thereafter, all Trustees and Officers shall disclose in writing, to the best of their knowledge, any Interest (as defined below) in any corporation or other organization which provides goods or professional or other services to WLA for a fee or other compensation.

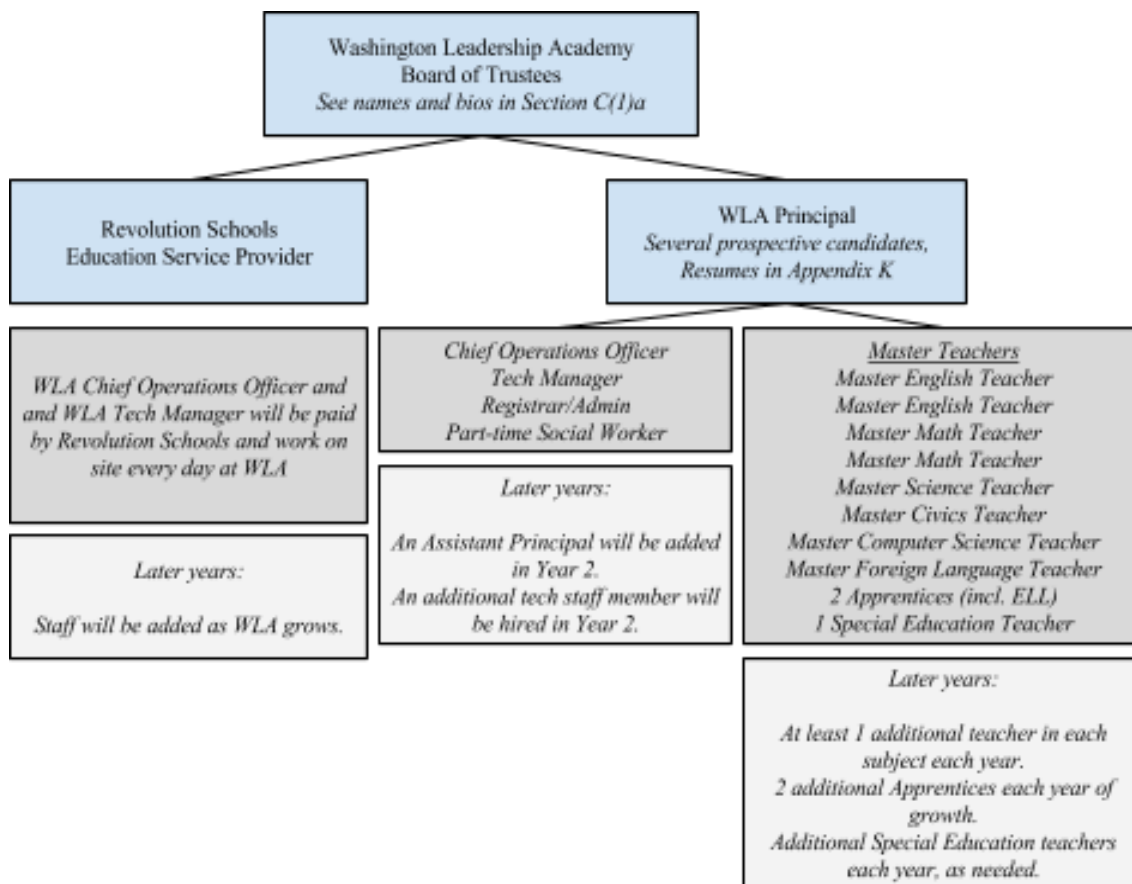
If at any time during his or her term of service, a Trustee has any Interest which may pose a conflict of interest during that Trustee's or Officer's service, he or she shall promptly disclose the material facts of that Interest in writing to the Chair of the Board of Trustees and the Chair of the Governance committee of the Board of Trustees (or the Vice Chair if those two are one and the same). When any matter in which a Trustee has an Interest comes before the Board of Trustees or any committee of the Board of Trustees for decision or approval, that Interest shall be immediately disclosed to the Board of Trustees or the committee by that Trustee, and the Trustee shall recuse himself/herself from any discussion and/or vote relating thereto.

Whether a Trustee or an Officer has an Interest in a matter shall be determined by whether that Trustee or Officer or a relative (or a company with which such persons are associated) would have an economic interest, either directly or indirectly, in a decision on the matter by the Board of Trustees or committee. A "relative" is an immediate family member, which is a mother, father, brother, sister, spouse, child, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, grandfather, grandmother, grandson, granddaughter, legal dependent or other relative(s) (including step relatives) who resides in the home. A person is associated with a company if he or she has a 5% or greater ownership interest in the company or is a director, officer, employee or partner of the company. An Interest is not intended to include fundraising and advocacy efforts.

Existing relationships that could pose a conflict. Seth Andrew will be a member of the Board of Trustees of WLA and a staff member at Revolution Schools. Seth will recuse himself from contract negotiations between the aforementioned organizations. Seth has served on multiple Boards in the past and has successfully navigated his responsibilities while preventing any conflicts of interest.

c. Administrative Structure

WLA Administrative Structure



See Section D(2)b “Staffing Plan” for more detail on positions.

Note: As WLA grows, the school administrative structure will be modified to ensure that there are a reasonable number of staff reporting to any one manager.

Administrative structure. WLA will operate with the administrative structure detailed in the organizational chart above. The Board of Trustees governs the school via direct oversight of the ESP and school Principal. The WLA Principal will hire and manage all teaching personnel, assisted by an Assistant Principal hired during the second year. The ESP will initially provide all operations services for WLA and will build services every year until it is a fully functioning ESP complete with operations, external affairs, academic, and other services.

Why a new Educational Service Provider. Seth Andrew is founding Revolution Schools as a non-profit Education Service Provider (ESP)¹⁰² to lay the foundation for creating a school that can grow beyond serving the needs of 400 students to eventually serving many more. As founder of Democracy Prep, Seth created an ESP with 15 schools in the Democracy Prep Public School

¹⁰² WLA uses ESP throughout this application because that is the label used throughout the charter school application guidelines document. Revolution Schools is a non-profit organization and will provide the public with a completed 990 Form every year.

network.

Seth is supporting the creation of an ESP simultaneous to the creation of WLA for a variety of reasons. First, Seth and the Founding Team are building WLA with the express intention of creating a highly successful public high school serving high needs students that can be replicated in the DC area and eventually beyond. Establishing the ESP in the beginning orients the Founding Team to that goal from the beginning. Initially, the ESP will consist of two high performing operations staff who will spend all day every day in WLA ensuring that systems and processes are established in a way that is efficient, repeatable, and scalable for WLA and beyond.

Next, Seth learned the hard way that to create a school and then an ESP later on creates many challenges with regard to management, scalability, operations and more. Establishing an ESP from the beginning will allow Washington Leadership Academy to have the potential to grow and scale, but will by no means require growth and scale. The concurrent establishment of an ESP is smart and strategic future planning.

Third, Revolution Schools as an ESP already has support from multiple funders, who seek to expand the number of offerings of high performing personalized, blended schools in DC and beyond including the [CityBridge Foundation](#), which has already provided \$100,000 for Revolution Schools to develop WLA, and the [Charter Schools Growth Fund](#), which has expressed interest in funding Revolution Schools to grow WLA.

As mentioned, in year one, Revolution Schools will consist of two employees - a Chief Operations Officer and a Tech Manager. These employees will work on location at WLA every day to ensure that the school's operations are established to be efficient, sustainable, and scalable from day 1. The Chief Operations Officer and Tech Manager will accomplish the typical tasks of the lead operations staff in a new charter school - setting up technology and data management systems, ensuring compliance with rules and regulations, ensuring the school has adequate facilities, food and janitorial services, and more.

The WLA Board of Trustees will be responsible for holding the ESP accountable and for contracting with the ESP each year. The Board of Trustees will only have one member who is also a staff member of Revolution Schools, Seth Andrew, and he will recuse himself from any and all decisions regarding the ESP.

School staff administrative structure.

The **Principal** will be the instructional and cultural leader for WLA as a whole, appointed by and directly accountable to the Board of Trustees. He/she will be responsible for the management of the school to ensure that the performance targets outlined in the charter are met. The Principal will be responsible for hiring teachers, with guidance from his/her team and with the support of Seth Andrew from Revolution Schools. See Appendix K for resumes of potential prospective principals.

The **Chief Operations Officer** will serve as the head of operations for the school. He/she will be responsible for ensuring that all school operations are efficient, sustainable and scalable including facilities, technology, compliance, data, food, budget, and all of the other typical operational processes of an exceptional school.

The **Master Teachers** will be responsible for teaching math, science, English, civics, technology, and foreign language. The teachers will report to the Principal and be held accountable for the academic improvement of their students. Whenever possible, teachers will be given leadership positions for different functions to maintain an effective cohort of academic faculty. For example, one teacher will be a leader of blended learning - able to provide assistance to fellow teachers on how to improve the use of technology in their instruction. Another teacher will be the leader of professional development design and will plan and manage professional development on select Wednesday mornings. Teachers will have the opportunity to grow into these leadership positions and will be compensated accordingly.

The **Apprentices** will be junior teachers tasked with providing additional support in classrooms with a primary teacher. The apprentices will make it possible for almost all classes of 25 students to have two teaching staff present at any given time instead of just one.

The **Special Education Teacher** will assist Master Teachers and provide small group, or one on one targeted instruction for special needs students on a primarily push-in basis. As needed, the Special Education Teachers may work in coordination with the teachers to engage in supplemental pull out support as well.

The **Tech Manager** will be responsible for ensuring that technology (copiers, computers, projectors, smart phones, wireless internet services, etc.) is in proper working order and for the implementation of all educational technologies. The technology manager will also ensure that ELL students and students with disabilities have any needed assistive technologies at their disposal.

The **Registrar** will serve as the primary contact for families. The registrar will be a full-time employee charged with capture and maintenance of records for all scholars. The registrar will ensure that student information systems are accurate and that students receive all eligible services.

Role of Revolution Schools. The Founding Team worked with EdOps to create a detailed budget for not only WLA but also Revolution Schools. The chart below describes the specific plan for Revolution Schools' hiring. The personnel costs combined with tasks like accounting and legal, which the ESP will gradually take on, are accounted for in the following staffing plan.

In the first year Revolution Schools will hire and fund the two core operations staff for WLA that will work on-site at WLA every day. The Chief of Operations and a Tech Manager will be hired and funded by Revolution Schools to manage all day-to-day operations of the school. They will report to the Principal for day-to-day activities. Their job will be to ensure that systems and processes are set up in such a way as to facilitate the most efficient growth of the school and to make potential school replication as easy as possible.

During the second year, Revolution Schools will plan to hire a food service manager, an office admin staff member to support the Registrar, and a Curriculum Specialist or Instructional Coach, whatever is most needed to support the WLA Principal. The following year, Revolution Schools will hire another operational staff member, likely to support growth in the number of computers in the school. In Year 4, Revolution Schools will hire a Director of Human Capital to manage the significant number of staff WLA will have at that time, and another Curriculum or Instructional Specialist, depending on WLA's specific needs.

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Chief Operating Officer	1	1	1	1	1
Tech Manager	1	1	1	1	1
Director of Human Capital				1	1
Food Service Manager		1	1	1	1
Registrar/Office Admin		1	2	2	2
Curriculum Specialists / Instructional Coaches		1	1	2	2

Over time, Revolution Schools will follow the model proven by the Democracy Prep Public Schools’ ESP. Working closely with the Principal, Revolution Schools will eventually provide comprehensive back office support, particularly in the areas of accountability, fundraising, operations management, technology planning, strategic planning, community outreach, and all other administrative tasks needed to ensure the success of the school. Revolution Schools’ academic team will eventually also oversee administration of the Revolution Schools academic model at WLA, and will provide consistent advice and counsel to the school leaders and staff. Revolution Schools’ future growth and replication of the WLA’s model is contingent upon WLA’s success. Thus, all Revolution Schools resources will be focused on WLA exclusively for the foreseeable future.

To ensure financial transparency, Revolution Schools will conduct audits every year and release its 990 forms to the public.

d. Performance History of CMO/EMO

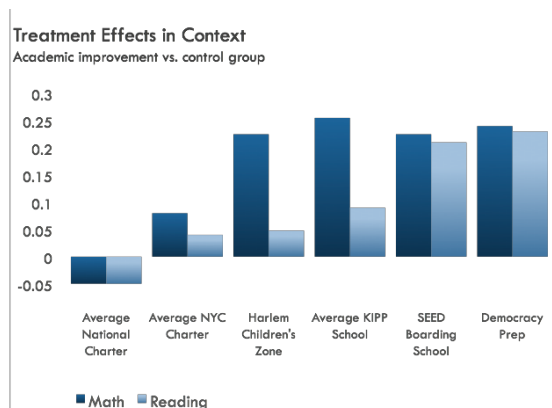
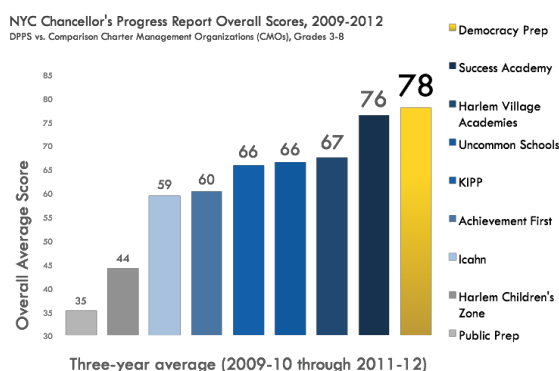
The founder of Revolution Schools, Seth Andrew, also successfully founded and grew another not-for-profit ESP, Democracy Prep Public Schools, with an outstanding record of achievement. The WLA model is distinct from that of DPPS schools in many ways, as detailed in Section B: “Education Plan.” However, Revolution Schools has the incredible advantage of standing on the shoulders of giants in that the Founding Team can and will build on the successes of DPPS.

WLA and Revolution Schools do not need to reinvent the wheel of successful education for low-income students. We need only build upon its success to modify the model to provide even better outcomes for students. Therefore, here we provide details of the success of DPPS, to serve as a foundation for WLA, knowing full well that Revolution Schools and WLA will create a model iterated upon the success of DPPS.

Closing the achievement gap. In New York, schools receive additional “Closing the Achievement Gap” credit for exceptional graduation and college/career readiness outcomes of students with disabilities, English Language Learners, and students who enter high school at a low performance level. A school earns additional credit when each high-need student meets the success criteria for an eligible metric. The number of points depends on the percentage of the school's population that is in the high-need group, the percentage of that group that is successful, and a “fixed point value”

based on how difficult it is to achieve the success criteria.¹⁰³

Under Seth's leadership, Democracy Prep schools consistently led the city on the NYC Chancellor's Progress Reports because of the extra credit for closing the achievement gap and the growth scores attained by the schools. While DPPS never had the highest absolute scores, due to admitting students who enter far below grade level and turning around low-performing schools, it demonstrated remarkable growth for all students, especially those who entered with the most significant academic deficits including ELL students and students with disabilities.



Roland Fryer, a Harvard economist, conducted [independent research](#) that found that Democracy Prep had the highest return on financial investment of any school model studied.¹⁰⁴ This chart shows the results of the study - the effects of Democracy Prep's instructional methods in Math and Reading in comparison to a number of similar organizations, as well as the National and New York City averages for charters.

¹⁰³ See, e.g., http://schools.nyc.gov/OA/SchoolReports/2011-12/Progress_Report_2012_EMS_M350.pdf and http://schools.nyc.gov/NR/rdonlyres/99B4C4A8-D8EE-482D-BDEA-72B2BB001518/0/EducatorGuide_EMS_2013_01_04.pdf.

¹⁰⁴ Fryer R, Dobbie W. Getting Beneath the Veil of Effective Schools: Evidence from New York City. American Economic Journal: Applied Economics. 2013;5(4):28-60. Available at: <http://scholar.harvard.edu/fryer/publications/getting-beneath-veil-effective-schools-evidence-new-york-city>.

3. FINANCE

a. Anticipated Sources of Funds

While the Founding Team believes WLA will receive some private grants and contributions to support its programs, the financial plan relies nearly entirely on per pupil funding (PPF) and federal formulaic and programmatic funding. The Founding Team also assumes we will receive \$735,000 in Title Vb Charter School start up funding per OSSE's most recent guidance. PPF and federal funding comprise more than 99 percent of our budgeted revenue each operating year. Revolution Schools has received funds from the CityBridge Foundation Next Generation Learning Challenges grant, which Revolution Schools was awarded in April 2014. Revolution Schools has received \$100,000 for WLA, and a follow-on grant of \$300,000 will be available for WLA upon a charter being awarded. WLA will use these funds to support the planning year and first year of operation.

<u>Revenue/Funding Source</u>	<u>Planning</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
<u>01. Per Pupil Charter Payments</u>	<u>\$-</u>	<u>\$1,493,320</u>	<u>\$3,060,052</u>	<u>\$4,653,040</u>	<u>\$6,330,824</u>	<u>\$6,457,440</u>
<u>02. Per Pupil Facilities Allowance</u>	<u>\$-</u>	<u>\$307,200</u>	<u>\$614,400</u>	<u>\$921,600</u>	<u>\$1,228,800</u>	<u>\$1,228,800</u>
<u>03. Federal Entitlements</u>	<u>\$167,222</u>	<u>\$348,050</u>	<u>\$451,511</u>	<u>\$350,335</u>	<u>\$409,158</u>	<u>\$426,404</u>
<u>04. Other Government Funding/Grants</u>	<u>\$-</u>	<u>\$46,579</u>	<u>\$94,888</u>	<u>\$144,980</u>	<u>\$196,909</u>	<u>\$200,582</u>
<u>06. Private Grants and Donations</u>	<u>\$300,000</u>	<u>\$-</u>	<u>\$-</u>	<u>\$-</u>	<u>\$-</u>	<u>\$-</u>
<u>07. Activity Fees</u>	<u>\$-</u>	<u>\$5,000</u>	<u>\$10,200</u>	<u>\$15,606</u>	<u>\$21,224</u>	<u>\$21,649</u>
<u>08. Loans</u>	<u>\$-</u>	<u>\$-</u>	<u>\$-</u>	<u>\$-</u>	<u>\$-</u>	<u>\$-</u>
<u>09. Other Income</u>	<u>\$-</u>	<u>\$8,635</u>	<u>\$17,420</u>	<u>\$26,360</u>	<u>\$35,459</u>	<u>\$35,777</u>
<u>Total funds</u>	<u>\$467,222</u>	<u>\$2,208,784</u>	<u>\$4,248,472</u>	<u>\$6,111,921</u>	<u>\$8,222,373</u>	<u>\$8,370,653</u>

Per Pupil funding – Line 01 Per Pupil Charter Payments and Line 02 Per Pupil Facilities Allowance. The WLA estimate for Per Pupil funding assumes the base FY15 PPF funding increases 2 percent annually, consistent with recent history. WLA assumes that the \$3,072 per pupil facilities funding allowance in FY15 will remain flat over the full time horizon of the budget, and that the grade-level, SPED, LEP/NEP, and At Risk multipliers remain flat and consistent with FY15. These assumptions result in a foundation per pupil payment of \$9,875 in FY17 and \$10,073 in FY18, with a constant per pupil facilities payment of \$3,072.

The table below shows the per pupil enrollment projections for the first five operating years. The Founding Team assumes two percent LEP/NEP students, lower than the DC PCS average due to the focus on Wards 7 and 8. The Founding Team assumes a special education profile slightly higher than the DC PCS average at 15 percent, again driven by the intention to focus on Wards 7 and 8. The Founding Team assumed the poverty statistics of students would be higher than the DCPCS population of ~70 percent (at 75%), as targeting Wards 7 and 8 will likely yield a higher

proportion of economically disadvantaged students than the District PCS average.

<u>Grade/Profile</u>	<u>SY16-17</u>	<u>SY17-18</u>	<u>SY18-19</u>	<u>SY19-20</u>	<u>SY20-21</u>
<u>9th</u>	<u>1</u> <u>00</u>	<u>10</u> <u>0</u>	<u>1</u> <u>00</u>	<u>1</u> <u>00</u>	<u>100</u>
<u>10th</u>	<u>-</u>	<u>10</u> <u>0</u>	<u>1</u> <u>00</u>	<u>1</u> <u>00</u>	<u>10</u> <u>0</u>
<u>11th</u>	<u>-</u>	<u>-</u>	<u>1</u> <u>00</u>	<u>1</u> <u>00</u>	<u>100</u>
<u>12th</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1</u> <u>00</u>	<u>10</u> <u>0</u>
<u>Level 1</u>	<u>1</u> <u>2</u>	<u>24</u>	<u>3</u> <u>6</u>	<u>4</u> <u>8</u>	<u>48</u>
<u>Level 2</u>	<u>2</u>	<u>5</u>	<u>7</u>	<u>9</u>	<u>9</u>
<u>Level 3</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>3</u>
<u>Level 4</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>LEP/NEP</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>8</u>
<u>AtRisk</u>	<u>4</u> <u>5</u>	<u>90</u>	<u>1</u> <u>35</u>	<u>1</u> <u>80</u>	<u>18</u> <u>0</u>
<u>Total students</u>	<u>1</u> <u>00</u>	<u>20</u> <u>0</u>	<u>3</u> <u>00</u>	<u>4</u> <u>00</u>	<u>400</u>

Line 03 Federal Entitlements and Line 04 Other Government Funding/Grants. Federal entitlements include NCLB and IDEA formulaic funding as well as the Title Vb start up grant, while Other Government Funding/Grants is NSLP revenue (and a small amount of Healthy Schools Act revenue).

WLA assumed 75 percent for students in poverty as noted above and used OSSE's most recent guidance memo for Proposed Public Charter Schools dated January 11, 2013 to estimate Title 1, 2a, and IDEA funding. WLA assumed no increases in funding for the federal formulaic grants, but did assume an inflationary increase for the NSLP reimbursement amounts, which is consistent with past experience. WLA used the unit information shown in the chart below to forecast NCLB/IDEA and NSLP revenue.

<u>Federal grant program</u>	<u>Amount</u>
<u>Title 1, Part A, per F/R pupil</u>	<u>\$919.80</u>
<u>Title 2, Part A, per-pupil</u>	<u>\$174.41</u>
<u>IDEA, Part B 611, per-pupil</u>	<u>\$201.75</u>
<u>IDEA, Part B 619, per-3-5 YO pupil</u>	<u>\$15.98</u>

<u>Nat'l Food Prgm category</u>	<u>FY15 rates</u>
<u>Lunch - Paid</u>	<u>\$0.28</u>
<u>Lunch - Reduced</u>	<u>\$2.58</u>
<u>Lunch - Free</u>	<u>\$2.98</u>
<u>Breakfast - Paid</u>	<u>\$0.28</u>
<u>Breakfast - Reduced</u>	<u>\$1.32</u>
<u>Breakfast - Free</u>	<u>\$1.62</u>
<u>Snack</u>	<u>\$0.82</u>

Line 06 Private Grants and Donations, and Line 07 Activity Fees. For the planning year, Revolution Schools expects to receive \$300,000 from the City Bridge Foundation Next Generation Challenges grant,¹⁰⁵ which will compliment the Title Vb funding and provide liquidity (as Title Vb is operated by OSSE on a reimbursement basis). Revolution Schools will immediately transfer the grant to WLA. WLA does not assume more fundraising in subsequent years to ensure a sustainable budget plan, though the Founding Team anticipates WLA will be able to raise at least a few hundred thousand dollars per year.

Line 08 Loans and Line 09 Other Income. The small amount of other income budgeted is paid lunch from families who do not qualify for free or reduced lunch (based only on paid lunch—no funding is assumed from paid breakfast, snacks, or reduced lunch/breakfast). Furthermore, WLA assumes only a 50 percent collection rate from our bottoms-up forecast for conservatism.

Contingencies. If funds for per pupil spending are not available at the expected time, we will draw on a line of credit if necessary; we are confident we can secure significant funding if needed given Seth's previous success with fundraising from these same sources.

If we have an enrollment shortfall, WLA will cut expenses from the budget. First, WLA would cut discretionary expenses such as field trip, professional development, and staff travel costs. If the situation became extremely financially dire, WLA would reduce teaching staff, starting with the Apprentices (~\$70K in the first year), and then cutting the foreign language and science teachers (~\$150K in the first year) until funds could be secured for those programs later in the year or later in the school's lifetime. Revolution Schools would also reduce the management fee to the extent possible to still provide critical services. For example, in the first year Revolution Schools could cut the Tech Manager (~\$80K in salary and benefit savings) and secure part time tech support for much less, or rely more on the Chief Operations Officer. As a last resort, WLA could cut the Computer Science program the first year and start it the second year instead (~\$90K in salary and benefits savings).

If the CityBridge funding is not available, WLA can reduce contracting costs during the planning year, and fundraise from other sources that are likely to fund planning year activities including the Charter School Growth Fund and the Walton Family Foundation. WLA has already been in contact with the Charter School Growth Fund's Blended Learning Program about potential

¹⁰⁵ Please See Appendix O for a letter of commitment from the CityBridge Foundation.

funding.

Financial goals and objectives for five-year budget. The financial goals for the first five years are to primarily to save for a permanent facility and to build an operating cost reserve large enough to cover three months of expenses. The budget was built with these financial goals in mind.

Anticipated financial transfers. Revolution Schools will transfer the grant funding from the Next Generation Learning Challenges grant to WLA to cover planning year expenses in the WLA budget. The budget includes a 9% management fee on an annual basis to Revolution Schools. Revolution Schools will provide an increasing level of support as the school grows. During the first year, Revolution Schools will provide funding for two very strong operations personnel for WLA. The operations personnel will be on-site at WLA and will report to the Principal. For a detailed explanation of the escalating level of services to be provided by Revolution Schools to WLA, please see Section D(2)b: “Staffing Plan” and the italicized notes in the draft management agreement in Section G. The WLA Board may renegotiate the management fee every year or elect not to contract with Revolution Schools.

b. Planned Fundraising Efforts

Seth Andrew will likely apply for launch grants from the [Walton Family Foundation Public Charter School Grant Program](#) and the [New Schools Venture Fund, in addition to the CityBridge grant\(s\) noted above](#). Additionally, the [Charter School Growth Fund’s Blended Learning Program](#) has already expressed interest in funding Revolution Schools. And, the team will apply for funding from the [D.C. Office of Charter School Funding and Support](#), as resources become available. All of the private grantmaking organizations noted above have previously funded Seth Andrew’s work.

However, Seth is a pioneer in the area of charter school financial sustainability. The ESP he founded prior to this venture, Democracy Prep Public Schools, operates both its schools and its ESP almost solely on public dollars. DPPS does not rely on any philanthropy to achieve their results. [Independent research](#) by Roland Fryer, a Harvard economist, found that Democracy Prep had the highest return on financial investment of any school model studied.¹⁰⁶

WLA will build on these lessons learned to build a sustainable and scalable model. The Washington, D.C. charter law allows for ample base per-pupil funding and supplements for high-needs students. WLA does not anticipate needing to do any additional fundraising once the school is up and running in order to support its effective operation. The budget included in this application supports this position.

c. Anticipated Financial Outlays

All budgeted costs have been developed with the explicit goal of ensuring the highest level of achievement at WLA while also ensuring the school is sustainable using public dollars. The most

¹⁰⁶ Fryer R, Dobbie W. Getting Beneath the Veil of Effective Schools: Evidence from New York City. American Economic Journal: Applied Economics. 2013;5(4):28-60. Available at: <http://scholar.harvard.edu/fryer/publications/getting-beneath-veil-effective-schools-evidence-new-york-city>.

resource-intensive portions of the WLA Model are the teachers and facilities, followed by technology and furniture.

Teachers: WLA recognizes that teacher talent is the school's most important asset. WLA seeks to hire teachers that have at least an average of three years of teaching experience. The Founding Team wanted to ensure that the salaries were competitive with local salaries. DCPS pays teachers with three years of experience between \$53,000 and \$62,000. WLA's average teacher salary in the first year will be \$70,000. WLA will offer benefits that are competitive with other local schools. WLA plans to hire 8 teachers in the first year, 6 teachers in the second year (because of the opportunity for teachers to teach students in two grades), 8 teachers in the third year, and 6 teachers in the fourth year. WLA also budgeted for each Master Teacher to have \$3000 to spend on curricular materials to supplement their instruction.

Teacher costs are generally fixed, but in the event of significant budget or enrollment shortfalls, WLA could maintain its core academic program with fewer teachers. WLA could reduce the foreign language or science staff, or even the computer science staff if in dire financial circumstances.

Facilities: WLA is budgeting for the use of commercial space for all four years in two-year increments with a move in between. WLA will also consider using incubation space provided by an organization like Building Hope, but to be financially conservative we have budgeted for commercial rent. We budgeted for a facility size in the first two years of 18,000 square feet, rising to 45,000 square feet in the third year.

We assumed rent would start at \$23 per square foot, conservative given the lower-than-average cost of rent in our targeted area, particularly in parts of Ward 8. We accounted for inflation each year in the budget analysis. Although the WLA Founding Team would love to be picky about space (open, reconfigurable space with plenty of natural light) we know that finding any space, let alone ideal space, is extremely difficult in Washington D.C.

Facilities costs are generally fixed but there is flexibility from year to year to increase or decrease facilities costs based on budget. For example, if after the first year operating in a commercial space the operating costs were found to be too expensive, although not ideal, WLA could potentially move to a cheaper location within Wards 7 or 8 for the second year.

Technology. High-speed high-quality Internet is required at all times at WLA and is expensive. WLA has budgeted approximately \$25,000 per year for this critical function based on estimates from local service providers. WLA has also budgeted for all students to have Chromebook computers for approximately \$250 each. The \$250 cost was assumed because there are Chromebooks for sale at local suppliers for between \$200 and \$250 each.

A 15% replacement rate per year is included in the cost, and \$10,000 for tech support, not including the \$80,000 budgeted for a Tech Manager (supplied by Revolution Schools). The replacement rate was determined based on conversations with other schools using Chromebooks including E.L. Haynes, Summit Public Schools, Brooklyn Lab and Hybrid High Schools.

Technology costs generally vary with the number of students. The cost of high speed Internet will stay the same, but the cost of computers and support will increase with the number of students.

Furniture. WLA has budgeted \$250 per student for furniture, which is one of the largest line items in the budget. Furniture costs vary by the number of planned students, but furniture will be purchased prior to the school year starting, so it is based on number of enrolled students. The furniture cost was determined using average numbers of school furniture costs across the DC area.

Support for the differentiated model. Notably, we have budgeted \$60,000 for curriculum development support during the planning year. The Founding Team recognizes that the differentiated, personalized model requires a great deal of curricular preparation in order to be successful, and we have therefore prioritized that function in the budget. A recently founded charter school in DC with an innovative model spent \$40,000 on curriculum development so we used that number as a baseline and added a substantial amount.

Experiential Learning. The computer science and service learning portions of mission execution do not have large specific line items but are included in other costs. The major costs of both are staff costs. The computer science teacher is included in the 8 teacher count for Year 1 and a computer science teacher is added each year in the budget. In extremely tight financial circumstances, the computer science teachers could be cut or not hired. The Founding Team believes that tech education is critical for future student success, but understands that very strong math and English education could prepare students to learn those skills in other ways if they had to.

The service-learning program will require a coordinator to be hired for the third year and then to remain on staff indefinitely. The service learning program also requires 11th grade teacher availability, which could be considered expensive since the teachers will not be teaching other courses. In tough financial circumstances, the service-learning program could be cut to one afternoon per week so that 11th grade teachers could teach 11th graders and other grades and so that they would not have to spend time supervising service learning as much.

The Founding Team anticipates that the cost of developing curriculum will remain the same each year as grade levels are added, and then will level out significantly as teachers are able to use existing curriculum and tools.

Contingencies. Ideas for cutting expenses are included in each of the budget categories above; however, if we have to make difficult programmatic choices in the event of some aspect of the budget being significantly more expensive than anticipated (i.e. teachers) our priority will always be that students get outstanding preparation in English and mathematics. These subjects are core for student success in four-year colleges and cannot be given short shrift under any circumstances. Preparing students academically will be our mission if we only have the resources for one narrow effort.

Budget assumptions. The below chart details the cost assumptions in the budget. The numbers coincide with the numbers included in the budget documents in Section E. For the same detail with regard to the revenue section, please see Appendix P: “Anticipated Sources of Funds - Additional Detail.”

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EXPENSES		
	Personnel Salaries and Benefits	
15	Principal/Executive Salary	Year 1 Principal = \$120,000 5% annual increases Year 2 Assistant Principal = \$97,850 3% annual increases
16	Classroom Teachers Salaries	Year 1 Total Teachers Salaries = \$615,000 <ul style="list-style-type: none"> • 8 General Education teachers = \$70,000 per teacher • 1 Special Education teacher = \$55,000 Add 6 Gen Ed Teachers in Year 2, 8 in Year 3, 6 in Year 4 Add 1 Special Education Teacher per year 2% annual increases
17	Teacher Aides	Year 1 Total Teacher Aides Salaries = \$60,000 <ul style="list-style-type: none"> • 2 Apprentices = \$30,000 per apprentice Add 2 Apprentices each year, 2% annual increases
18	Other Education Professionals Salaries	Year 1 = \$0 Year 2 = 2 Social Workers @ \$56,100 each, 1 Guidance/College Counselor @ \$61,200 Year 3 = 1 Service Learning Coordinator @ \$57,222 Add 1 Social Worker in Year 4 and another in Year 5 Add 2 Guidance/College Counselors in Year 4 2% annual increases
19	Business/Operations Salaries	\$0 in all years Business/Operations functions will be performed by Revolution Schools.
20	Clerical Salaries	Year 1 Admin Assistant / Receptionist = \$35,000, 2% annual increases
21	Custodial Salaries	\$0 in all years Custodial support will be contracted to a 3 rd party.
22	Other Staff Salaries	Year 1 = \$0 Year 2 = Extended Learning Coordinator @ \$56,100 2 % annual increases
23	Employee Benefits	3% match for retirement plan contributions, 75% participation Health plan assumed at 100% employer contribution for single plans and 50% contribution for spouse and family coverage; approx. \$4,400 per FTE Life & disability insurance ~\$500 per FTE Workers' comp = 0.55% of salaries Payroll taxes – FICA 7.65% of salaries, DC unemployment 2.9% of first \$9,000 in salary for each employee
24	Contracted Staff	Various consultants, i.e. curriculum, assessment, PD = \$50,000 in Year 1 Substitute teachers = \$15,000 in Year 1
25	Staff Development Costs	\$1,000 per staff member for professional development \$250 per staff member for meals, events & awards \$100 per new staff member for background checks PLUS \$7,500 in Year 1 for staff recruiting
27	Total Personnel Costs	\$1,077,752 in Year 1, \$2,224,612 in Year 2 (Sum of lines 15 thru 25)
29	Direct Student Costs	
30	Textbooks	\$100 per student. Includes curricular materials.
31	Student Supplies and Materials	\$15 per student for SIS, i.e. PowerSchool licenses \$3,000 per teacher for classroom supplies \$75/student for basic daily uniforms

		\$50/student for sports uniforms (assumes 50% participation rate)
32	Library and Media Center Materials	\$50 per student
33	Computers and Materials (cap ex)	\$250 per student for netbooks/tablets 15% replacement cost per year, w 4-year full replacement cycle \$10,000 for tech-related assets, i.e. servers, printers, wireless routers, etc. \$1,000 per teacher for laptops, with 4-year full replacement cycle *most Year 1 purchases shifted to planning year (Year 0)
34	Other Instructional Equipment	\$0 assumed
35	Furniture and Classroom Supplies (cap ex)	\$250 per new student for desks/chairs *Year 1 student desk/chair purchases shifted to planning year (Year 0) \$400 per classroom for teacher desk, chair, cabinet, shelving 15% replacement cost per year Athletic/sports equipment = \$7,500 in Yr 1, \$10K in Yr 2, \$15K in Yr 3
36	Student Assessment Materials	\$50 per student
37	Contracted Student Services	\$33,000 in Year 1. Contracted Special Education services to supplement in-house Special Ed teachers capacity by offering PT/OT services.
38	Miscellaneous Student Expenses	Student recruiting = \$20,000 in Yr 1, \$15,000 in Yr 2 and following years. Subsidized home internet access = \$120 per year, 25% participation rate Generic/other student expenses = \$5K in Yr 1, increase by student growth
40	Total Direct Student Costs	\$136,550 in Year 1, \$284,067 in Year 2 (Sum of lines 30 thru 38)
42	Occupancy Expenses	
43	Rent	An incubator space will be more affordable and we will pursue that option, but to budget conservatively, we have assumed a commercial rental space. We are assuming an 18,000 square foot facility in Years 1 and 2, followed by a 45,000 square foot facility in Years 3-5. Rent is assumed to start at \$23 per square foot, increasing by 2% each year.
44	Mortgage Principal Payments	None
45	Mortgage Interest Payments	None
46	Building Maintenance and Repairs	Assumed at \$1.00 per square foot
47	Renovation/Leasehold Improve. (cap ex)	\$5,000 per year for minor improvements
48	Utilities	Assumed at \$2.75 per square foot
49	Janitorial Supplies	Assumed at \$0.75 per square foot
50	Equipment Rental and Maintenance	None
51	Contracted Building Services	Assumed at \$2.50 per square foot
53	Total Occupancy Expenses	\$545,000 in Year 1. This works out at a fully-loaded cost of \$30.28 per square foot, or \$5,450 per student. \$555,800 in Year 2, which equates to \$30.88 per square foot or \$2,779 per student. (Sum of lines 43 thru 51)
55	Office Expenses	
56	Office Supplies and Materials	Assumed at \$100 per student
57	Office Furnishings and	\$400 per new admin staff for desk, chair, cabinet, shelving

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	Equipment (cap ex)	\$1,000 per new admin staff for laptop \$10K for server(s), printers, wireless access, switches, etc. \$7.5K for PowerSchool implementation \$7.5K for miscellaneous FF&E
58	Office Equipment Rental and Maintenance	\$10,800 for the year based on \$900 for two copier leases and maintenance per month
59	Telephone/Communications	\$2,000 per month for 200 Mbps internet connection (DC-NET prices) \$20 per employee per month for cell phone reimbursements
60	Legal, Accounting and Payroll	Legal, accounting and payroll covered by Revolution Schools. \$12,000 for Year 1 audit incurred in Year 2 (paid by school).
61	Printing and Copying	\$15 per student
62	Postage and Shipping	\$15 per student
63	Other	Assumed at \$100 per student for Computer Support Fees
65	Total Office Expenses	\$88,720 in Year 1, \$115,756 in Year 2 (Sum of lines 56 thru 63)
67	General Expenses	
68	Insurance	\$15,000 in Year 1 to meet minimum requirements of PCSB (directors & officers' liability, general liability, fidelity bond)
69	Interest Expense	None
70	Transportation	Staff travel (non-PD) = \$1,000 Student transportation for field trips = \$100 per student (\$10K in Year 1)
71	Food Service	Provision of breakfast and lunch for every school day (201 days), using a premium vendor. \$1.98 per breakfast and \$3.26 per lunch, based on historical prices and inflation for premium food vendor. Assumes 50% participation rate for breakfast, 80% rate for lunch.
72	Administrative Fee to PCSB	1% of public (non-philanthropic) revenues
73	EMO Management Fee	9% of all revenues – covers back-office functions, i.e. operations, finance, accounting, legal, payroll, HR, curriculum, professional development, etc.
74	Other General Expense	\$5,000 for PR/marketing in Year 1 \$3,600 for membership dues and bank fees
75	Unforeseen Expenses	This is a contingency amount for unforeseen expenses, assumed at 1.0% of total revenue.
76	Total General Expenses	\$351,151 in Year 1, \$672,567 in Year 2
78	Total Expenses	Year 1 - \$2,199,173 Year 2 - \$3,852,801 (sum of lines 1 thru 76)
81	Excess (or Deficiency)	Year 1 Excess/(Deficiency) = \$3,372 Year 2 Excess/(Deficiency) = \$383,117

d. Financial Management and Accounting

Financial management and internal accounting procedures. WLA Board members are committed to developing and maintaining fiscal policies and procedures that ensure sound internal controls and accountability in accordance with Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) rules and regulations.

WLA will receive funds granted by government agencies, private foundations, and individual contributors, accordingly the integrity of the financial data/records and a strict adherence to the

highest standards of accounting are imperative.

The “Fiscal Control Structure” is defined by the fiscal policies adopted at the Board level that are then implemented through an explicit set of procedures or practices. This combination of policies and procedures ensures efficient use of resources and helps to safeguard each entity’s assets by reducing the potential unauthorized use of assets or misstatement of account balances. On a day-to-day basis the control structure serves to facilitate the school’s ability to process, record, summarize, and report financial information, per the requirements of internal and external monitors.

Budgeting Process: WLA will develop its annual budget through an iterative process that will incorporate input from key stakeholders. The Board of Trustees will approve a preliminary budget based on initial assumptions before the start of every school year, which will be updated and formally approved once updated per pupil funding figures are known.

Accounting System: As Revolution Schools will provide many business services, particularly over time, WLA will use an industry-standard accounting software program to ensure proper bookkeeping is maintained and that reports will be provided in accordance with the requirements of the DCPCSB.

Internal Financial Controls: WLA will institute rigorous internal financial controls as follows.

- **Authorization and Processing of Disbursements:** To ensure fiscal responsibility and compliance, the Board of Trustees will meet regularly to review the operations and financial performance of the school. The Revolution Schools staff will be required to provide supporting documentation for all major expenditures. The Board will establish fiscal policies covering school expenditures and designate a specific check signing authority.
- **Banking Arrangements/Reconciliation:** WLA will maintain its accounts at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts or invested in non-speculative federally backed instruments. Bank statements will be sent directly to the school for reconciliation.
- **Internal Reporting:** Revolution Schools will regularly prepare for the Board of Trustees a set of detailed financial statements including a revenue and expense statement, a balance sheet, and invoice details. The Board will review documentation to ensure that WLA has sufficient funds to meet all its obligations and stay on sound financial footing. This reporting procedure allows for extensive financial forecasting and means the Board can review and make decisions driven by data and with ample time to address potential shortfalls.
- **External Reporting:** On behalf of WLA and its Board of Trustees, Revolution Schools will develop an annual financial report and, following Board approval, disseminate it to all appropriate stakeholders. A 501(3) non-profit, Revolution Schools will also produce a 990 Form every year and provide it publicly.

WLA will comply with D.C. Code Section 38-1802.04(c) for non-exempt contracts exceeding \$25,000. The ESP, Revolution Schools, will also follow the D.C. Code Section 38-1802.04(c) requirements for applicable contract procurements.

Cash flow management. In early February, five months prior to the first fiscal year, Revolution Schools and WLA will initiate the annual budgeting process for the school. The process will begin with an analysis of the school’s critical cost assumptions and drivers. Revolution Schools staff will meet with the Principal to discuss any proposed modifications to the assumptions/drivers and to clarify the programmatic objectives and plans for the school year.

By approximately March 15, leadership will settle on a budget draft. Any additional modifications and adjustments will be made by April 1, at which time Revolution Schools and the Principal will present the budget to the WLA Board Finance Committee. The Finance Committee will review and offer comments and request additional modifications. A final budget will be presented at the next meeting of the School’s Board of Trustees during the month of April and approved in time for the start of the new fiscal year on July 1.

On an annual basis, as part of the budget process, Revolution Schools will work in partnership with the Principal to prepare an annual cash flow worksheet where the expenditures and revenues for the School are plotted on a monthly basis, flowing into an eighteen-month model, as needed. Once the expenditures are plotted on the timeline, the projected revenue flows will also be plotted on a timeline. The cash flow model indicates, at an early point, the months during which WLA may face difficult cash flow issues.

On a monthly basis, Revolution Schools and the Principal will update the cash flow model, integrating new data drawn from the accounting system. If a shortfall is projected, the Board Treasurer will know well in advance from the monthly updates and forward-looking perspective and will plan for appropriate action. WLA may draw on a line of credit, fundraise, borrow from the ESP, and/or cut spending. To cut spending, WLA could reduce teaching staff, starting with the Apprentices, and then cut the foreign language and science teachers until funds could be secured later for those programs later in the year or later in the school’s lifetime.

Segregation of school resources. Revolution Schools and WLA are independent entities. Both the ESP and WLA will be governed by autonomous nonprofit boards of trustees. No more than one officer of the ESP will serve in an official or *ex officio* capacity on the WLA school board, and all Trustees will adhere to best practices regarding grounds for recusal during conversations and votes that could conceivably give rise to the appearance of a conflict. Each entity will have its own books and bank accounts, receive an independent annual audit of its financial position, and maintain exemption from federal income taxation under section 501(c)(3) of the Internal Revenue Code. For the foreseeable future, Revolution Schools will only serve WLA. Thus, all funding will be directed toward the benefit of WLA.

e. Civil Liability and Insurance

Washington Leadership Academy will obtain the following insurance coverage, at a minimum, based on the PCSB requirements:

- General Liability (at least \$1,000,000 per occurrence; \$2,000,000 aggregate)
- Directors and Officers Liability (at least \$1,000,000)
- Property/Lease Insurance (depends on property)
- Auto Liability (at least \$1,000,000)
- Workers Compensation (as required by law)

- Umbrella Coverage (at least \$3,000,000; \$5,000,000 if providing transportation)
- Technology Coverage (WLA will explore options)
- Personal Injury Liability

WLA will obtain proof of adequate insurance coverage from all prospective contractors and will retain all insurance certificates on file at the school for appropriate monitoring by the DCPCSB.

f. Provision for Audit

The WLA Founding Team is committed to sound financial oversight and transparency. An independent CPA firm on the PCSB's approved auditor list will perform annual audits in full compliance with the District of Columbia laws and the DC PCSB requirements. The Board Finance Committee will be responsible for interviewing potential auditors and making a recommendation to the full Board for selection. The Board will then make a final decision regarding which auditor to use. The Board and school leadership will be transparent and responsive to the auditor and will provide the auditor with all requested information. WLA will file a copy of the completed audit with the DCPCSB each year. Revolution Schools will also conduct annual audits and provide the results to the DCPCSB as requested.

4. FACILITIES

a. Identification of a Site

Identification of a site. WLA recognizes that finding and securing a facility is one of the most difficult tasks initial tasks we will undertake as a team. The WLA team has engaged with other new charter schools and heard about their difficulty in finding space. WLA will therefore prioritize finding space right alongside with locking in a Principal as soon as the application is granted.

WLA's facility needs to be located in an area where students from Wards 7 and 8 (the target population) could reasonably access it. Thus, we hope to find a facility in Wards 7 or 8.

The Founding Team has taken many steps to lay the groundwork for finding a facility:

- The Founding Team has had discussions with FOCUS about potential facilities options.
- The Founding Team met with Forrester Construction and toured some of their school facilities to see examples of DC charter school buildings.
- The Founding Team has engaged with Building Hope regarding incubation space.
- The Founding Team has engaged with realtors who have worked with other charter schools to secure commercial space.

WLA would, of course, be happy to be in a DCPS space, but these spaces are difficult to obtain and often require a tremendous amount of renovation. Thus, WLA will look into these spaces, but will simultaneously explore the use of commercial space and the use of incubation space through a partner like Building Hope. Because it is the most financially conservative approach, WLA has assumed renting commercial space in the budget. Should we receive conditional approval, identifying and acquiring suitable facilities would be our top organizational priority.

The ideal site for operationalizing the WLA academic model would include highly reconfigurable, open spaces with technology infrastructure in place (including ample outlets in the floors and walls, and high speed internet cables). However, the WLA Founding Team is acutely aware of the difficulty in securing space and the Founding Team will execute on the academic model with fidelity in any space we are able to obtain.

Accessibility of the facility. WLA will work to identify and secure an ADA compliant facility that is programmatically accessible to all students who wish to attend. The mission of WLA does not exempt students with special needs. WLA will be deeply committed to serving all students in our community and firmly believes that all students should have access to a high-quality education. As such, WLA is intent on ensuring that, regardless of mobility limitations, students have access to the entirety of its programmatic offerings in a safe space that promotes a high achievement.

Timeline for acquiring a site. WLA will follow the approximate timeline as described in Section B(4)a: "Planning Year" in more detail. Relevant sections below.

Facilities: Planning Year Key Tasks and Timeline

<i>Date</i>	<i>Key Tasks</i>
June 2015	<ul style="list-style-type: none"> • The Founding Team will launch the facility search by working with Michael Musante at FOCUS, real estate agents from local agencies that have worked with D.C. schools, and Building Hope. • The Founding Team will also engage CityBridge and the other Next Generation Learning Challenges grantee winners in this effort. Monument Academy recently engaged in an extensive facility search. WLA will learn from their efforts and experience. • The Founding Team will engage will all of the Councilmembers, ANC members, and other leaders we have been working with in Wards 7 and 8 to help us identify leads on potential spaces.
December 2015	<ul style="list-style-type: none"> • Ideally, the team will have identified the facility to use and will engage in negotiations to ensure the best possible price. • The Founding Team will make plans to do whatever renovations may be necessary to make the space school-ready including vetting contractors, creating plans, researching costs, and negotiating.
June 2016	<ul style="list-style-type: none"> • The Founding Team will ensure that the space is move-in ready and buy the furniture and technology necessary to set up the school. • The Founding Team will sign contracts with vendors for janitorial, food, and security services.
July 2016	<ul style="list-style-type: none"> • The Founding Team will make final purchases of classroom and school supplies including copy machines, scanners, school technology, classroom technology, wireless Internet, furniture, and materials.
August 2016	<ul style="list-style-type: none"> • Teachers will fully prepare all classrooms during the three-week orientation and preparation period.

Effect of location on student recruiting and transportation. Wards 7 or 8 near a metro would be the ideal location, but near one or more bus stops is essential. WLA wants to cater to students from throughout Wards 7 and 8, so the ability to get to the WLA location will be crucial.

How WLA will compete with other schools in securing a facility. WLA has created a budget plan that includes a surplus even while budgeting for the use of commercial space. Thus, WLA may be in a strong position financially to compete for the use of space. WLA will also appeal to the logic of the need of the target population and the need for WLA to be located near the target population.

b. Financing for Facilities

The Founding Team has budgeted for commercial space and can rent it using per pupil funds and still ensure a small budget surplus. The Founding Team will also explore incubation space which would be an even cheaper option. If it becomes necessary for WLA to acquire space in a private facility, the Founding Team may try to establish a line of credit with a third party or with a potential landlord to finance the additional costs. WLA assumed a lease of commercial space as the most conservative approach in the budget, and may be able to do landlord-financed leasehold improvements amortized into the lease. Incubator space would not require these kinds of improvements. WLA could also fundraise to cover the cost of some renovations from private foundations if necessary.

c. Building Maintenance

WLA will comply with applicable laws, resolutions, codes, requirements, decisions, statutes, ordinances, rules and regulations of any governmental or quasi-governmental authority, department, bureau, agency, body or official having jurisdictions over the operation, occupancy, maintenance, alteration and use of school facilities.

WLA will submit an annual report to the DCPCSB that documents how WLA facilities comply with the applicable health and safety laws and regulations of the federal government and the District of Columbia. WLA will also submit to all applicable health and safety inspections by government officials, and take all appropriate steps to ensure appropriate air quality/ventilation, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulations.

WLA will comply with the Americans with Disabilities Act, ensuring that children with disabilities have access to school facilities as required by law. WLA will carefully consider such requirements in the selection, configuration or alteration of any existing facility. WLA will comply with all regulations for fire safety under the District of Columbia Fire Prevention Code. WLA will provide training to staff and students, develop fire evacuation and safety plans, and conduct fire and emergency drills in accordance with all such requirements. Emergency routes will be mapped and posted in each room and fire drills will be performed regularly.

Nightly school maintenance will be contracted out by Revolution Schools and will include the following tasks such as the following: emptying all baskets and other receptacles & removing to disposal area; cleaning all hallways; cleaning all students' desks, chairs and counter tops; cleaning all furniture, window sills & all other surfaces in classroom & main offices; sweeping & mopping stairways, tile floors, and bathroom floors; cleaning all restrooms; turning off lights and securing doors, and more.

D. Operations Plan

1. STUDENT POLICIES AND PROCEDURES

a. Policies and Procedures for Enrollment and Withdrawal of Students

Lottery plans. WLA will participate in the common lottery through My School DC in order to support efforts to join with other public and charter schools in the D.C. area, simplifying the school choice process for families and better matching students with the schools they most want.

WLA will be open to any child who is eligible under the laws of the District of Columbia for admission to a public school, and the school will ensure compliance with all applicable anti-discrimination laws governing public schools, including SRA §§ 38-1802.02(10); 38-1802.06 of the District of Columbia School Reform Act of 1995. New students will be admitted to every grade, each year to WLA through a lottery system, without regard to prior measures of achievement or aptitude, disability, ethnicity, race, gender, national origin, religion or athletic ability.

WLA will use the My Choice DC waitlist system. In the event that a vacancy arises during a school year, students may be admitted from the waitlist in the order that they are listed. Students will be backfilled as vacancies in the school arise. New students will undergo diagnostic testing and go through a half-day training with the Chief Operations Officer to review all of the cultural norms and material that the student has missed. Master Teachers will work with new students to ensure that they are able to assimilate into their classrooms. The differentiated model will ease assimilation because all students will be tested and regrouped every trimester according to understanding of standards. Thus, new students will be placed with other students who are at the same level of standard acquisition. New students will also be admitted at the beginning of each year at each grade level that the school serves.

WLA will adopt the sibling preference provision such that an applicant whose sibling gains admission to WLA through the randomized lottery process will be granted preferred admission to the school. WLA will also adopt the preference for children of staff to encourage the positive incentives associated with staff having a student in the school.

Enrollment Timeline

<i>Date</i>	<i>Key Tasks</i>
July 2015	Develop recruiting plan; create marketing and recruitment materials; map out detailed recruitment timeline
September 2015	Visit local 8th grade programs and speak with administrators, students, and parents
October 2015	Canvas in Wards 7 and 8
November 2015	Heavily recruit students through canvassing, attending community meetings, and having a strong social media presence, Canvas in Wards 7 and 8
December 2015	Canvas in Wards 7 and 8; encourage My School DC common lottery submissions; Host open house/information session

January 2016	Host open houses/information sessions
February 2016	80% of slots filled in Round 1 of My School DC High School Lottery; continue to host open houses/information sessions (through the final My School DC deadline)
May 2016	100% enrolled through Round 2 of lottery plus a 30+ student waiting list
June 2016	District residency verification of all students

Enrollment procedures. The student recruitment and onboarding process will take place in three phases: Pre-Lottery, Post-Lottery, and Enrollment.

Phase 1: Pre-Lottery. The Pre-Lottery Phase includes canvassing for students, open houses and other events for parents and students, and participating in My School DC. WLA may contract with Democracy Builders (DB) to canvass in person and send mailings that target all eligible students residing in the community in which WLA is located. Recruitment materials will be available in Spanish. Open House events will be held during the winter and spring (at a facility other than the school if the school facility is not ready yet). At these events, prospective parents and students will be provided informational literature, watch a WLA slide presentation, speak with campus-based leadership teams individually and in small groups, and tour the campus.

To ensure that no parents are precluded from applying to WLA simply because they are unaware that the option exists, DB may engage in extensive neighborhood canvassing efforts. Time permitting, DB would also canvass at events with large crowds across D.C. and at subway stations that traditionally generate significant foot traffic. Spanish-speaking canvassers would accompany DB representatives on all appropriate occasions.

Phase 2: Post Lottery. WLA will arrange for the mailing of acceptance and waitlist letters promptly after the lottery. After these letters are sent, WLA will follow up with calls and subsequent mailings to accepted students and those chosen off the waitlist to assist these students in deciding which school they want to attend.

Phase 3: Enrollment. At the WLA Enrollment Meeting, the Principal will provide an overview of the school and convey the school's expectations for students and families. At this meeting, families will have the opportunity to ask the Principal questions and to fill out the requisite paperwork to register their students for the new academic year. DB will assist the Principal by soliciting new families to attend these meetings, maintaining attendance lists, and assisting parents with enrollment paperwork. Students who have been admitted will fill out a comprehensive enrollment packet that includes more detailed information about the student, including:

1. Residency Verification, including documentation that complies with OSSE's residency verification requirements (i.e. approved proof of residency documents);
2. Current immunizations and health information
3. Special education status (if applicable)
4. 504 service agreement (if applicable)
5. Home language survey
6. Free and reduced lunch form (optional)
7. Parent/guardian contact information
8. Signed records release form from previous school

The Founding Team recognizes that verification of District residency is extremely important and will prioritize this process. In the first year, the Chief Operations Officer will build strong systems and processes to collect, track, and maintain residency information for all students.

Following submission of enrollment forms, families will meet with the Principal and Chief Operations Officer to review the student and parent handbooks to ensure that students and parents are aware of and understand the school culture, curriculum, and structure of the school. This will also present an opportunity for the school leaders to connect with parents and students prior to the start of the year.

Withdraw procedures. Because WLA is a school of choice, WLA parents may withdraw their students at any point. WLA will provide an Intent to Withdraw letter to parents who seek to un-enroll their students. This letter will ask for the address of the student's new school and new home address, if applicable. This enables WLA to provide the student with records that the new school will require.

Accepting students mid-year if space becomes available. WLA is committed to providing high quality public school seats to as many students as possible. Accordingly, our mission and philosophy dictate that we both replace students who withdraw from the school community and enroll students at grade levels aside from the school's natural entry point. If any parent chooses to withdraw a student prior to the next school year, that seat will be backfilled according to the waitlist established after the annual lottery.

Enrollment by grade level. In its first year, WLA will enroll only rising 9th graders. WLA will add one grade level each year until it reaches scale as a fully-grown 9-12 high school. This phase-in model ensures responsible growth and will allow WLA to improve each year in order to better prepare its students for success in college and lives of public leadership. For more information about the school's growth plan, please see Section B(1)a: "Mission and Philosophy".

b. Students with Disabilities

Identifying and serving students with disabilities. WLA is committed to providing a free and appropriate education (FAPE) to all students in the least restrictive environment (LRE) such that they can access the general curriculum. In so doing, WLA will comply with federal laws and regulations pertaining to students who have been identified as having a disability as well as those suspected of having a disability. This includes, but is not limited to:

- Section 504 of the Vocational Rehabilitation Act of 1973, 29 U.S. Code §794
- The Education for All Handicapped Children Act of 1975, PL 92-142
- The Americans with Disabilities Act of 1990 (ADA), 42 U.S. Code §12101. et seq.
- The Family Educational Rights Privacy Act (FERPA)
- Individuals with Disabilities Education Act (IDEA) 20 US Code., §1400, et seq. and the 1997 IDEA Amendments (§614(d)(3)) PL 105-17 including:
 - Child Find Provision - CFR 34 § 300.220
 - Referral & Prior notice - 34 CFR § 300.504
 - Informed Consent - 34 CFR § 300.500
 - Evaluation - 34 CFR§ 300.532
 - Least Restrictive Environment - PL 94-142

WLA believes that a universally designed curriculum is the most efficient and effective way to provide access for a broad range of diverse student disabilities and needs. This approach will guide the full inclusion of students with disabilities, from the facilities to the differentiated curriculum to the routines and rituals of daily life. This approach is proven to help students with disabilities and their non-disabled peers to achieve greater academic success. Specifically, this approach will include a design of materials and activities that are attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand, organize, engage, and remember. For example, dyslexic students may be provided with the materials in an audio version so that they can study the same subjects at the same rate as their peers in a way that is more accessible to them.

We will implement the three universal design principles for learning as formulated by the [Center for Applied Special Technology](#)¹⁰⁷:

- The curriculum provides multiple means of representation. Subject matter can be presented in alternate modes for students who learn best from visual or auditory information, or for those who need differing levels of complexity.
- The curriculum provides multiple means of expression to allow students to respond with their preferred means of control. This accommodates the differing cognitive strategies and motor-system controls of students.
- The curriculum provides multiple means of engagement. Students' interests in learning are matched with the mode of presentation and their preferred means of expression. Students are more motivated when they are engaged with what they are learning.

An essential aspect of universal design at WLA is the creation of a structured, disciplined, and predictable school culture. Chaotic environments are especially detrimental to those students with disabilities including autism, Asperger's Syndrome, ADD/ADHD, Down Syndrome, and others. The creation of uniform behavioral expectations across the entire school, in every classroom, hallway, and office means that students will know exactly what to expect and what is expected of them at all times.

Furthermore, WLA will utilize cutting edge technology to ensure that students with disabilities along the full spectrum not only have the assistive technology tools they need, but also have access to supplemental software programs that accommodate their needs and enable them to be successful in the general education curriculum alongside their peers.

Continuum of services. When a student arrives at WLA with either an IEP or a 504 plan, the Special Education teachers will be immediately responsible for ensuring that the services indicated in the plan will be available. All of the student's general education teachers will be provided with the relevant sections of the IEP (accommodations, modifications, goals, etc.) and they will work with the Special Education teacher to ensure appropriate compliance with the plan. The Special Education teacher will provide training and professional development when necessary to support full implementation of the IEP or 504 and to help ensure the academic success, college preparation and civic engagement of all students.

¹⁰⁷ The Center for Applied Special Technology is a nonprofit research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. www.cast.org.

Identification and service of students with disabilities. [Section 504 of the Rehabilitation Act](#) of 1973 (“Section 504”) prohibits discrimination against students with disabilities and guarantees them a free and appropriate public education. Section 504 defines a person with disabilities as any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having an impairment.

WLA will replicate the successful model of DPPS with regard to identification and service of students requiring 504 plans. The Section 504 referral process will proceed in one of three ways.

First, a parent may bring a signed letter from a physician stating that a student has a physical or mental impairment that substantially limits his or her ability to learn. When a physician has initiated the request for accommodations under Section 504, the school social worker — who is responsible for managing the administrative and appropriate direct-service elements of the Section 504 referral process — will draft the 504 Accommodations Plan (the “504 Plan”) based on input from the student’s parent and teachers. If a physician is responsible for the original diagnosis, or the student’s disability requires regular medical intervention, WLA must receive a signed note annually from the physician verifying the student’s need for accommodations.

Second, a parent may — at any time — request that school staff evaluate his or her student to determine whether the student qualifies for accommodations under Section 504. If a parent refers a student for accommodations under Section 504, he or she must present a signed 504 Request Form to the school social worker, who will subsequently follow the procedures outlined below. Third, general education teachers may collectively identify a student they believe might qualify for accommodations under Section 504. After the grade-level team has referred a student for accommodations, the social worker will follow the procedures outlined below.

504 Plan Procedures

1. The Special Education teachers will schedule a 504 Determination Meeting (the “Determination Meeting”) within 30 days of the initial referral. In addition to the parent, Determination Meeting participants should include general education teachers familiar with the student, the Special Education teachers and more as appropriate. Parents should be notified in writing at least five days prior to the Determination Meeting of its purpose, date, time, and place. The SPED teacher must maintain a record of the notice sent to the parent and the attempts to arrange for the parent’s participation at a mutually agreeable time and place. At least two such attempts should be documented before a Determination Meeting is held without the parent. Should the parent decline to attend the Determination Meeting following the provision of adequate notice, the school-based 504 Team may decide issues relating to the referral, evaluation, and identification of accommodations without parental participation.
2. If the 504 Team determines that accommodations are required, the SPED teacher will draft a 504 Plan for the student. The plan will specify the names and titles of the participants, the materials considered in reaching the decisions, and the accommodations that will be offered to the student.
3. The SPED teacher will notify the parent in writing of the result of the Determination Meeting. Such notice will include a description of the parent’s right to challenge any decision regarding the student’s eligibility for accommodations made by the 504 Team. [See below for further information on these procedural safeguards for parents].

4. Should the Determination Meeting result in the drafting of a 504 Plan, the SPED teacher will provide a copy of the Plan to the parent for approval. No 504 Plan may be implemented without written parental consent. Consent will be considered valid until the end of the school year unless the parent informs the social worker in writing that he or she no longer agrees with the accommodations.
5. The Special Education teacher will review each 504 Plan annually and will send a 504 Request Form for the upcoming school year to all parents whose students had 504 Plans during the preceding school year. If no changes to the student's 504 Plan are needed, the parent must sign the Form and return it to the social worker, who will ensure that the 504 Plan is disseminated to all parties responsible for implementing it. If the parent indicates that changes need to be made to the 504 Plan, or if personnel responsible for implementing the 504 Plan either indicate that there is a problem with implementation or request that the Plan be modified, a full 504 Team must convene to modify the 504 Plan.

Data used to determine least restrictive environment for students with disabilities. To the maximum extent allowed by each student's circumstances, IEP, and all applicable federal laws, including the [Individuals with Disabilities Education Act](#) (IDEA), WLA will educate students with disabilities in the [least restrictive environment](#) with their non-disabled peers.

For students without existing IEPs, WLA will implement in-class interventions targeted to the student's needs. When in-class interventions prove effective (as evidenced by improvements on assessment data and behavior), the student will not receive a referral for an IEP. When, however, such interventions do not engender the desired improvements, WLA will provide intervention-level services until it finds a setting that provides enough support for the student to show academic growth. Subsequently, WLA will push to secure that setting during the student's initial IEP review.

WLA will utilize multiple forms of data to determine students' placements in the LRE's. The team will review data including:

- Nationally-normed assessments;
- Classroom assessments;
- Interviews with parents, teachers and the SPED coordinator;
- Common core assessments;
- Classroom observations;
- and standardized assessments that all students will take.

During the first year of operation, the SPED coordinator will conduct an early review of the IEPs to ensure that the IEPs prepared by the students' previous schools meet their needs.

Child Find and Response to Intervention Strategies. The Individuals with Disabilities Education Act includes the Child Find mandate. Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child.

WLA will comply with OSSE's requirements that a child be referred for an evaluation as soon as a parent or other adult, such as a teacher or counselor, notices a delay or decrease in development or

school performance. Upon referral, WLA will evaluate the student in question. WLA will seek the parent's permission to complete an initial evaluation, and schedule a subsequent meeting to determine eligibility for special education services. Students who are found eligible for Part B services will have a service plan known as an Individualized Education Program (IEP) that describes the amount and nature of the services.

WLA will employ a Response to Intervention (RTI) strategy to ensure that students with disabilities are identified and served, and to better meet all students where they are. WLA will assess students with brief screening measures in the core academic areas of math and reading. WLA will use the results to determine which students may be in need of Tier 2 intervention. Tier 2 interventions will be provided during small group instruction within the regular class period. Periodically, WLA will re-assess students using progress monitoring assessments. Upon the next assessment, students who are showing significant improvement may stay in Tier 2 or return to Tier 1. Students who are not improving will be provided with Tier 3 pull-out services. If students show improvement, they will be returned to Tier 2; if they do not show improvement, they may be referred for evaluation for special education services.

d. English Language Learners

Identification of English Language Learners. WLA will require the families of enrolled students to complete a Home Language Survey during the enrollment process. This questionnaire will enable us to identify students who may have limited English proficiency. If a returned questionnaire indicates that the student is of foreign birth or comes from a home where a language other than English is spoken, WLA will arrange for an informal interview with the student, conducted both in English and the student's native language. If the interviewer determines that the student speaks no English, the student will be classified as an ELL. If the interview indicates potentially limited proficiency in English, WLA will administer the [WIDA-ACCESS Placement Test \(W-APT\)](#)¹⁰⁸. If the student's score is below the established cutoff point, the student will be classified as ELL. This careful, structured screening process will ensure that WLA does not inappropriately place ELL students in special education or remedial classes. The Principal and his or her designee(s) will oversee this process with the help of the part-time ELL coordinator.

Questions on the Home Language Survey will include:

- What language(s) is/are spoken in the student's home or residence?
- What language(s) is/are spoken most of the time to the student, in the home or residence?
- What language(s) does the student understand?
- What language(s) does the student speak?
- What language(s) does the student read?
- What language(s) does the student write?
- In your opinion, how well does the student understand, speak, read, and write English?

Effective communication with families who are not English speakers. As explained in Section B(4)f ("Family Involvement"), oral and written communication to families of students identified as ELL students will be translated into the family's native language to the extent possible to

¹⁰⁸ WIDA ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). <http://www.wida.us/assessment/access/>

ensure clear and rich communication and coordination between home and school. Students with limited proficiency in English will have access to all curricular and extracurricular activities available to all other students.

Current demographics indicate that the largest population of ELL students are likely to be native Spanish speakers. As such, WLA will make efforts to recruit staff members who are proficient in Spanish. WLA will attempt to hire a registrar/administrative staff member who is fluent in Spanish to provide translation services for family communication. If a language is spoken that no WLA staff members can write or speak, WLA will work with the District of Columbia Public Charter School Board or an external party to supply translation services for both written and verbal communication with families.

2. HUMAN RESOURCE INFORMATION

a. Qualifications of Key Leadership and School Staff

Selection criteria for Principal and members of the leadership team. WLA will use a leadership competency framework that reflects the experience of the [BES Fellowship](#) and of running high performing charter schools. The leadership competency framework was created based on the collective insights of the [KIPP Leadership Competency Model](#), the [New Leaders framework](#), and the recruitment approaches of other [BES Schools](#).

The factors below will be screened for and refined during the WLA leadership team recruitment and training process. The list represents the Founding Team's understanding of what school leaders must know and be able to do. WLA will find candidates for leadership positions at WLA who possess or show that they can master these competencies.

Achievement Orientation and Mission Alignment

- Demonstrates the belief that every student, regardless of background, can work hard, excel academically, and graduate from college.
- Demonstrates a sense of urgency to achieve dramatic gains in student learning and close the achievement gap.
- Holds self and other adults accountable for ensuring high academic achievement for every student.
- Demonstrates high expectations by setting challenging goals for him or herself and others.
- Demonstrates relentless drive and determination to achieve outcomes and results.
- Exhibits willingness to engage in difficult conversations and make hard decisions.
- Takes initiative, going above and beyond typical expectations and making necessary sacrifices to achieve exceptional results.
- Follows through on commitments and promises with an appropriate sense of urgency.
- Exhibits resilience to overcome setbacks and remain constructive despite resistance or failure, demonstrates tenacity, and supports perseverance in others.
- Demonstrates flexibility when plans or situations change unexpectedly; effectively adjusts plans to achieve intended outcomes.
- Focuses on results and how they are achieved, and does not confuse effort with results.
- Leads in a way that reflects stated values and beliefs.
- Demonstrates a commitment to urban school leadership and management.

Instructional Leadership

- Mobilizes adults to take action toward common goals; develops clear direction and shared purpose that guides and unifies the team.
- Demonstrates the ability to distinguish among poor, mediocre, solid and outstanding teaching.
- Aligns objectives and instructional activities to students' academic goals.
- Articulates clear and compelling instructional expectations for classroom settings.
- Engages and empowers others to take responsibility to achieve results.
- Builds effective teams to meet the needs of the task.
- Makes clear decisions while considering diverse perspectives to reach the best solutions.
- Demonstrates the ability to teach other adults and commit to adults' growth and development.

- Assesses student learning and uses data to guide and modify instruction.

Management

- Manages time effectively, prioritizes, and organizes strategies to reach goals.
- Plans backwards to achieve short-and long-term goals.
- Accurately sizes projects and secures resources needed to accomplish them.
- Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him or herself and others accountable for achieving intended outcomes.
- Proactively develops contingency plans in advance of potential or unforeseen circumstances.
- Delegates decision-making and authority in an effective manner.
- Monitors a project by assessing milestones and modify plans based on data.
- Multi-tasks and balances detailed steps with the big picture to ensure successful project completion.

Principal's job description. The WLA Principal will have the experience and capacity to ensure the effectiveness of management processes and systems so that Board members and staff members understand their roles and responsibilities. The Principal will also ensure all members of the school community are aligned, moving the organization and its mission forward. The Principal will work in collaboration with Revolution Schools to manage WLA's operations, including compliance management, data analysis and data-driven instruction, financial management, governance and legal considerations, personnel, school transportation and food services, health and safety, and technology management. The Principal be responsible for the day-to-day activities of the school, overseeing the administrative and operational functions with an emphasis on finance, operations, capacity development, and general management. Beyond this broad purview, the Principal will be responsible for:

- Establishing and promoting high standards and expectations for all students and staff for academic performance and responsible behavior;
- Ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students;
- Managing, evaluating, and supervising effective and clear procedures for the operation and functioning of the school consistent with the WLA philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems;
- Ensuring that all school programs, policies, systems and services are in alignment;
- Supervising in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school;
- Establishing the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals;
- Supporting teachers in the analysis and use of data to drive instruction;
- Implementing the school's accountability plan, educational program, and annual plans;
- Collaborating with the ESP to create and monitor an annual organization budget;
- Overseeing all financial and accounting activities, including working with the ESP to prepare periodic reports to the Board on the financial status of the school, and including charter, legal and regulatory compliance;
- Collaborating with the Board Audit Committee and independent auditor to develop

- accurate and timely public audits for the organization;
- Developing WLA academic programs based on successful models and examining opportunities for continuous improvement;
- Collaborating with the ESP to engage and oversee contracted agents for the organization including lawyers, recruiters, bankers, real estate brokers, marketing consultants, public relations professionals, et al (as the ESP grows);
- Developing strategic partnerships with allies;
- Advising the Board on improvements for efficient internal operations;
- Implementing special projects as assigned by the Board;
- Hiring, retaining, and dismissing teachers for Reading, Writing, Math, Science, Civics, Computer Science, and other courses;
- Keeping the staff informed and seeking ideas for the improvement of the school;
- Conducting meetings, as necessary, for the proper functioning of the school, such as weekly meetings for full-time staff and monthly staff meetings.

Chief Operations Officer job description. The Chief Operations Officer and Tech Manager will be responsible for overseeing the operations on a day to day basis in the school, reporting to the Principal. They will meet the following criteria:

- 5+ years of experience in operations, school experience preferred;
- Minimum of a Bachelor's degree but preferably higher; law degree preferred for Chief Operations Officer for compliance purposes;
- A deep knowledge of technology;
- Proven track record of success in high pressure, entrepreneurial circumstances.

Job descriptions for other senior staff will be created each year as those positions are added. See Section D(2)b: "Staffing Plan."

Teacher selection criteria. As a wealth of research has found that teacher quality is the best and most reliable indicator of student academic performance, WLA will employ a highly selective, rigorous application process for teachers based on rigorous selection criteria:

- Must be considered "highly qualified" under NCLB
- Results-driven educator with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions
- Experienced, outstanding classroom teacher who has demonstrated quantifiable and objective student performance gains that surpass local averages
- Manager of an urban classroom who has used consistency and high expectations to achieve measurable academic and civic success
- Demonstrated ability to work with students of a variety of abilities, including those with special needs and low skill levels in a heterogeneously grouped classroom setting
- Demonstrated ability to work well with parents and community members
- Desire to be held accountable for student academic growth and academic results
- Proven ability to work collaboratively and flexibly with a diverse team of teachers
- Exceptional and experienced writer and editor, especially of lesson plans, unit plans, and other curricular materials
- Technological proficiency with an understanding of data analysis
- High amount of energy and the entrepreneurial spirit necessary for a start-up school
- Professional demeanor, strong work-ethic, detail-driven work style with excellent

organizational skills

- Ability to prioritize, multi-task, delegate, and lead by example
- Ambitious nature, interested in growing as an educator and reaching high standards professionally
- Committed to getting the job done well, no matter what the obstacles or how long it takes
- Passionately dedicated to WLA’s mission and a steadfast belief that all students deserve preparation for the college of their choice and a life of public leadership
- Meets many of the International Association for K-12 Online Learning Blended Learning Teacher Competency Framework criteria¹⁰⁹
- Entrepreneurial spirit
- At least three years of teaching experience preferred

The high criteria and standards that WLA will use when hiring school leaders, operations staff, and teachers will ensure that WLA can accomplish its ambitious school model.

Persons who will hold critical positions at WLA. WLA has not filled the Principal position yet but has interest from many prospective candidates. See Appendix K for resumes of potential school leader candidates who are all interested in the position and have assisted with the development of the application. WLA has filled senior operations and founding staff positions. Please see Section C(1)a: “Profile of Founding Group” for biographies and qualifications.

The Chief Operations Officer will work with the Founding Team during the first year to lead the execution of the steps that need to be completed prior to the school opening. See Section B(4)a: “Planning Year” for the full list of steps that will be taken. The Chief Operations Officer will be supported by Stacy Kane and Seth Andrew, and then curriculum specialists and other contractors that WLA budgeted for to provide support during the planning year.

The recruitment and hiring process for Principal will ramp up immediately when the charter is granted. Because of the very large planning team and extensive education network of the Founding Team, WLA will have access to a talent pool that will be ready from Day One to form a staff that will hold students to the highest academic, behavioral, and cultural expectations.

Key leaders prior to hiring permanent leaders. During the planning period, Seth Andrew and Stacy Kane are jointly completing functions normally reserved for the Principal, and will provide the Board Trustees with a number of outstanding candidates for Principal as soon as the charter is granted. See Appendix K for resumes of potential school leaders. These candidates have contributed to the development of the application and are seeking the Principal position. No candidates have been or will be selected until the charter is granted, and WLA will continue to look in the meantime for even more experienced Principal candidates.

Schulte Roth & Zabel LLP is currently and will continue to provide legal counsel on a pro bono basis. WLA’s founding Board of Trustees has provided strategic direction and expertise, including in programming concerns, curriculum development, and fundraising suggestions. The Board will

¹⁰⁹ The International Association for K-12 Online Learning develop a Blended Learning Teacher Competency Framework that includes competencies and mindsets that are best suited for blended learning teachers. More information here: <https://www.inacol.org/wp-content/uploads/2014/10/iNACOL-Blended-Learning-Teacher-Competency-Framework.pdf>

continue to be actively engaged in helping the Founding Team quickly transition planning and operations to the core WLA staff.

The Founding Team consists of 50+ volunteers with experience ranging from teaching to technology. They will continue to support the planning and development of WLA during the planning year and beyond.

Job descriptions for other staff.

The Apprentices will be junior teachers tasked with providing additional support in classrooms with a primary teacher. The apprentices will make it possible for almost all classes of 25 students to have two teaching staff present at any given time instead of just one. The apprentices will need to have graduated from college and will need to be eager to dive into a challenging role in an entrepreneurial environment.

The Special Education Teacher(s) will assist Master Teachers and provide small group, or one on one targeted instruction for special needs students on a primarily push-in basis. As needed, the Special Education Teachers may work in coordination with the teachers to engage in supplemental pull out support as well. The Special Education Teachers will need to have education and experience in special education to be hired.

The Tech Manager(s) will be responsible for ensuring that technology (copiers, computers, projectors, smart phones, wireless internet services, etc.) is in proper working order and for the implementation of all educational technologies. The technology manager will also ensure that ELL students and students with disabilities have any needed assistive technologies at their disposal. The technology manager will need to have a great deal of technical knowledge and experience; experience in schools will be a plus.

The Registrar will serve as the primary contact for families. The registrar will be a full-time employee charged with capture and maintenance of records for all scholars. The registrar will ensure that student information systems are accurate and that students receive all eligible services. The registrar will need to have a college degree, be detail oriented and organized, and be excellent at helping people.

The Service Learning Coordinator will be hired halfway through the second year to plan and coordinate the service learning experiences for students during the third year. The service learning coordinator will work with the 11th grade teachers to manage the service learning experience. The 11th grade teachers will not be teaching while the students are at their placements. Thus, they will be able to visit students, engage with host staff, and ensure that the program is as mutually beneficial as possible. The service learning coordinator will also hold and orientation for all host organizations to train them and align their expectations. The service learning coordinator will have excellent people skills and will

Recruitment plans. WLA has a head start in recruiting because of the 50+ members of the team that helped to build this application. All of those people are committed to the success of WLA and will help us recruit the best talent from account the country.

WLA will also recruit from a national pool of educational talent discovered through traditional and

non-traditional recruiting channels, which include graduate schools, career fairs, online job databases, [Teach For America](#)¹¹⁰ alumni, [Craigslist](#), [Idealist](#), and word-of-mouth. The Founding Team has strong relationships with [TFA](#), [New Leaders for New Schools](#)¹¹¹, [Black Ivy League Alumni](#), [Young Education Professionals of New York](#) and [DC](#)¹¹², the [Truman Scholars Association](#), the [Association of Marshall Scholars](#), the [Association of American Rhodes Scholars](#), [Brown University](#), [Columbia University](#), [Harvard University](#), [Vanderbilt University](#) Peabody School of Education, and [Oxford University](#). All of these networks will be contacted to potentially provide school leaders and staff.

How WLA will build a pipeline of quality teachers and leaders. Opportunities for staff growth are built into the very DNA of WLA. Apprentices will be trained and developed into Master Teachers. Master Teachers will have the opportunity to take on various leadership positions including Blended Learning Coach and Professional Development Coach and Instructional Coach and Personalization Coach. Master Teachers can grow into Assistant Principals and Assistant Principals can grow into Principals.

WLA will continue to use its extensive networks to find school talent each year. WLA will also build a robust, repeatable recruitment plan with a timeline for activation every year. For example, around February, WLA will ask current staff if they plan on returning. WLA will then post open positions to specific places including listserves, job boards, graduate schools, and more. Over time WLA will build relationships with certain networks. For example, Vanderbilt Graduate School of Education might become a WLA teacher pipeline because of the Founding Team’s connections there.

b. Staffing Plan

The chart below details the staffing plan for the planning year and during its first five years of operation. WLA puts a staffing emphasis on teachers - hiring more and paying them more than equivalent schools. The WLA model relies on outstanding, satisfied teachers.

*Staffing Plan and Whether the Staff Member will be Paid by WLA or the ESP***

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1	1
Assistant Principal			1	1	1	1
9th grade teachers		8	8	8	8	8

¹¹⁰ Teach for America recruits and trains a diverse group of leaders with a record of achievement to work to expand educational opportunity, starting by teaching for two years in a low-income community. <http://www.teachforamerica.org/>

¹¹¹ New Leaders for New Schools is an organization that trains young professionals from diverse backgrounds to become effective school leaders. In their first decade, New Leaders for New Schools trained almost 800 leaders, impacting nearly a quarter million students in high-need schools across the country. Students in New Leader schools consistently achieve at higher levels than their peers, have higher high school graduation rates and are making progress in closing the achievement gap. <http://www.newleaders.org/>

¹¹² YEP-NYC is the New York City chapter of Young Education Professionals, a volunteer-run membership organization interested in connecting young professionals across the public, private, and non profit education sectors throughout the greater New York City area. <http://www.youngedprofessionals.org/yep-nyc.html>

10th grade teachers			6	6	6	6
11th grade teachers				8	8	8
12th grade teachers					6	6
Apprentices		2	4	6	8	8
SPED Coordinator					1	1
SPED Teachers		1	2	3	4	4
ELL Teachers			.5	.5	1	1
Receptionist/Admin Staff		1	1	1	2	2
Social Workers/Behavior Support Specialists		.5	2	2.5	3	4
Guidance/College Counselors			1	1	3	3
Extended Learning Coordinator			1	1	1	1
Service Learning Coordinator				1	1	1
Curriculum Specialists*	2	1	1	1	2	2
Operations/Technology Staff*	1	2	3	3	4	4
Registrar/Admin Staff*			1	1	2	2

**Funded by the Education Service Provider.*

***Note: This chart is fully aligned with the budget. All of these positions can and will be supported in the years described.*

Positions, pupil-teacher ratio, and supporting team members. WLA's classroom staffing model will include at least one Master teacher per classroom, supplemented by a second teacher, either a Master Teacher or Apprentice, and Special Education teachers who push-in as needed. Please see Section C(2)c ("Administrative Structure"). The student teacher ratio will be around 8:1 in the first year and around 10:1 in the following years.

WLA anticipates needing one special education teacher in the first year and then adding an additional special education teacher each year. The special education teacher will act as a coordinator, helping the Master Teachers better integrate students with disabilities and managing student 504 and IEP plans. The Apprentices can also provide support to students with disabilities as directed by the special education teacher.

The Principal and the Chief Operations Officer will be the school leadership in the first year. The school will add an Assistant Principal in the second year. WLA will have a Tech Manager (in the ESP operations/technology staff line) and a part time social worker during the first year.

An Extended Learning Coordinator and Guidance/College Counselor will be added during the second year, as well as more support for the Social Work function. The Extended Learning

Coordinator will organize all of the summer school, before school and after school learning opportunities.

Curriculum Specialists will be contracted by the ESP for the planning year and the first year as needs are determined and the curriculum is developed. Full time staff may be brought on board depending on continuing needs.

The Service Learning Coordinator will be hired halfway through the second year to plan and coordinate the service learning experiences for students during the third year. The service learning coordinator will work with the 11th grade teachers to manage the service learning experience. The 11th grade teachers will not be teaching while the students are at their placements. Thus, they will be able to visit students, engage with host staff, and ensure that the program is as mutually beneficial as possible. The service-learning coordinator will also hold and orientation for all host organizations to train them and align their expectations.¹¹³

Staff organization. See Section C(2)c: “Administrative Structure” for a detailed description of staff organization.

Teacher recruitment. WLA strives to be a place where some of the best teachers choose to teach. WLA will be a competitive choice because of pay, professional development opportunities, and growth opportunities. WLA will recruit the initial set of teachers by motivating them with the promise of helping to build a new and improved school model to prepare students for college and career. Further, we will recruit by offering an outstanding working environment - teachers will have general autonomy; teachers can come and go as they need during non-teaching periods; teachers can modify course content and delivery mechanisms themselves; teachers will have plenty of time to collaborate on ideas; teachers will have the opportunity to be leaders in different areas including blended learning and personalized learning; teachers will have the opportunity to train more junior Apprentices; teachers will have at least three periods of planning time a day; teachers will have time set aside every week for professional development, in addition to good-sized budgets for further development. WLA’s strong professional development program and plan, developed by current DC teachers on the WLA planning team, can be found in section B(4)d: “Professional Development.”

Plans for teacher retention and professional growth. As the Revolution Schools ESP grows, success is largely dependent on the retention and growth of talent. Teachers at WLA will be treated as professionals, provided with all necessary technology (computer, phone, voicemail, email, etc.), appropriate classroom supplies, a personal professional development budget, and essential support at all times. WLA teachers and leaders will be afforded ample opportunities for growth. WLA will create opportunities for teacher growth in many ways including the following:

- Leadership positions will be created among teachers such that one teacher is a blended learning coach while another is a personalized learning specialist while another is responsible for coordinating professional development for a semester.
- As the school grows each year, additional opportunities for leadership will open up, providing teachers with opportunities to become Assistant Principal or Curriculum Director and more.

¹¹³ Cesar Chavez employs a coordinator for their fellowship program and employ a similar model of having teachers help to follow up with smaller groups of students.

- Teachers will be able to provide leadership, mentoring, and training to the Apprentices.

Unique approaches. There are several unique elements to WLA's plan with regard to the staffing model that the Founding Team considers to be particularly strong:

- There will be at least one Master Teacher per classroom, but almost always more than one teacher per classroom.
- There will be two Apprentice teachers during the first year. These teachers will be generally new teachers who will provide secondary instructional support in classrooms for the Master Teachers. This will allow almost all classrooms of 25 students to have at least two adults at any given time.
- Professional development and growth opportunities will be very strong at WLA. See Section B(4)d: "Professional Development."
- There will be a service learning coordinator hired near the end of the second year of operation to do nothing but plan and execute on the service learning experience program. Further, this service-learning coordinator will be supported by the 11th grade teachers. 11th grade teachers will be available during all of the time junior students are engaged in service learning. They will each be assigned a cohort of 8-12 students to support throughout the service learning experience. The service-learning coordinator will train the teachers and plan programming for them such that all students will be effectively supported throughout the service-learning program. The teachers will also engage with the staff at the service learning placements to ensure that everyone is having a positive experience and the logistics run smoothly.

c. Employment Policies

Policies regarding salaries, contracts, hiring, evaluation, benefits, dismissal and dispute resolution.

Hiring. WLA will select applicants for employment on the basis of experience, character, alignment with the school's mission and philosophy, necessary credentials, ability to perform required duties, and other legitimate business considerations. WLA will be committed to evaluating each applicant and employee on the basis of personal skill and merit. WLA will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships.

WLA will take appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentations, falsifications or omissions of any information or date on an employment application may result in exclusion from further consideration for employment and/or termination of employment.

Once an employee has been informed by the Principal that it is the intention of WLA to hire him/her, the following documents/procedures must be completed/followed. Employment is contingent on providing truthful and complete documentation including the following:

1. Application and resume
2. W-4
3. Fingerprinting as required by District of Columbia law
4. Health Questionnaire, Vaccination Record and TB Clearance

5. Child Abuse Clearance
6. Criminal Background Authorization
7. Confidentiality Agreement
8. Academic transcripts and a copy of the diploma from all institutions of higher education
9. All certification and credentialing documentation from any governmental entity
10. Computer Policy Agreement Form
11. Cell Phone Policy Agreement
12. Staff Information Form
13. Intellectual Property Agreement

Federal law requires all employers to verify each new employee's identity and legal authority to work in the United States via the INS I-9 Form. All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States. This evidence of the right to work must be provided within three days of the hire date. Failure to provide the appropriate documentation will be grounds for termination, consistent with Federal law.

WLA will require all employees to be fingerprinted for the purpose of a criminal history background check, including child abuse. Each employee will be categorized as full-time or part-time and as exempt or non-exempt. Upon hire, WLA will notify each employee of his or her employment classification.

Employment Categories:

- Full-time employees are those who are scheduled to work 40 or more hours each week.
- Part-time employees are those who are scheduled to work fewer than 40 hours each week. Part-time employees are not eligible for benefits unless their school work schedule has been reduced for educational commitments agreed upon by the administration and approved by school leadership.
- Exempt employees are classified as such if their job duties are exempt from the overtime provisions of the Federal and State Wage and Hour Laws, and they are paid on a salary basis. Exempt employees are not eligible for overtime pay. At WLA all administrators, leaders, instructional staff, executives, and professionals are deemed exempt employees.
- Non-exempt employees are eligible to receive overtime pay or compensatory time off at the rate of 1.5 hours for time worked over 40 hours in one pay week. Non-exempt employees are expected not to work overtime unless requested in advance by their supervisor to work additional hours. A non-exempt employee who works a spread of hours that exceeds 10 hours in a day will be paid a premium for that day or one extra hour at the then-current minimum wage, whichever is higher. The salaries of non-exempt employees are calculated on an hourly basis.
- Temporary employees are hired for a specified project or for a limited time frame, generally no more than six months in duration. A temporary employee, in a non-exempt position, is paid by the hour according to the terms of hire for that individual. Temporary employees do not receive any additional compensation or benefits provided by WLA unless there is a specific agreement made as part of the terms of agreement.
- Consultants are independent contractors who work under a consultancy agreement, have no employee status, and are not eligible for benefits.

An employee's professional relationship with WLA is an employment "at will," unless otherwise

stated in a written employment agreement signed by the Principal. The employee handbook does not constitute a contract for employment between WLA and its employees. The employee or the school may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy, the employment relationship may be terminated at any time with or without cause or notice.

Unless otherwise provided by contract, a newly hired employee or an employee promoted to assume new job responsibilities will work on an introductory basis for the first ninety days of employment (exclusive of any vacations) after the date of hire or promotion. The introductory period is intended to provide an opportunity for employees to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the position meets their expectations.

WLA will use this period to evaluate an employee's capabilities, work habits, interaction with employees, students and families, and overall performance. When employees complete the introductory period, their performance may be evaluated. WLA may end the employment relationship at any time during or after the introductory period with or without cause and with or without advance notice, and successful completion of the introductory period does not guarantee continued employment or alter an employee's "at will" status.

During the introductory period, newly hired employees will receive only those benefits required by law, and promoted employees will receive those benefits applicable to their prior employment category. Upon successful completion of the introductory period, new hires and promoted employees will continue employment as at-will employees and will be entitled to participate in the benefits applicable to their current employment category.

Salaries. WLA is committed to offering competitive salaries. In our budget plan, we have built in starting salaries that are approximately \$10,000 higher than the average starting salaries of teachers with similar levels of experience at DCPS. WLA has also budgeted to provide staff with opportunities to earn additional income including: teaching summer school, engaging in professional development outside of school, leading an after-school activity, and supervising after school tutoring. WLA prioritizes talent highly and will prioritize staff pay over other choices as the best investment by which to increase student achievement and growth.

Evaluation. The WLA school year will begin on July 1 and end on June 30 of the following year. For instructional staff, the employment year will begin in July and end a full year from the starting date. New employees may have their job performance reviewed by their supervisors at the end of their introductory periods. Thereafter, direct instructional staff will receive a performance evaluation every trimester from their supervisors. Twelve-month employees will receive performance evaluations twice a year. The evaluation process will lead to specific performance objectives and actions. Thus the evaluation process should be viewed as a cyclical rather than a seasonal process. Evaluations are meant to encourage reflection and lead to improvements in and out of the classroom.

Evaluations will provide both an employee and his or her supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals. Evaluations will usually be in writing. After a supervisor discusses the evaluation, the employee will be asked to sign the evaluation form to acknowledge having received and reviewed it. Employees should feel free to comment on any statement that they do

not understand or with which they disagree. In addition to any discussion they wish to have, they may put such comments in writing and submit them to their supervisor. An evaluation, together with written comments, will become part of an employee's personnel file and may have a bearing on any future personnel decisions.

WLA will not recognize the concept of tenured appointments. Rather, it will view each teacher as a professional and will accept the obligation of assisting each faculty member in maximizing her/his professional potential. To that end, observations, reviews and evaluations will be made with the objective of enhancing the experience and ability of the teacher.

Observations and formal evaluations may be provided by the administration at least once each school year. More frequent observations may occur however frequently the school leaders can conduct them. Observations will be both formal and informal. Informal observations may be unannounced or casually mentioned ahead of time; these may be for any duration. This observation will assist the individual teacher in her/his development.

WLA will make a sincere effort to inform a teacher whether she/he could anticipate receiving an employment letter for the subsequent school year as early as possible. The Board of Trustees of WLA, its administrators and faculty will understand and appreciate that employment is directly associated with the budget process and enrollment. Therefore, while there is no expectation of employment from one school year to the next, employment advisements should be provided to current faculty members no later than February of the current school year.

From time to time it may be necessary to phase-out or eliminate certain job classifications or reduce the number of positions in a particular employment category. An orderly process will be established by WLA to guide such phase-out or reductions-in-force. In the absence of a policy or contract to the contrary, WLA reserves unto itself the right to reduce the number of employees in any job classification. A determination will be made based upon the needs of the school, the titles and individuals to be terminated.

Resignation. When an employee decides to leave for any reason, the Principal will request the opportunity to discuss the resignation before final action is taken. DPPS has often found during this type of conversation that another alternative may be better, and WLA seeks to replicate that effective method of retention. If, however, after full consideration the employee decides to leave, it is requested that the employee provide WLA with advance written notice and not depart until the end of the school trimester.

WLA employees will be asked to file a written notice with the school at least four weeks prior to the date of resignation. WLA believes that four weeks written notice is desirable in order to achieve appropriate educational transition. Should an employee terminate his or her appointment at the school by voluntarily discontinuing work during the academic year, the school will cease salary and benefit payments as of the date work was discontinued.

Teachers who are not offered a position to return for the following year upon the completion of the current school year and/or who resign or depart under good terms as defined by the school's professional departure terms will receive the salary continuation benefit during the summer break following the academic year in which the teacher was employed, contingent on the completion of their responsibilities. However, the school reserves the right to discontinue payment for failing to

adhere to the professional departure expectations, and the resignation/non-renewal will be changed to an involuntary termination. Employees who are involuntarily terminated will not receive any compensation or benefits for the period after their final day of work.

Discipline. If an employee does not meet performance standards, WLA may, under appropriate circumstances, take corrective action, other than immediate dismissal. The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The process is designed to encourage development by providing employees with guidance in areas that need improvement, such as poor work performance, attendance problems, personal conduct, general compliance with WLA's policies and procedures and/or other disciplinary problems.

Where appropriate, WLA will follow a progressive discipline policy modeled off of the DPPS policy, which was designed to provide a structured corrective action process to improve and prevent a recurrence of undesirable behavior and/or performance issues and created with HR best practices and employment laws in mind. It includes verbal and written warnings, unpaid suspensions and terminations. WLA may, at its sole option, use all, some, or none of these steps prior to a termination decision, consistent with the at-will status of employees.

The supervisor will discuss the problem and present a written warning to the employee in the presence of an administrative representative. This should clearly identify the problem and outline a course of corrective action within a specific time frame. The employee should clearly understand both the corrective action and the consequence (i.e. termination) if the problem is not corrected or reoccurs. The employee should acknowledge receipt of the warning and include any additional comments of their own before signing it. A record of the discussion and the employee's comments should be placed in the employee's personnel file.

Employees who have had formal written warnings will not be eligible for salary increases, bonus awards, promotions or transfers during the warning period.

WLA may exercise its prerogative to terminate employment in the event that there has been a breach of any of the policies, laws, regulations or standards for which WLA is held accountable.

No supervisor or other representative of WLA (except the Principal) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. In addition, employees are expected to meet WLA's standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with WLA's policies and procedures. If an employee does not meet these standards, WLA may take corrective action up to and including termination.

Benefits. WLA intends to offer its full-time regular employees coverage under a medical insurance plan, which may include more than one option of provider or provider network. Employee premium contributions and other costs (such as deductibles and copayments) for health care coverage will be required and will vary depending upon the level of coverage selected by the employee (e.g., individual, individual plus spouse, family, etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by WLA. Any employee who wishes to not accept the

medical insurance benefits offered by WLA will be required to submit such a request in writing to the plan administrator and must provide proof of alternate insurance. WLA will offer a dental insurance plan to eligible employees.

WLA may offer life insurance benefits to eligible employees in an amount and of a type determined in accordance with applicable law. It is contemplated that employees may elect coverage under such a plan for coverage from a minimum of \$50,000 up to one year's base salary (up to a maximum of \$100,000.00).

WLA, in accordance with applicable laws, will maintain workers' compensation insurance on behalf of its employees. Any employee wishing to claim disability pay must file appropriate reports and forms in accordance with plan procedures. The employee will also be responsible for filing any other necessary forms, applications, or other information as required by the plan administrator. WLA will contribute to the unemployment compensation program administered by the District of Columbia.

All eligible employees will have an opportunity to participate in the [403\(b\) plan](#) at WLA upon completion of the introductory period. The 403(b) plan will offer a tax efficient way to save for retirement. WLA will match the employee's contribution up to certain limits that change based on longevity of service.

Dispute Resolution. WLA will strongly urge the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced discrimination, harassment, or retaliation should file their complaints with the Principal or Revolution Schools before the conduct becomes severe or pervasive. Employees who believe that they have witnessed unlawful discrimination, harassment, or retaliation should report the incident and the names of the persons involved to the Principal or Revolution Schools. Complaints and reports may be submitted anonymously if the individual feels uncomfortable using his or her name. Supervisory employees who fail to report to the Principal or Revolution Schools any incidents or complaints of discrimination, harassment, or retaliation of which they are aware will be subject to disciplinary action.

While no fixed reporting period has been established, WLA will strongly urge the prompt reporting of complaints or concerns so that rapid and constructive action can be taken. The availability of this complaint procedure does not preclude individuals who believe they are being subjected to discriminating or harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly, thoroughly and impartially. Employees must cooperate with any investigation by providing full and truthful information relevant to the investigation. Misconduct constituting harassment, discrimination or retaliation will be dealt with promptly and appropriately. Dishonesty during an investigation or making a false complaint, in bad faith, also constitutes actionable misconduct. Responsive actions for misconduct may include, for example, training, referral to counseling, monitoring of the offender and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, prospective reduction of wages, demotion, reassignment, temporary suspension without pay, or termination, as WLA believes appropriate under the circumstances.

If an employee making a complaint does not agree with its resolution, the employee may appeal to the Board of Trustees who will delegate the complaint to the appropriate committee or full board to resolve. The committee or full Board must render a decision within 10 working days of receipt of the appeal of the decision made by the Principal.

In the event of a problem or dispute with other personnel not covered under other complaint policies, an employee may submit a complaint in writing following the process described below. Careful documentation is the key to a successful process. All documentation is to be included in the personnel file. The following process will be used for resolving issues:

1. The employee will make a good faith effort to work with the immediate person at issue to resolve any conflict. This effort will consist of problem identification, possible solutions, selection of resolution, process for implementation of resolution, and scheduling a follow-up. Upon a determination by the employee that the conflict has not been resolved, the employee must submit a written complaint to the Principal within 5 working days.
2. The Principal will attempt to mediate the issue with the parties involved within 5 working days. Should the Principal be unable to resolve the issue, he/she will write a report of his/her findings and submit that to Revolution Schools along with the original written grievance.
3. If the issue is not resolved by the Revolution Schools, the employee may submit his/her grievance to the school's Board of Trustees in writing. The Board or a committee thereof must respond in writing to the complaint within 15 working days of receipt.

Ensuring competitiveness with the surrounding market. WLA starting salaries for teachers with at least two years of experience will start around \$10,000 higher than a DCPS equivalent position.¹¹⁴ Teachers will have the opportunity to receive raises year over year based on their performance on a comprehensive teacher evaluation rubric, which includes both qualitative and quantitative performance metrics. WLA will build in a decreasing employee contribution to the benefits package that rewards longevity. WLA will also offer a pre-tax match on our 403(b) plan up to a certain percentage.

Policies on equal employment and maintenance of a drug-free workplace. Equal Employment Opportunity will be a fundamental principle at WLA, where employment will be based upon personal capabilities and qualifications without discrimination on the basis of race, color, ethnicity, national origin, religion, sex, age, physical or mental disability, citizenship status, marital status, creed, sexual orientation, military status, genetic information or any other characteristic protected by law.

Equal Employment applies to all policies and procedures relating to recruitment and hiring, training, promotion, compensation, benefits, disciplinary measures, termination and all other terms and conditions of employment.

The Principal will have overall responsibility for the implementation of this policy and maintenance of reporting and monitoring procedures. Employees' questions or concerns should be referred to the Principal. Disciplinary action, up to and including termination, may be taken

¹¹⁴ DCPS teachers starting with 3 years of experience make between \$52K and \$63K. WLA has budgeted for an average starting teacher salary of \$70K for Master Teachers.

against any employee engaging in any type of unlawful discrimination.

WLA is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, WLA expects that all relationships among persons in the workplace will be professional and free of bias, prejudice and unlawful harassment.

WLA will support the policies of the Americans with Disabilities Act, as amended (“ADA”) and is completely committed to treating all applicants and employees with disabilities in accordance with the requirements of that statute. WLA will judge individuals by their abilities, not their disabilities, and seek to give full and equal employment opportunities to all persons capable of performing successfully in WLA’s positions. WLA will provide reasonable accommodations to any qualified persons with disabilities who require them, and will urge employees and applicants who may be disabled and require accommodation to advise WLA of their particular needs. Information concerning individuals’ disabilities and requests for accommodation of course will be handled with the utmost discretion. WLA will encourage employees to advise their supervisor or other management personnel when they become aware that persons with disabilities have special needs in the workplace.

Alcohol and illegal drugs in the workplace impair safety and health, promote crime, lower productivity, undermine public confidence in the WLA’s work, and set a bad example for our students. Alcohol and illegal drugs in the workplace will not be tolerated.

It will be the policy of WLA to create a drug-free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, dispensation, possession, sale or use of a controlled substance (other than in accordance with a prescription) in the workplace or while engaged in business off premises, such as at a parent’s home, will be strictly prohibited.

To maintain a safe, efficient, and alcohol/drug-free work environment, drug and/or alcohol testing may be required if the school has a reasonable suspicion that a staff member is under the influence of alcohol or a controlled substance in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner.

To educate employees on the dangers of drug abuse, employees may be periodically required to attend information and training sessions in the area of alcohol and illegal drug dangers, treatment resources and workplace policy.

If an employee or student is suspected of using a banned or illegal substance other than that prescribed by a healthcare provider, the student/employee may be requested to provide a urine sample without prior notice. Such urine sample will be sent to a lab for analysis, and should it be determined that the employee is using a banned substance, the employee will be terminated immediately. Employees who admit to prohibited drug or alcohol use and seek to enter a drug- or alcohol-treatment center will be placed on unpaid leave until successful completion of the program at which time the employee may reapply for his/her job should such a position be available. WLA will comply with all applicable laws in such circumstances.

Protecting rights and benefits of current DCPS employees. WLA will protect and recognize the

rights of any DCPS employee who comes to work for WLA on a leave of absence from DCPS. Specifically, WLA will make the contributions the District government that would have made on the teacher's behalf for employees who elect to remain enrolled in the District of Columbia Teachers' Retirement Plan, such that the DCPS employees will receive credit for their service.

3. IMPLEMENTATION OF THE CHARTER

a. Maintenance & Reporting of Academic and Non-Academic Performance Data

Technology infrastructure and data reporting plan. The WLA Founding Team is considering the use of one or more of a set of systems that perform both student information gathering and maintenance functions and/or assessment and/or classroom management tools including: [PowerSchool](#), [Canvas](#), [Illuminate](#), [Apex Learning](#), and/or [Kickboard](#). Many schools across the United States currently use PowerSchool; Summit Public Schools use Apex Learning; and Hybrid High Schools use Canvas. The WLA Founding Team will arrange for demos from each of these (and more) potential systems to help determine which one will best support the WLA model.

Both Ednovate’s Hybrid High Schools and Summit Public Schools have shared their systems with us and offered support in implementing the WLA system.¹¹⁵ The WLA system chosen will provide access to grades and information about progress to administrators, teachers, students and parents through cloud-based data collection and user-friendly web interfaces. It will be a priority that systems are optimized for data collection and reporting to the DCPCSB, OSSE, and the Department of Education.

Responsibility for collecting, maintaining, and reporting data. WLA’s Chief Operations Officer will be responsible for maintaining data and working with the Principal and Revolution Schools to report the data to relevant stakeholders including the WLA Board of Trustees and the DCPCSB.

b. Major Contracts Planned

Major contracts planned. WLA expects to pursue contracts exceeding \$25,000 for items such as classroom technology, furniture, food services, and curricular materials. While the following list may change prior to the opening of the school, prospective contractors / needs may include:

- Lease for facility (if/as needed), TBD contractor(s)
- Revolution Schools (school management services)
- Food services
- Special education services, when needed to supplement the in-house staff

Contract procurement compliance. WLA will comply with D.C. Code Section 38-1802.04(c) for non-exempt contracts exceeding \$25,000. Specifically, WLA will place requests for proposals in the DC Register and at least one other newspaper with general circulation in the DC metro area not less than 7 days prior to the award of a contract. After assessing bids and selecting the winning vendor, WLA will provide the bidding packages received as well as the required forms/rationale for selecting the winning vendor to the PCSB. WLA will let the required 10 days elapse before entering into a final contract with the winning vendor. The ESP, Revolution Schools, will also follow the D.C. Code Section 38-1802.04(c) requirements for applicable contract procurements.

Timelines. See Section B(4)a: “Planning Year” for a comprehensive planning timeline. See Section C(4)a: “Facilities” for a timeline detailing the acquisition of facilities.

c. Services Sought from the District of Columbia Public Schools

¹¹⁵ Hybrid High School uses Canvas to manage the personalized learning progress for students. The Canvas dashboards allow teachers to upload or curate assignments, share them with particular students, and then monitor student progress on each assignment. Summit Public Schools use a customized system they created to allow for personalized learning plan production and monitoring.

WLA does not anticipate seeking services from DCPS.

d. Corporate Structure and Nonprofit Status of the School

Washington Leadership Academy is incorporated as a nonprofit entity in the District of Columbia. Copies of the bylaws and articles of incorporation are available in Section G of this application. Upon conditional approval of its charter application, the school will also apply for tax-exempt status with the District of Columbia and under Section 501(c)(3) of the Internal Revenue Code.

e. Technology Plan

Significant technological equipment and services that will be required. Technology is deeply woven into the fabric of the WLA model and plan. Thus, there are a number of different categories of technology that WLA will use including laptop computers, high speed internet access at school and at home, online assessment tools, online curricular materials, online dashboards, and more. Students will not need to purchase any of the required technology.

One laptop per student: WLA will provide all students with [Chromebook](#) laptops. A number of schools around the country have tested this model including Hybrid High Schools, Summit Public Schools, Alpha Public Schools, SEED DC, and many more. WLA will build upon the lessons learned in these schools to implement policies and procedures that will help to create a low number of damaged devices and a high level of digital literacy.

1. During the student orientation prior to the school year, a significant amount of time will be spent talking about the devices - what they are and are not to be used for, consequences of inappropriate use, that the computers are a privilege, and more. Orientation will also cover digital literacy skills from the obvious to the nuanced such as how to navigate to a new web page, how to turn on the wireless, how to do a targeted Google search, and more.
2. No student will be permitted to take home his/her computer until the student body at large has proven to teachers and administrators that they can treat the devices carefully and appropriately while on school grounds. Computers will be checked out in the morning and checked back in before students leave school grounds.¹¹⁶
3. Any student that gains permission to take his/her device home through proof of proper handling of the device will be provided with a protective carrying case.
4. WLA anticipates a 15% break-rate¹¹⁷ during the first year and has budgeted for that contingency, considering that students will be using the devices all day every day.

WLA reserves the right to revoke take-home privileges from any and all students at any time and will do so if students are not taking care of the computers and/or not using them to promote student learning.

High-speed wireless Internet access at school: It is mandatory that WLA have fast and reliable wireless Internet access at all times. WLA will pay to ensure that this is set up from the time students begin orientation.

¹¹⁶ Teachers and administrators will systematically inspect the computers for the first few weeks and provide feedback to students about their treatment and handling of the devices. Teachers will also actively watch students on their devices and through a system called [LanSchool](#) or other similar service that allows teachers and administrators to monitor computer use and shut off computers that are being used inappropriately.

¹¹⁷ Based on data from E.L. Haynes, Brooklyn Lab, and Hybrid High.

High-speed wireless Internet access at home: WLA is prepared for the chance that some students will not have high-speed Internet access at home. WLA staff will survey families as part of the initial information-gathering process prior to the school year. Families and students that do not have access to high speed internet at home will be provided with a stipend to cover the cost of Comcast’s [Internet Essentials](#) program that provides high speed internet access to low-income families¹¹⁸.

For students with no possibility of adequate home Internet access for whatever reason, WLA will provide students with a list of locations that are safe places to study where free wireless internet is available including libraries, public city buildings, and more. If access to the Internet at home or home computer use is a much larger challenge than WLA currently anticipates, the school model will not be harmed by disallowing students from taking home their laptops.

Online curricular materials: WLA will provide teachers with some autonomy when it comes to choosing their course materials. Thus, WLA will provide teachers with funding to purchase online learning tools in consultation with the Chief Operations Officer. Teachers will use a variety of different tools to do their best teaching. Some of the potential choices they may make are listed in Section B(3)c.

Classroom technology: Classrooms will be equipped with overhead projectors that allow teachers to connect their laptops and project the screen to facilitate their instruction. Some teachers may choose other technologies to enhance their teaching, in consultation with the Chief Operations Officer.

Cloud storage: Media storage will be accomplished via software as a service purchases of storage space in the cloud. Cloud services under consideration include Google, Apple, and others.

Tech support. The Chief Operations Officer and the Tech Manager will be responsible for ensuring that technology is in working condition at the school at all times during the first year. The Tech Manager will be available at the school during all regular school hours. If student devices stop working on evenings or weekends, they will have to wait until regular school hours commence, or the Tech Manager may respond to emails or phone calls at his/her choosing. Additional operations and technology staff will be added each year according to the schedule detailed in Section B(4)a: “Planning Year.” WLA has also budgeted an additional \$100 per student per year for extra tech support if needed.

Technology or support provided by families. WLA will not require families to purchase or pay for any technology equipment or support. On the contrary, WLA will provide families with stipends for high-speed Internet access via a systematic and orderly process.

Procedures to provide instruction when equipment is impaired. WLA teachers will be prepared with backup activities should the Internet fail to work during the school day. Teachers will not be required to have paper-based lessons for all of their lesson plans, rather, they will be expected to have several lessons, activities, or projects planned that could be placed anywhere during the trimester at a time of technology interruption. Technology interruptions happen in college and the professional world, so students will be taught to proceed through them with poise and flexibility

¹¹⁸ The cost is approximately \$10/month. Based on conversations with other schools serving similar populations that have surveyed parents regarding internet access,¹¹⁸ WLA anticipates that approximately 25% of students will not have access to the internet at home. WLA has budgeted to provide stipends for internet access to those students and families.

just like they will need to later in life.

Acceptable Use Policy. The Acceptable Use policy will incorporate widely adopted language used in schools to control Internet and technology use. The policy will require any users of technology at WLA to sign an Acceptable Use Agreement. By signing the agreement, users of WLA technology will agree to use the technology in a way that is professional and work-related. The Parent Agreement will inform parents that WLA will take steps to ensure that students are only accessing information relevant to their studies, but that fully controlling access to material on the Internet is impossible. WLA will actively watch students on their devices through a system called [LanSchool](#) or other similar service that allows teachers and administrators to monitor computer use and shut off computers that are being used inappropriately.

Data protection and recovery procedures. Students will use cloud-based software and save their work to the cloud. Any interruption will be the responsibility of the cloud service provider and will be dealt with accordingly. Such services have exceptional uptime records and redundancy mechanisms exceeding what a charter school would be able to achieve independently with native capabilities.

E. Budget and Finance

1. PRE-OPENING BUDGET

Budget E.1. Pre-opening Expenses: Year ZERO Budget (Planning Year)

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 Applicant	School	Education Management Organization	Total Revenues by Funding Source
REVENUES					Percent of Total Public Funding
1	Per Pupil Charter Payments	-			0
2	Per Pupil Facilities Allowance	-			0
3	Federal Entitlements	167,222			167,222
4	Other Government Funding/Grants				0
5	Total Public Funding	167,222			167,222
6	Private Grants and Donations	300,000			300,000
7	Activity Fees	-			0
8	Loans	-			0
9	Other Income (please describe in footnote)	-			0
10	Total Non-Public Funding	300,000			300,000
11	EMO Management Fee (= line 73, col. G)				0
12					
13					
14	TOTAL REVENUES	\$467,222			

EXPENSES		501(c)3 Applicant	School	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits						
15	Principal/Executive Salary		0		-	0%
16	Teachers Salaries		0		-	0%
17	Teacher Aides/Assistance Salaries		0		-	0%
18	Other Education Professionals Salaries		0		-	0%
19	Business/Operations Salaries		0		-	0%
20	Clerical Salaries		0		-	0%
21	Custodial Salaries		0		-	0%
22	Other Staff Salaries		0		-	0%
23	Employee Benefits		0		-	0%
24	Contracted Staff		200,000		200,000	120%
25	Staff Development Costs		30,000		30,000	18%
26						0%
27	Subtotal: Personnel Costs		\$230,000	\$0	\$230,000	138%
28						
29	Direct Student Costs					
30	Textbooks		0		-	0%
31	Student Supplies and Materials		10,000		10,000	6%
32	Library and Media Center Materials		0		-	0%
33	Computers and Materials		44,000		44,000	26%
34	Other Instructional Equipment		0		-	0%
35	Classroom Furnishings and Supplies		25,000		25,000	15%
36	Student Assessment Materials		0		-	0%
37	Contracted Student Services		0		-	0%
38	Miscellaneous Student Costs		25,000		25,000	15%
39						0%
40	Subtotal: Direct Student Costs		\$104,000	\$0	\$104,000	62%
41						
42	Occupancy Expenses					
43	Rent		7,200		7,200	4%
44	Mortgage Principal Payments		0		-	0%
45	Mortgage Interest Payments		0		-	0%
46	Building Maintenance and Repairs		0		-	0%
47	Renovation/Leasehold Improvements		0		-	0%
48	Utilities		0		-	0%
49	Janitorial Supplies		0		-	0%
50	Equipment Rental and Maintenance		0		-	0%
51	Contracted Building Services		0		-	0%
52						0%
53	Subtotal: Occupancy Expenses		\$7,200	\$0	\$7,200	4%
54						
55	Office Expenses					
56	Office Supplies and Materials		5,000		5,000	3%
57	Office Furnishings and Equipment		5,000		5,000	3%
58	Office Equipment Rental and Maintenance		0		-	0%
59	Telephone/Telecommunications		0		-	0%
60	Legal, Accounting and Payroll Services		0		-	0%
61	Printing and Copying		0		-	0%
62	Postage and Shipping		0		-	0%
63	Other		0		-	0%
64						0%
65	Subtotal: Office Expenses		\$10,000	\$0	\$10,000	6%
66						
67	General Expenses					
68	Insurance		1,000		1,000	1%
69	Interest Expense		0		-	0%
70	Transportation		0		-	0%
71	Food Service		0		-	0%
72	Administration Fee (to PCSB)		0		-	0%
73	EMO Management Fee		0		-	0%
74	Other General Expense		64,000		64,000	38%
75	Unforeseen Expenses		0		-	0%
76	Subtotal: General Expenses		\$65,000	\$0	\$65,000	39%
77						
78	TOTAL EXPENSES		\$416,200			
79						
80	EXCESS (OR DEFICIENCY)					
81	Excess (or deficit) retained by school		\$51,022			
82	Excess (or deficit) retained by EMO					

ASSUMPTIONS	
Student Enrollment	0
Facility Size (square footage)	-
Average Teacher Salary	-
Teachers	0
Student/Teacher Ratio	n/a

2. TWO-YEAR OPERATING BUDGET

Budget E.2a. Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 Applicant	School	Education Management Organization	Total Revenues by Funding Source
REVENUES					Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	1,493,320		1,493,320	
2	Per Pupil Facilities Allowance	307,200		307,200	
3	Federal Entitlements	348,050		348,050	
4	Other Government Funding/Grants	53,974		53,974	
5	Total Public Funding	2,202,545		2,202,545	
6	Private Grants and Donations	-		0	
7	Activity Fees	-		0	
8	Loans	-		0	
9	Other Income (please describe in footnote)	-		0	
10	Total Non-Public Funding	-		0	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	TOTAL REVENUES	\$2,202,545			

EXPENSES		501(c)3 Applicant	School	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits						
15	Principal/Executive Salary	120,000			120,000	5%
16	Teachers Salaries	615,000			615,000	28%
17	Teacher Aides/Assistance Salaries	60,000			60,000	3%
18	Other Education Professionals Salaries	0			-	0%
19	Business/Operations Salaries	0			-	0%
20	Clerical Salaries	35,000			35,000	2%
21	Custodial Salaries	0			-	0%
22	Other Staff Salaries	0			-	0%
23	Employee Benefits	157,676			157,676	7%
24	Contracted Staff	65,000			65,000	3%
25	Staff Development Costs	25,076			25,076	1%
26						0%
27	Subtotal: Personnel Costs	\$1,077,752		\$0	\$1,077,752	49%
28						
29	Direct Student Costs					
30	Textbooks	10,000			10,000	0%
31	Student Supplies and Materials	38,500			38,500	2%
32	Library and Media Center Materials	5,000			5,000	0%
33	Computers and Materials	4,200			4,200	0%
34	Other Instructional Equipment	0			-	0%
35	Classroom Furnishings and Supplies	12,850			12,850	1%
36	Student Assessment Materials	5,000			5,000	0%
37	Contracted Student Services	33,000			33,000	1%
38	Miscellaneous Student Costs	28,000			28,000	1%
39						0%
40	Subtotal: Direct Student Costs	\$136,550		\$0	\$136,550	6%
41						
42	Occupancy Expenses					
43	Rent	414,000			414,000	19%
44	Mortgage Principal Payments	0			-	0%
45	Mortgage Interest Payments	0			-	0%
46	Building Maintenance and Repairs	18,000			18,000	1%
47	Renovation/Leasehold Improvements	5,000			5,000	0%
48	Utilities	49,500			49,500	2%
49	Janitorial Supplies	13,500			13,500	1%
50	Equipment Rental and Maintenance	0			-	0%
51	Contracted Building Services	45,000			45,000	2%
52						0%
53	Subtotal: Occupancy Expenses	\$545,000		\$0	\$545,000	25%
54						
55	Office Expenses					
56	Office Supplies and Materials	10,000			10,000	0%
57	Office Furnishings and Equipment	27,800			27,800	1%
58	Office Equipment Rental and Maintenance	10,800			10,800	0%
59	Telephone/Telecommunications	27,120			27,120	1%
60	Legal, Accounting and Payroll Services	0			-	0%
61	Printing and Copying	1,500			1,500	0%
62	Postage and Shipping	1,500			1,500	0%
63	Other	10,000			10,000	0%
64						0%
65	Subtotal: Office Expenses	\$88,720		\$0	\$88,720	4%
66						
67	General Expenses					
68	Insurance	15,000			15,000	1%
69	Interest Expense	0			-	0%
70	Transportation	11,000			11,000	0%
71	Food Service	72,230			72,230	3%
72	Administration Fee (to PCSB)	22,211			22,211	1%
73	EMO Management Fee	199,899			199,899	9%
74	Other General Expense	8,600			8,600	0%
75	Unforeseen Expenses	22,211			22,211	1%
76	Subtotal: General Expenses	\$351,151		\$0	\$351,151	16%
77						
78	TOTAL EXPENSES	\$2,199,173				
79						
80	EXCESS (OR DEFICIENCY)					
81	Excess (or deficit) retained by school	\$3,372				
82	Excess (or deficit) retained by EMO					

ASSUMPTIONS		
Student Enrollment		100
Facility Size (square footage)		18,000
Average Teacher Salary		68,333
Teachers		9
Student/Teacher Ratio		11 to 1

Budget E.2b. Two-Year Operating Budget Worksheet: Year TWO

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	3,060,052		3,060,052	
2	Per Pupil Facilities Allowance	614,400		614,400	
3	Federal Entitlements	451,511		451,511	
4	Other Government Funding/Grants	109,954		109,954	
5	Total Public Funding	4,235,918		4,235,918	
6	Private Grants and Donations	-		0	
7	Activity Fees	-		0	
8	Loans	-		0	
9	Other Income (please describe in footnote)	-		0	
10	Total Non-Public Funding	-		0	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	TOTAL REVENUES	\$4,235,918			
EXPENSES					
Personnel Salaries and Benefits		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
15	Principal/Executive Salary	223,850		223,850	5%
16	Teachers Salaries	1,162,250		1,162,250	27%
17	Teacher Aides/Assistance Salaries	122,400		122,400	3%
18	Other Education Professionals Salaries	173,400		173,400	4%
19	Business/Operations Salaries	0		-	0%
20	Clerical Salaries	35,700		35,700	1%
21	Custodial Salaries	0		-	0%
22	Other Staff Salaries	56,100		56,100	1%
23	Employee Benefits	337,898		337,898	8%
24	Contracted Staff	66,300		66,300	2%
25	Staff Development Costs	46,714		46,714	1%
26					0%
27	Subtotal: Personnel Costs	\$2,224,612	\$0	\$2,224,612	53%
28					
29	Direct Student Costs				
30	Textbooks	20,400		20,400	0%
31	Student Supplies and Materials	73,950		73,950	2%
32	Library and Media Center Materials	10,200		10,200	0%
33	Computers and Materials	38,813		38,813	1%
34	Other Instructional Equipment	0		-	0%
35	Classroom Furnishings and Supplies	41,544		41,544	1%
36	Student Assessment Materials	10,200		10,200	0%
37	Contracted Student Services	57,640		57,640	1%
38	Miscellaneous Student Costs	31,320		31,320	1%
39					0%
40	Subtotal: Direct Student Costs	\$284,067	\$0	\$284,067	7%
41					
42	Occupancy Expenses				
43	Rent	422,280		422,280	10%
44	Mortgage Principal Payments	0		-	0%
45	Mortgage Interest Payments	0		-	0%
46	Building Maintenance and Repairs	18,360		18,360	0%
47	Renovation/Leasehold Improvements	5,000		5,000	0%
48	Utilities	50,490		50,490	1%
49	Janitorial Supplies	13,770		13,770	0%
50	Equipment Rental and Maintenance	0		-	0%
51	Contracted Building Services	45,900		45,900	1%
52					0%
53	Subtotal: Occupancy Expenses	\$555,800	\$0	\$555,800	13%
54					
55	Office Expenses				
56	Office Supplies and Materials	20,400		20,400	0%
57	Office Furnishings and Equipment	14,740		14,740	0%
58	Office Equipment Rental and Maintenance	11,016		11,016	0%
59	Telephone/Telecommunications	31,080		31,080	1%
60	Legal, Accounting and Payroll Services	12,000		12,000	0%
61	Printing and Copying	3,060		3,060	0%
62	Postage and Shipping	3,060		3,060	0%
63	Other	20,400		20,400	0%
64					0%
65	Subtotal: Office Expenses	\$115,756	\$0	\$115,756	3%
66					
67	General Expenses				
68	Insurance	21,000		21,000	0%
69	Interest Expense	0		-	0%
70	Transportation	21,420		21,420	1%
71	Food Service	147,350		147,350	3%
72	Administration Fee (to PCSB)	42,576		42,576	1%
73	EMO Management Fee	383,185		383,185	9%
74	Other General Expense	14,460		14,460	0%
75	Unforeseen Expenses	42,576		42,576	1%
76	Subtotal: General Expenses	\$672,567	\$0	\$672,567	16%
77					
78	TOTAL EXPENSES	\$3,852,801			
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$383,117			
82	Excess (or deficit) retained by EMO				
ASSUMPTIONS					
	Student Enrollment	200			
	Facility Size (square footage)	18,000			
	Average Teacher Salary	69,082			
	Teachers	16.5			
	Student/Teacher Ratio	12 to 1			

3. ESTIMATED FIVE-YEAR BUDGET PROJECTIONS

Budget E.3 Five-Year Estimated Budget Worksheet

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	1,800,520	3,674,452	5,574,640	7,559,624	7,686,240
Federal Entitlements	402,024	561,465	518,335	637,333	658,837
Income from Grants and Donations	-	-	-	-	-
Loans	-	-	-	-	-
Activity Fees	-	-	-	-	-
Other Income	-	-	-	-	-
TOTAL REVENUES	2,202,545	4,235,918	6,092,975	8,196,957	8,345,078
EXPENSES					
Personnel Salaries and Benefits	1,077,752	2,224,612	3,212,683	4,369,738	4,540,253
Direct Student Costs	136,550	284,067	344,070	422,892	426,383
Occupancy	545,000	555,800	1,409,540	1,437,631	1,466,283
Office Expenses	88,720	115,756	141,682	192,019	184,883
General Expenses	351,151	672,567	974,493	1,321,645	1,359,995
TOTAL EXPENSES	2,199,173	3,852,801	6,082,469	7,743,924	7,977,797
EXCESS (OR DEFICIENCY)	3,372	383,117	10,506	453,033	367,280

4. CAPITAL BUDGET

Budget E.4. Capital Budget Detail for First Two Operating Years

Details for years one and two	Year 1	Year 2	Notes
35. Classroom Furnishings and Supplies	\$ 12,850	\$ 41,544	
New students	-	100	<i>Number of new students (Year 1 purchases shifted to Year 0)</i>
New classrooms	4	4	<i>Number of new classrooms</i>
Cost per new student	\$ 255	260	<i>Desk/chair & misc for each new student</i>
Cost per new classroom	\$ 400	408	<i>Desk/chair & cabinets for each new classroom</i>
Athletic/sports equipment	\$ 7,500	10,000	
Replacement costs	\$ 3,750	\$ 3,902	<i>Estimated replacement costs</i>
Subtotal, student furniture	\$ 12,850	\$ 41,544	<i>Total classroom FFE</i>
57. Office Furnishings and Equipment	\$ 27,800	\$ 14,740	
New staff (non-teachers & apprentices)	2	5	<i>New staff (non-teachers & apprentices)</i>
Cost per new non-teacher & apprentice	\$ 400	408	<i>Desk/chairs & cabinets</i>
Miscellaneous FF&E	\$ 5,000	5,100	
Replacement costs		\$ -	<i>Estimated replacement costs Yr2</i>
Subtotal staff furniture	\$ 5,800	\$ 7,140	<i>Total desk and chairs</i>
New staff (non-teachers & apprentices)	2	5	<i>New staff (non-teachers & apprentices)</i>
Cost per new non-teacher & apprentice	1,000	1,020	<i>MacBook Airs</i>
Replacement costs		\$ -	<i>Estimated replacement costs Yr2</i>
Subtotal staff computers	\$ 2,000	\$ 5,100	<i>Total staff computers</i>
Server, wireless access points, switches, printers	\$ 10,000	\$ 2,500	<i>Server, wireless access points, switches, printers</i>
PowerSchool implementation	\$ 7,500	\$ -	<i>PowerSchool implementation</i>
Other admin computers	\$ 2,500	\$ -	<i>Miscellaneous</i>
33. Computers and Materials	\$ 4,200	\$ 38,813	
New students	-	100	<i>New students (Year 1 purchases shifted to Year 0)</i>
Cost per new student	255	260	<i>Netbooks/tablets</i>
New teachers	-	8	<i>New teachers (Year 1 purchases shifted to Year 0)</i>
Cost per new teacher	\$ 1,020	\$ 1,040	<i>MacBook Airs</i>
Servers, wireless, misc. tech	\$ -	\$ 5,000	<i>Servers, wireless, misc. tech</i>
Replacement costs	\$ 4,200	\$ -	<i>Estimated replacement costs</i>
Subtotal classroom computers	\$ 4,200	\$ 38,813	<i>Total classroom computers</i>
47. Renovation/Leasehold Improvements	\$ 5,000	\$ 5,000	
LH improvements not covered by landlord	5,000	5,000	<i>Minor renovations/LH improvements (most in Yr0)</i>
Subtotal classroom computers	\$ 5,000	\$ 5,000	<i>Renovations in Yrs1&2 (\$50k assumed for Yr0)</i>

5. CASH FLOW PROJECTION FOR YEAR ONE

Budget E.5. Monthly Cash Flow Projection - Year ONE

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
1. Cash on Hand (start of month)		51,022	430,285	241,219	87,443	527,158	356,293	209,814	459,659	313,180	166,700	341,880	195,401	51,022
2. Cash receipts														
Per Pupil Charter Payments	-	447,996	-	-	373,330	-	-	373,330	-	-	298,664	-	-	1,493,320
Per Pupil Facilities Allowance	-	92,160	-	-	215,040	-	-	-	-	-	-	-	-	307,200
Federal Entitlements	167,222	23,889	23,889	21,667	25,846	25,846	25,846	48,841	25,846	25,846	48,841	25,846	25,846	348,050
Other Government Funding/Grants	-	-	-	5,997	5,997	5,997	5,997	5,997	5,997	5,997	5,997	5,997	-	53,974
Grants and Donations	300,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Activities Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Total Receipts	\$467,222	\$564,045	\$23,889	\$27,664	\$620,213	\$31,843	\$31,843	\$428,168	\$31,843	\$31,843	\$353,502	\$31,843	\$25,846	\$2,202,545
4. Total Cash Available	\$467,222	\$615,067	\$454,174	\$268,882	\$707,656	\$559,002	\$388,136	\$637,982	\$491,503	\$345,023	\$520,203	\$373,723	\$221,247	\$2,253,567
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary	-	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Teachers Salaries	-	51,250	51,250	51,250	51,250	51,250	51,250	51,250	51,250	51,250	51,250	51,250	51,250	615,000
Teacher Aides/Assistance Salaries	-	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
Other Education Professionals Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Business/Operations Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Clerical Salaries	-	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000
Custodial Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits	-	11,583	12,473	13,362	13,362	13,362	13,362	13,362	13,362	13,362	13,362	13,362	13,362	157,676
Contract Staff	200,000	4,167	4,167	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	4,167	65,000
Staff Development Costs	30,000	4,296	4,296	4,296	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	25,076
Direct Student Costs														
Textbooks	-	-	10,000	-	-	-	-	-	-	-	-	-	-	10,000
Student Supplies and Materials	10,000	5,108	6,533	3,683	3,683	3,683	2,258	2,258	2,258	2,258	2,258	2,258	2,258	38,500
Library and Media Center Materials	-	750	1,000	500	500	500	250	250	250	250	250	250	250	5,000
Computers and Materials	44,000	-	4,200	-	-	-	-	-	-	-	-	-	-	4,200
Other Instructional Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom Furnishings and Supplies	25,000	6,425	6,425	-	-	-	-	-	-	-	-	-	-	12,850
Student Assessment Materials	-	-	-	556	556	556	556	556	556	556	556	556	-	5,000
Contracted Instructional/Student Services	-	-	-	-	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	33,000
Miscellaneous Student Costs	25,000	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	28,000
6. Total Expenses	416,200	184,782	212,955	181,440	180,498	202,709	178,323	178,323	178,323	178,323	178,323	178,323	166,853	2,199,173
7. Fund Balance (end of month)	51,022	430,285	241,219	87,443	527,158	356,293	209,814	459,659	313,180	166,700	341,880	195,401	54,394	54,394

F. Board of Trustees Supporting Documents

Jeanne Abate Allen



PROFESSIONAL EXPERIENCE

HotChalk, Inc. *Vice President for Policy and Communications.* Manage policy development and outreach efforts concerning quality higher education programs for teachers and students.

The Center for Education Reform. *Senior Fellow and President-Emeritus – 2013- present*
Developed and currently lead Education Reform University; Provide leadership support, conduct research and writing about critical issues; also member of Board of Directors.

The Center for Education Reform. *Founder and Chief Executive Officer 1993- 2013*
Leader of this organization which stimulated state level agenda that catalyzed school reform, including creation of charter school laws, state standards and curriculum reform efforts.

TAC Public Affairs. *President 2004- present*
Consulting support provided to organizations and individuals working to advance great education for children.

National Council of Education Providers. *Co-Founder and advisor 2004-2009*
Developed this trade association for education entrepreneurs whose organizations serve public schools.

Education Leaders Council. *Co-Founder 2003*
Created through collaboration this council of innovation-minded state school chiefs from 10 states, which influenced federal and state policy changes through 2009 when its goals were achieved.

The Heritage Foundation. *Senior Policy Analyst 1988-1993*
Developed and ran the education policy agenda for this national think tank.

United States Department of Education. *Special Assistant 1983-1988*
Youngest political appointee in the Department. Reported to the Assistant Secretary, Office of Post Secondary Education to manage accreditation efforts and student financial aid policies

United States House of Representatives. *Legislative Correspondent 1982-1983*
Offices of Congresswoman Marge Roukema (R-NJ) and Congressman Jim Florio (D-NJ).
Managed members' front office, responsible for communications and correspondence on issues relating to social security, defense and subsequently education policy.

EDUCATION ADVISORY and BOARD POSITIONS

University of Pennsylvania Office of Innovation. *Present*; Advisor; Provided significant content and input to development of Masters in Education Entrepreneurship.

Arizona State University Education Innovation Council. *Present*

Member and participant in this annual summit focusing solely on education and technology and the employment of technology in education working with the nation's leading CEOs and leaders.

Digital Learning Council. *2012-2014*

One of 50 National Educational Leaders appointed by bi-partisan leadership, tasked with advancing technology use in education.

Capital E. *Present*

Founding advisor of regional and business consortium whose purpose is to develop the Mid-Atlantic region as a stronghold in education technology.

Challenge Charter School. *Present.* Board Member of this highly successful 20-year old charter school outside of Phoenix, Arizona.

PUBLICATIONS

Regular contributor to National Journal education blog, Huffington Post and previously Politico's Arena. Published hundreds of articles in outlets such as: Los Angeles Times, USA Today, The Wall Street Journal, and The Washington Post. Co-authored, The School Reform Handbook: How to Improve Your Schools and Education Reform: Before it Was Cool.

BROADCAST and MEDIA APPEARANCES

Appearances on NBC Nightly News, CNN, Fox, CNN Headline News, Wall Street Journal Opinion Live, Fox and Friends, Fox Business, in addition to many other local cable and national radio programs. Annual participant on NBC's *Education Nation* and advisor to Walden Media's film *Won't Back Down*.

EDUCATION

Dickinson College, Carlisle, PA

Bachelor of Arts, Political Science and Psychology 1982

Class President and Student Representative to Trustees

Catholic University, Washington, DC

Studies towards Masters in Politics, 1983-1985

University of Pennsylvania, Philadelphia, PA

Masters of Education in Entrepreneurship, 2014-present

CIVIC INTERESTS

Member of the Sovereign Order of Malta.

Member of the John Carroll Society

Member of the National Italian American Foundation

Active volunteer at Little Flower Parish, Bethesda Maryland

Active member of Dickinson College Alumni Affairs, Carlisle, PA

AWARDS

Friend of Education, given by Education Industry Association.

Most Powerful Mom in Education, given by Working Mother.

Champion Award, Black Alliance for Educational Options

**WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER**

**Founding and Board Member Agreement, Statement of Interest, & Qualifications
Washington Leadership Academy**

BOARD MEMBER AGREEMENT—

As a member of the Founding Team and Board of Trustees of Washington Leadership Academy (“WLA”), consistent with my fiduciary duties, I shall continuously strive to promote the best interests of WLA as a whole and to that end, shall adhere to the following ethical standards:

- I. Commitment to WLA’s Mission
 - ☐ In the course of my duties, I will be guided by WLA’s mission—to *prepare Washington, DC scholars with the knowledge, skills, and habits required for success in college and lives of public leadership.*

- II. Fairness
 - ☐ I will encourage debate, expressions of different opinions, and listen with an open mind to others’ ideas.
 - ☐ I will be fair, just, and impartial in all of my decisions and actions.

- III. Trustworthiness
 - ☐ I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - ☐ I will work to ensure accountable and prudent use of WLA resources.
 - ☐ I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board, unless specifically authorized to do so.

- IV. Honor
 - ☐ I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - ☐ I will not release confidential information.

- V. Integrity
 - ☐ I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - ☐ I will not disclose information that is confidential by law or that will needlessly harm WLA if disclosed.
 - ☐ I refuse to surrender judgment to any individual interest group at the expense of WLA as a whole.

- VI. Service
 - ☐ I will diligently prepare for and attend WLA Board meetings.
 - ☐ I will avoid personal involvement in activities the Board has delegated to designees unless directed or as part of predetermined responsibilities.
 - ☐ I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.

**WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER**

STATEMENT OF INTEREST & QUALIFICATIONS—

Describe your interest in the Washington Leadership Academy, your role in the development of the application, your role should a charter be granted, and the expertise and resources that you will bring in establishing the proposed school.

I have been involved in the development of laws and policies relating to Washington, DC and other states concerning charter schools for more than 20 years. I believe that high quality, successful, rigorous and innovative charter schools can ensure a better life for their students, families, their communities as well as promote the greater good. I am especially excited to serve in a local capacity in bringing a new dimension of civic education to the district. The Washington Leadership Academy will advance this important aspect of education and be a national exemplar, because of its leaders, and their vision and prior accomplishments

I have served on and led boards and know the importance of strong board stewardship as well as the critical role of sound governance in ensuring the success of charter schools. I have been involved in reviewing and shaping the application and, if the charter is approved, will serve as a member of the Board of Trustees of WLA and devote time and energy to ensuring that it fulfills its mission and the tenets of its contract with the District of Columbia.

Founding / Board Member Signature:



Printed Name:

Jeanne Allen

Date:

2.15.15

Conflict of Interest Form

Instructions: Check “yes or no” to each question in the table below. If you answer “yes” to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature <i>Jeanne Allen</i>	
Name (Printed) Jeanne Allen	Title Founder & Pres Emeritus, CER
Name of Proposed School Wash Leadership Academy	Date 2-15-15

Conflict of Interest Explanations

12. I serve on the Board of Friendship Public Charter School Foundation in Washington, DC and the Challenge Charter School in Chandler, AZ.

Seth Andrew



Public sector senior executive and social entrepreneur committed to ensuring that every American is prepared to succeed in college and lead a life of active citizenship.

EDUCATION

Harvard Graduate School of Education- Ed.M in School Leadership & School Development

Harvard Business School- Coursework in Entrepreneurship & Effective Leadership of Social Enterprise

Brown University- B.A. in Public Policy & American Institutions and Education Studies

The Bronx High School of Science- Regents Diploma with Honors

United States House of Representatives Page School- Junior Diploma, National Honor Society

EDUCATIONAL LEADERSHIP

US Department of Education, Washington, DC

Aug. 2013 - Present

Senior Advisor, Office of the Secretary: Work with the Office of Education Technology to advance President Obama & Secretary Duncan's agenda through innovative strategies that leverage digital tools and personalization.

Superintendent in Residence: Work across federal agencies to apply practical lessons from district leadership. Conceived and executed White House Summit on #FutureReady Schools.

Democracy Prep Public Schools, Harlem, NY

Sept. 2004 - On-Leave

More than ~90% of DPPS scholars enter below grade level, ~85% are low-income, ~20% have special needs, ~12% are incoming English Language Learners, ~5% are homeless, and yet 100% of Democracy Prep alumni are university bound. Our citizen-scholars debate competitively, participate in civic leadership, engage in art, music, theater, technology, and competitive sports. They "Work Hard, Go to College, and Change the World!"

Teacher: Taught courses including the Senior Seminar, "Applied Civics & College Leadership."

Superintendent: Responsible for all aspects of school excellence and innovation serving students in grades K-12 with a rigorous college-prep academic program. Manage a **\$100 million annual budget** with 650+ staff at New York City's highest performing Charter Management Organization. Turned around low-performing schools in Harlem, Camden, the Bronx, and soon, Washington, DC. Expanding at 50% enrollment growth each year across **fifteen campuses** while operating **exclusively on public funding**. Leverage innovation and data in thoughtful ways to ensure that the financial, technological, and talent model can scale to serve thousands more students.

Founder & Head of School: Built the founding team and led the flagship middle school as principal. In 2010, Democracy Prep became the #1 middle school and #1 charter school in New York City.

Building Excellent Schools Fellow: Prestigious year-long fellowship to develop 1,500-page charter application

Harvard Graduate School of Education, Cambridge, MA

Sept. 2010 – Sept. 2012

Adjunct Lecturer: Designed A-310, "Leadership in High Performing Public Charter Schools." Taught school leadership to students from HGSE, Harvard Kennedy School and Harvard Business School.

Cambridge Rindge & Latin High, Coelho Middle, & Fenway High, MA

Sept. 2001 - Aug. 2004

Special Education Teacher & Inclusion Specialist: Taught seventh, ninth, & tenth grade inclusion English, history and math, resulting in 90% of special needs students passing the high-stakes MCAS exam. Designed and implemented curriculum and support for students with special needs and led faculty inclusion workshops.

Dong-Seung Middle School, Chonan, South Korea

Jan. 2001 - Aug. 2001

English Teacher: Taught English grammar, pronunciation, vocabulary and civics to 350 Korean students with class sizes of 45. Coached the English speech team, overhauled the English curriculum and introduced a hybrid pedagogy.

TEACHING CERTIFICATIONS

Social Studies & Moderate Disabilities in New York, Rhode Island, & Massachusetts

Seth Andrew

SOCIAL SECTOR EXPERIENCE

Democracy Builders, New York, NY

Oct. 2005 - Present

Founder & Chairman: Created non-profit 501(c)4 advocacy organization to engage parents to organize for civic action. Serving 80+ member schools to fight for funding equity, public facilities & quality school choice.

Alumni Revolution, New York, NY

July 2013 - Present

Founder & Chairman: Created non-profit 501(c)3 college success and advocacy organization to engage first generation college students to engage in civic action.

Polaris Project, Washington, DC

July 2002 – Dec. 2007

Founding Board Chairman: Worked with co-founders to establish Polaris Project, one of the leading anti-human trafficking organizations in the world. Polaris has helped change laws, enforce policy, and serve thousands of victims.

Mayor's Council on Drug and Alcohol Abuse, Providence, RI

Mar. 1998 - May 2000

Chief Grant Writer: Applied for grants, oversaw implementation and led prevention programs totaling \$1.6 million.

Rhode Island Secretary of State James Langevin, Providence, RI

June 1997 - Feb. 1998

Policy Analyst: Co-authored a major study "ACCESS DENIED: Chaos, Confusion and Closed Doors,"

SELECTED LEADERSHIP, AWARDS, & ACHIEVEMENTS

- **Eye-to-Eye Global Education Forum**, DAEKYO Culture Foundation Award
- **New York Daily News**, Hometown Hero Award
- **Korean American Association**, Person of the Year Award
- **Harry S. Truman Foundation**, Scholarship for Public Service
- **Common Cause**, Good Government Award
- **Society of Professional Journalists**, Public Service Award

SELECTED SPEECHES, ESSAYS, & PUBLIC TESTIMONY

- Author, "Civic Malpractice" essay in *Teaching America*, David Feith, Ed.
- **U.S. House of Representatives Testimony**, "Transforming Teacher Certification & Opening Floodgates of Talent"
- **World Economic Forum Global Agenda Council**, "Democracy For All: Educating Responsible Citizen-Scholars"
- **Hamilton Project at The Brookings Institution**, "Learning from Successes & Failures of Public Charter Schools"
- **US Department of State, Armenia & Uruguay**, "School Leadership in Post-Soviet Education Systems"
- **EBS Conference on Smart Schools, Seoul**, "The Korean & American Educational Hybrid"
- **New York State Senate & Assembly and New York City Council**, "College and Citizenship for All"
- **Rhode Island State Senate & Rhode Island State Assembly**, "The Need for Modern Civic Education"
- **National Public Charter School Conference**, "Choice and Voice: Student Advocacy & Civic Engagement"
- **American Enterprise Institute**, K-12 Working Group, Civics 2.0, Civic Education Working Group
- **Manhattan Institute**, The Future of Teacher Certification, *Teaching Matters* & NYC Teacher Evaluation Reform
- **University Presentations at Harvard, Yale, Brown, Columbia, Penn Law, Yale Law, Kellogg, HBS, etc.**
- **National Media Features & Appearances:** NPR, ABC, NBC, CBS, FOX, CNN, MSNBC, BBC, NYT, WSJ, USA Today, The Economist, Time, The New Yorker, EdWeek, Huffington Post, Chosun Ilbo, MBC, KBS, UN.org, etc.

INTERESTS & SKILLS

Travel- Visited 63 countries on all 7 continents; just 132 more to go.

Other Fun Stuff- Small craft sailor, bike-share enthusiast, jazz novice, adventurer, and dad of amazing twin girls!

**WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER**

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- ☒ I will encourage debate, expressions of different opinions, and listen with an open mind to others’ ideas.
 - ☒ I will be fair, just, and impartial in all of my decisions and actions.
- III. Trustworthiness
- ☒ I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - ☒ I will work to ensure accountable and prudent use of WLA resources.
 - ☒ I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board, unless specifically authorized to do so.
- IV. Honor
- ☒ I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - ☒ I will not release confidential information.
- V. Integrity
- ☒ I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - ☒ I will not disclose information that is confidential by law or that will needlessly harm WLA if disclosed.
 - ☒ I refuse to surrender judgment to any individual interest group at the expense of WLA as a whole.
- VI. Service
- ☒ I will diligently prepare for and attend WLA Board meetings.
 - ☒ I will avoid personal involvement in activities the Board has delegated to designees unless directed or as part of predetermined responsibilities.
 - ☒ I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.

**WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER**

STATEMENT OF INTEREST & QUALIFICATIONS—

Describe your interest in the Washington Leadership Academy, your role in the development of the application, your role should a charter be granted, and the expertise and resources that you will bring in establishing the proposed school.

My commitment to civic education was solidified when I lost a race for State Representative by just 79 votes. Upon reflecting on the underlying causes of my loss, it became clear that the disenfranchisement of young people and general civic disengagement were the most significant barriers to fundamental social change in our democracy. Inspired by the Henry David Thoreau quotation, "There are a thousand hacking at the branches of evil, for every one who is striking at the root." I set out to strike at the root of our world's challenges, not through elected office ever again, but by working to reform our public schools from the ground up.

During my days as a public school teacher in Massachusetts, I was deeply inspired by my students' growth and passionate about my work in the classroom, but I felt trapped on an island of excellence in a sea of low expectations. I longed for an innovative environment where everyone shared the same belief that every single one of our students would be successful in college, citizenship, and public leadership if given the necessary academic tools. I founded Democracy Prep Public Schools in 2005, determined to create a proof-point for what was possible for urban students. Every single student at Democracy Prep would learn from the first day that they would Work Hard, Succeed in College, and Change the World! In 2010, as principal, Democracy Prep became the number one middle school in the City of New York. Now, DPPS serves more than 5,000 students on fifteen campuses across NY, NJ, DC, and LA.

In 2013, I transitioned out of day-to-day operations of Democracy Prep to focus on educational technology as a Senior Advisor at the U.S. Department of Education. While there, I gained exposure to the burgeoning field of "ed tech" and was nothing short of inspired by how technology could be leveraged to scale and revolutionize education for low-income students. Online materials and adaptive assessments offer teachers an unprecedented opportunity to personalize instruction for students, maximizing their potential for educational growth.

I am thrilled about the Washington Leadership Academy because it will provide students with the differentiated instruction they need with unparalleled development of the civic understanding and technological skills that are essential for the 21st century. I am 100% committed to the successful development and growth of Washington Leadership Academy and will put my experience, skills and network to work to make it one of the best educational experiences available anywhere on Earth.

Founding / Board Member Signature:



Printed Name:

SETH ANDREW


Date:

2/28/2015

Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	
Name (Printed) SETH ANDREW	Title CO-FOUNDER
Name of Proposed School WASHINGTON LEADERSHIP ACADEMY	Date 2/28/2015

Conflict Of Interest Form
Supplemental Answers
Seth Andrew

1) Yes, I intend to become a compensated employee of Revolution Schools Inc., the proposed non-profit 501(c)3 CMO/ESP for the Washington Leadership Academy and eventually other similar schools. If the Management Agreement is approved by the DCPCSB, Revolution Schools will manage all back-office functions of WLA while also working to distribute the WLA educational content online.

6) Yes, I intend to become a compensated employee of Revolution Schools Inc., the proposed non-profit 501(c)3 CMO/ESP for the Washington Leadership Academy.

8) With regards to questions 6 and 8, I have answered "Yes" because of my potential future involvement as a staff member of Revolution Schools, a non-profit ESP that will likely contract with the board of WLA. At the time of submission I have earned no salary or compensation of any kind from Revolution Schools and do not intend to do so for at least one year from submission of the charter application. My spouse nor any other member of my family have any involvement with WLA, Revolution Schools, or any other potential contractors in any form.

12) Yes, I have applied to establish and participated in the establishment of multiple charter schools in the past. As founder and former Superintendent of Democracy Prep Public Schools, a non-profit 501(c)3 CMO, I served on the boards of most of our charter schools. Additionally, I participated in Washington Leadership Academy's 2014 application to the DCPCSB, which failed to receive a charter.

13) Yes, I also serve as founder and chair of the board of Alumni Revolution and Democracy Builders, two non-profit organizations that we anticipate will serve the alumni and families of Washington Leadership Academy. These contracts will not likely be directly with WLA, but included in the CMO Management Agreement with Revolution Schools. The Management Agreement contract will be negotiated and signed between the board of Revolution Schools and the independent board of WLA. I intend to recuse myself from any and all debates and votes regarding Revolution Schools or these entities because they may appear to be a conflict of interest.

Beatriz E. Ceja

Professional Profile: Dedicated and dynamic leader, with demonstrated management successes in developing and directing complex federal discretionary program implementation, research, and evaluation. Experienced in designing and directing comprehensive programs for the preparation and development of teachers and school leaders. Strong strategic sense with the ability to balance short-term priorities against long-term organizational mission goals and objectives. Skilled in leading, motivating, and mentoring groups of professional staff, and in planning, managing, and leveraging resources to support mission organizational goals. Skilled negotiator and creative problem solver with ability to define and apply unique solutions to address actual and anticipated challenges and barriers to mission success. Demonstrated ability to lead and manage change with the introduction of innovative ideas and best practices to accomplish goals and drive accountability. Demonstrated success in building and sustaining coalitions to promote and advance organizational mission and vision.

Professional Experience:

Supervisory Education Program Specialist (GS-14)

(June 2011-Present)

United States Department of Education, Teacher Quality Programs
Office of Innovation and Improvement
Washington, DC

Serve as the Program Manager for the Race to the Top-District (RTTD), School Leadership (SLP), Supporting Effective Educator Development (SEED), Teacher Quality Partnership (TQP), and Transition to Teaching (TTT) programs and senior programmatic advisor to the Teacher Quality Programs' Director on programmatic and organizational matters. Provide leadership and oversight for the design, implementation, evaluation and dissemination of the assigned ESEA and other programs. Perform senior –level professional work and provide expert guidance and advice on Department initiatives designed to improve teaching and learning targeted to low performing schools, specially teacher and principal preparation, development, and support. Assist in meeting the Department's strategic plan for improved teacher and leader quality through engaging, supporting, and collaborating with other program offices within the Department as well as external organizations. Manage and direct work of professional staff. Provide technical direction, assign and evaluate work products, and assess and manage performance. Experience in the selection and development of program staff. Coach and mentor staff to improve and enhance performance, adding value to the organization. Assess workload and available resources, making adjustments as necessary to progress work of the unit successfully. Lead team through discretionary grant competition process. Responsible for the performance, professional development, and recognition of a high-quality team.

Key Contributions:

- Developed mitigation strategies to address variations in grantee risk level for performance and financial indicators.
- Successfully lead the transition of the Race to the Top District implementation oversight work.
- Developed annual non-competing continuation awards within the established timeframe for grantees funded under the Transition to Teaching Program and the School Leadership Program.
- Provided input into the development of objectives, policies, and long-range work priorities for the Teacher Quality Programs' office.
- Contributed to new and revised regulations, program guidelines, and strategies for achieving overall Department objectives in the areas of teacher quality and school leadership.

- Selected to serve as OII's representative to the Department-wide workgroup on providing access to individuals with limited English proficiency.
- Selected to serve on the Department's Hispanic Employment Committee.
- Selected to participate in the Department-wide sponsored Excellence in Government Fellowship. (Currently one month away from graduation.)
- Recognized as an expert in the field of school leadership by internal and external customers.
- Assisted the Deputy Assistant Secretary at the Senior Leadership Retreat during the discussion on school leadership.
- Developed the Notice Inviting Applications for the 2011 Transition to Teaching Grant competition.
- Developed the Notice Inviting Applications for the 2010 and 2013 School Leadership Grant competitions.
- Received the highest performance rating possible for Grants Monitoring and Technical Assistance and Outreach in my first year as Supervisor.
- Oversaw the completion of the Transition to Teaching 2002 Final Report to Congress.
- Contributed to the goals and objectives of the Quality Partnership (TQP) and Supporting Effective Educators Development (SEED) programs by taking on the monitoring responsibilities of the California TTT and SEED funded grants during staff transitions.
- Instrumental in propelling the School Leadership Program into a more highly recognized program within the Department of Education and with outside organizations.
- Sought out to speak to International visitors by the Office of International Education at the Department of Education.
- Recognized as spokesperson on teacher and leader quality by international visitor organizations.

Education Program Specialist

United States Department of Education, Teacher Quality Programs

400 Maryland Ave. S.W.

Washington, DC 20202

Peggi Zelinko

Washington, DC (October 2003-June 2011)

Served as the non-supervisory team lead and program officer for the School Leadership Program (SLP) and the Transition to Teaching Program (TTT). Monitored and provided technical assistance to program funded projects. Over saw a grant portfolio that ranged from 15 to 35 grants projects. Monitored projects for fidelity to program law, program performance, fiscal controls, and compliance to Federal regulations and provided grantees feedback accordingly. Provided the internal controls, program implementation, fiscal controls, and federal program and fiscal compliance of the projects assigned. Provided of project grants funded by the TTT program, and those funded by the SLP. Planned the logistics and developed the content agenda for national, and local meetings, and conferences for the purpose of providing technical assistance and guidance to grantees to ensure program implementation in occurrence with the law. Provided input into the development of objectives, policies, and long-range work priorities for the Transition to Teaching grant program and the School Leadership Program. Developed new and revised regulations, program guidelines, and strategies for achieving overall program objectives including such areas as: procurement, competitive selection, grants review, grant funding, and on-site monitoring. Represented the U.S. Department of Education as required. Maintain good customer service with public, private, and government entities. Evaluate programs for continuous improvement. Develop and present on various education issues, locally and nationally as needed. Provide assistance in Spanish as needed.

Education Program Specialist

United States Department of Education, Office of Migrant Education

400 Maryland Ave. S.W.

Washington, DC 20202***Francisco Garcia, Director (202) 260-1164******Washington, D.C. (March 1997-October 2003)***

Lead contact for the Binational Migrant Education Program with Mexico. Forged on-going binational working relationship with government officials from Mexico's Secretaría de Educación to assist migrant families access educational opportunities. Analyzed and evaluated program performance reports for continuation funding. Provided technical assistance to education programs working with migrant families. Provided policy recommendations to the program Director. Served as the Federal liaison to Puerto Rico, Florida, New Mexico, and Arizona. Reviewed federally funded programs for compliance. Disseminated information on current education initiatives relating to migrant students and performed other services as required by the private, public, and government sector. Provided translation as needed with Spanish speaking constituents. Served as co-lead for the Migrant Education Program Secondary Student Initiative. Developed grant design for promoting services to migrant secondary students. Served as OME representative on the Department's international education work group. Provided staff with current pedagogical information regarding migrant students.

Employee Development Specialist**Library of Congress, Training Development Office****101 Independence Ave. S.E.****Washington, DC 20540*****Washington, D.C. June 1996-August 1996, October 1996-March 1997***

Researched teaching strategies and planned career development courses, (i.e. time management, mentoring, English, and writing). Assisted in teaching computer literacy classes. Designed a portion of the methodology for a workforce training needs assessment. Analyzed and evaluated results of "Needs Assessments" to determine courses needed for training for Library of Congress Employees. Reviewed course materials for quality learning objectives.

Congressional Hispanic Institute Fellow, Special Assistant to the Executive Director**The White House Initiative on Educational Excellence for Hispanic Americans****U.S. Department of Education****400 Maryland Ave. S.W.****Washington, DC 20202*****Alfred Ramirez, Executive Director******Washington, D.C. September 1995-October 1996***

Through the Congressional Hispanic Caucus Institute, served as a fellow in the capacity of Special Assistant to the Executive Director. Conducted research and stayed abreast of issues affecting Hispanics in education. Analyzed data and formulated recommendations for actionable policy. Prepared background information and briefed Executive Director and provided briefing packages for other Executive Branch officials. Summarized thousands of pages of testimony into easy-to-use fact sheets. Served as liaison to communities where partnerships were being forged. Answered constituent concerns and provided information to the private, public, and government sectors. Evaluated education programs serving high numbers of Hispanic students to determine best practices. Coordinated several sections of the report, "Education on the Fault Line: Hispanic Americans," which was presented to the Administration and disseminated nation wide. Upon completion of the Fellowship, employment was extended as a Program Analyst (GS 11) to continue with the White House Initiative as an employee of the U.S. Department of Education.

Bilingual Elementary School Teacher**Betty Plasencia Elementary School*****Dr. Ann Elder, Principal******Los Angeles, C.A. July 1993-August 1995***

Taught a multi-cultural subject curriculum. Delegated responsibilities to students. Developed high quality teaching materials for use with a bilingual, multi-aged class. Conducted teacher/parent conferences to

share the academic and social progress for 30 students, twice a year. Provided workshops on using poetry in the classroom to other teachers. Created and developed two Professional Development sessions for school faculty. Served as representative on the School Leadership Team. Awarded a Toyota Science Grant.

EDUCATION

U.S. Department of Agriculture Graduate School, Executive Leadership Program	2007
George Washington University, M.A. in Education and Human Development, Emphasis in Bilingual/Special Education	1999-2001
Institute for Educational Leadership Fellowship Program	1997-1998
Congressional Hispanic Caucus Institute Fellowship Program	1995-1996
Hispanic Association of Colleges and Universities Internship	1996
Chapman University, Education, Multiple Subject Credential (Course Work)	1995
University of California at Santa Cruz, BA Sociology	1993

** On-going professional development through the Training and Development Office, U.S. Department of Education which included: Education, Politics, and Public Policy, Team Training, Leadership Training, Foundations in American Education, etc. Attendance at various education conferences. Excellent computer skills. Affiliation to a number of professional and community organizations.*

References Upon Request

**WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER**

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Washington Leadership Academy**

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 - ☒ I will encourage debate, expressions of different opinions, and listen with an open mind to others’ ideas.
 - ☒ I will be fair, just, and impartial in all of my decisions and actions.
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 - ☒ I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - ☒ I will work to ensure accountable and prudent use of WLA resources.
 - ☐ I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board, unless specifically authorized to do so.
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 - ☒ I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - ☒ I will not disclose information that is confidential by law or that will needlessly harm WLA if disclosed.
 - ☒ I refuse to surrender judgment to any individual interest group at the expense of WLA as a whole.
- VI. Service
 - ☒ I will diligently prepare for and attend WLA Board meetings.
 - ☒ I will avoid personal involvement in activities the Board has delegated to designees unless directed or as part of predetermined responsibilities.
 - ☒ I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.

**WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER**

STATEMENT OF INTEREST & QUALIFICATIONS—

Describe your interest in the Washington Leadership Academy, your role in the development of the application, your role should a charter be granted, and the expertise and resources that you will bring in establishing the proposed school.

I have been involved in promoting excellence and equity in education for over 25 years. Throughout my professional career I have been an advocate for low income and minority students. As such I am excited to be a part of the Washington Leadership Academy because of their vision to promote personalized learning to meet the needs of all students who walk through their doors. I have been involved in providing the Academy's staff with information and resources that will enable them to shape the instructional program of the school. If the charter is approved, I will serve as a member of the Board of Trustees.

I bring extensive experience in government and education to this endeavor, as well as the time and commitment to seeing the school open, scale, and succeed.

Founding / Board Member Signature:



Printed Name:

Beatriz Ceyra

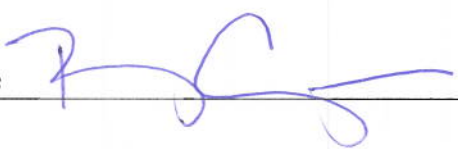
Date:

2/20/15

Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	
Name (Printed) Beatriz Ceja-Williams	Title: Supervisory Education Specialist
Name of Proposed School: Washington Leadership Academy	Date: 2/20/15

DUANE M. ROLLINS



Summary of Skills:

Wireframing
Storyboarding
Visual Communication

Prototyping
Concept Development
User Research

Digital Strategy
Workshop Design
Presentation

OBJECTIVE

I am inter-disciplinary, creative problem solver that can seamlessly interface with the design, engineering, and business functions of a company. My role is to use my research and design skills to influence business strategy. (website: <http://www.linkedin.com/in/duanerollins>)

EDUCATION

Master of Industrial Design (MID), Spring 2012

Management of Technology Certificate

Georgia Institute of Technology (Georgia Tech), Atlanta, Georgia

GPA: 3.83/4.0

Master's Project: "Designing for the Emerging African Middle Class: A Case Study of Vehicle Design for the West African Consumer Market in a Cross Cultural Design Context"

B.S. Mechanical Engineering, Spring 2009

Minor: Industrial Design

Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, Virginia

EXPERIENCE

UX Designer, Threespot, March 2013 - present

- Responsible for turning strategic business objectives into engaging digital experiences
- Work with clients to determine feature requirements and success metrics
- Develop digital strategy by conducting user research to determine user needs and motivations
- Support visual design team by developing page templates and designing components

Instructor, General Assembly, March 2014 - present

- Taught evening UXD evening course for working professionals looking to add skills or transition into the field of user experience
- Guided students through UX process from research and ideation to design and presentation

UX/ UI Designer, Juice Analytics, August 2012 – March 2013

- Designed and prototyped visualizations in D3 JavaScript library and HTML
- Created information architectures, wireframes, and visual designs for data rich user interfaces and experiences
- Supported Juice's Slice product with usability testing and developed sliceboards for prospective customers

Graduate Research Assistant, Georgia Institute of Technology, August 2010 - May 2012

- Parametrically designed an assistive-universal dining chair for wheelchair users
- Prototyped and modeled furniture design using 5-axis CNC router machine
- Co-authored the paper "Digitally Inclusive Furniture: Bridging the assistive-universal gap through parametric design" presented at the IDSA 2011 International Conference

Design Consultant, ThinkLive! Inc., November 2010 - February 2011

- Conceptualized a DJ turntable design for the startup company's initial product offering, PRO-MIX
- Aligned the aesthetics of design with the vision of the ThinkLive! brand
- Consulted with fabricators on design specifications for making the physical prototype with a budget of \$2000.

SOFTWARE SKILLS

Adobe Illustrator
Adobe Photoshop
Adobe InDesign

HTML/ CSS
Javascript
jQuery

OmniGraffle
Balsamiq
SketchbookPro

Axure
Keynote
SolidWorks

Co-founder, STEMLY, September 2014 - present

Mentor, Capital Partners for Education, August 2013 - present

Visualization Participant in the Accessible Voting Technology Initiative, Spring 2012

Participant in the GE Energy Open Innovation Summit, Fall 2011

Co-authored paper accepted to the World Conference on Mass Customization, Personalization, and Co-Creation (MCPC), Fall 2011

AmeriCorps: Jumpstart for Young Children, August 2009 - Oct 2010

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 - ☒ I will make no personal promise or take private action that may compromise my performance or responsibilities.
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**WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER**

STATEMENT OF INTEREST & QUALIFICATIONS—

Describe your interest in the Washington Leadership Academy, your role in the development of the application, your role should a charter be granted, and the expertise and resources that you will bring in establishing the proposed school.

It is our responsibility to prepare the next generation to solve the problems of tomorrow. The leaders of tomorrow will need to be both civic minded and tech enabled in order to improve their community around them. This is the type of education the Washington Leadership Academy will provide the students it serves and why I have been giving of my time to help develop the computer science/tech curriculum for the school.

WLA can serve as a model for what civic education should look like across the nation. If the charter is approved I will serve as a member of the Board of Trustees of WLA.

I bring experience in both web technology and tech education and will use my knowledge and connections to ensure that the students of WLA are receiving a high quality, industry relevant education. I am committed to seeing WLA fulfill its vision and succeed in the future.

Founding / Board Member Signature:



Printed Name:

Duane M. Rollins


Date:

2/16/15

Conflict of Interest Form

Instructions: Check “yes or no” to each question in the table below. If you answer “yes” to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	
Duane M. Rollins Name (Printed)	Co-founder, STEMLY Title
Washington Leadership Academy Name of Proposed School	2/16/15 Date

Question 1 and 8

I am the co-founder to STEMLY (along with my brother) which is a non-profit organization that advocates for high quality STEM education and hopes to help increase diversity in STEM through our work. To date, we have worked with the Washington Leadership Academy on the charter application because of their mission and commitment to serving underserved populations. There could be a contractual relationship in the future but there is not one in place at this time or currently in the works.

EDUCATION

American University Washington College of Law (WCL), Washington, DC

Juris Doctor, *cum laude*, May 2008

Gillet-Mussey Dean's Fellowship for academic achievement & service to the WCL community

Activities: Executive Team Director, WCL Moot Court Honor Society

Note and Comment Editor, *American University International Law Review*

School of International & Public Affairs at Columbia University (SIPA), New York, NY

Master of Public Policy and Administration, May 2002

The University of Chicago, Chicago, IL

Bachelor of Arts in Political Science, *with honors*, June 1998

Activities: Vice-President, Chicago Debate Society; Co-Chair, Chicago Political Union

**LEGAL
EXPERIENCE**

Skadden, Arps, Slate, Meagher & Flom LLP, Washington, DC

Senior Associate, September 2008 – Present

Research Assistant, Fall 2007 – Spring 2008; *Summer Associate*, Summer 2007

- Conducted witness preparation and client interviews in complex civil litigations and government investigations, including violations of securities law.
- Drafted motions and briefs, including legal arguments for a motion to dismiss on behalf of former corporate directors in a derivative action brought by a bankruptcy trustee.
- Managed large scale review and production of documents in congressional investigations, including the Permanent Subcommittee on Investigations examination of offshore profit shifting.

The Legal Aid Society of the District of Columbia, Washington, DC

Skadden Fellow, September 2010 – February 2011

- Represented indigent clients facing eviction in the Landlord Tenant Branch of D.C. Superior Court.
- Assisted clients living in deplorable housing conditions on affirmative efforts to remedy housing code violations.
- Represented clients before the D.C. Housing Authority on a variety of administrative matters

Montgomery County State's Attorney's Office, Montgomery County, MD

Rule 16 Student, Fall 2007

- Proffered pleas, negotiated with attorneys, interviewed witnesses and researched legal issues.
- Tried criminal prosecutions, including DUI cases, before the district courts.

Hon. Gerald Bruce Lee, United States District Court, Eastern District of Virginia, Alexandria, VA

Judicial Intern, Spring 2007

- Conducted legal research and drafted bench memoranda, orders, and judicial opinions on district judge's civil and criminal motions docket.
- Drafted orders and opinions on motions for summary judgment, motions to dismiss, evidentiary issues, and habeas corpus.
- Reviewed report and recommendations of magistrate judges and prepared orders.
- Assisted law clerks with trial preparation, attended court with judge, and observed proceedings.

United States Attorney's Office for the District of Columbia, Washington, DC

Law Clerk, Appellate Division, Fall 2006

- Responsible for drafting government response briefs in criminal cases.
- Participated in moot courts and attended oral arguments in cases handled by Appellate Division attorneys.

**POLICY
EXPERIENCE**

Advisory Neighborhood Commission (ANC), Washington, D.C.

Advisory Neighborhood Commissioner for SMC 6C01, Elected November 2012

- Advise the District government on matters of public policy including decisions regarding planning, streets, recreation, social services programs, health, and safety for the Capitol Hill area.

U.S. Government Accountability Office (GAO), Washington, DC

Senior Policy Analyst, July 2002 – January 2007

- Researched and analyzed laws and legislation related to a variety of policy issues including antitrust exemptions for institutions of higher education.
- Wrote sections of GAO reports, including a segment on voting irregularities in national elections.
- Interviewed agency officials from the Departments of Education, Justice, and Defense.
- Briefed Congressional staff on GAO findings related to issued reports.

Citizens Against Government Waste (CAGW), Washington, D.C.

Research Associate, August 1998 – February 2000

- Assisted in research and writing of CAGW's *Pig Book*, which analyzes Congress's appropriations bills; briefed media on findings through radio and newspaper interviews.

BAR ADMISSIONS

Admitted to practice law in New York, the District of Columbia, and the United States Supreme Court.

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I have been involved in politics and public policy for almost 20 years – first working at several non-profits, then attending graduate school at Columbia University where I received my Master in Public Administration, and then working at a Senior Policy Analyst at the General Accountability Office for five years, where I worked on education issues including implementation of the No Child Left Behind Act. I am now a Senior Associate at Skadden Arps as well as an Advisory Neighborhood Commissioner for 6C01 (Capitol Hill).

I am honored to be part of this endeavor and am eager to use my background to help the Washington Leadership Academy begin, grow, and succeed.

I have been involved in reviewing and shaping the application and, if the charter is approved, will serve as a member of the Board of Trustees of WLA. I must make clear I would be serving the school in my individual capacity and not as a Skadden lawyer.

Founding / Board Member Signature:

Daniele Schiffman

Printed Name:

2/26/15

Date:

Daniele Schiffman

Conflict of Interest Form

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

Signature <i>Daniele Schiffman</i>	
Name (Printed) <i>Daniele Schiffman</i>	Title
Name of Proposed School <i>WLA</i>	Date <i>2/26/15</i>

Conflict of Interest Explanation

11. I currently serve as the Advisory Neighborhood Commissioner for SMC 6C01. Since being elected in November of 2012, my responsibilities in this role include advising the District government on matters of public policy including decisions regarding planning, streets, recreation, social services programs, health, and safety for the Capitol Hill area.



Duane Jon Taylor M.D.

OCCUPATION

Physician

Specialty: **Otolaryngology-Head and Neck Surgery**
 Facial Plastic and Reconstructive Surgery

Hospital Affiliations: Holy Cross Hospital, Silver Spring, Maryland; Washington Hospital Center, Washington, D.C.; Suburban Hospital Outpatient Surgery Center, Bethesda, Maryland

EDUCATION

Bachelor of Sciences, University of Akron, 1983 (B.S./M.D. Program).
M.D., Northeastern Ohio Universities College of Medicine, 1985.

POSTGRADUATE EDUCATION

Internship, Surgery, St. Josephs Hospital, U. of Texas Affiliated, Houston, Texas,
7/85-6/86

Residency, Otolaryngology-Head and Neck Surgery, Los Angeles County King-Drew
Medical Center, U.C.L.A. Affiliated Hospital, Los Angeles, California, 7/86-6/90

Chief Resident, 1989-90. Included Rotations at:

Children's Hospital of Los Angeles

San Bernardino County Medical Center

Walter Reed Armed Forces Institute of Pathology

Fellowship, Facial Plastic and Reconstructive Surgery,

American Academy of Facial Plastic and Reconstructive Surgery,

Preceptor, Clyde Litton M.D., Washington D.C., 1990-91, Sibley Memorial Hospital
–Georgetown University Affiliated Hospital, Providence Hospital

Medical Licenses currently held in the following states : Washington D.C. , Maryland, Virginia

Board Certification: American Board of Otolaryngology, 1991

WORK EXPERIENCE

**Medical Director and CEO , Le Visage ENT & Facial Plastic Surgery ,LLC, 2005 to
current ,private practice**

Consultant , Entellus Medical

Siegal & Bosworth Ear, Nose and Throat Center 2006.

District Medical Advisor, Department of Labor : current

Mid- Atlantic Permanente Medical Group, MAPMG, 1991-2005

- **Lead Otolaryngologist for Prince Georges County ,1993-1/2005**
- Facial Plastic and Reconstructive Surgeon for the 500,000 + member Health Plan, one of two for the Mid Atlantic Region
- Co-Chair, Labor Management Physician Partnership Team, Largo Center 2002-current
- Facilitator, Internal Medicine Focus Group, Largo Center, 2002-current

- District of Columbia Government Relations Physician Liaison, 1996-2002
- **Board of Directors for MAPMG**, elected, 1996-1999
- **Treasurer, Board of Directors**, MAPMG, 1997-1999
- Personnel Committee, MAPMG
- Y2K Business Advisory Council, MAPMG, 1999
- Medical Directors Evaluation Committee, Chair, 1998, member, 1997
- Continuing Medical Education, Director for Landover Center, 1994-1996
- Member, Regional Continuing Medical Education Committee, 1994-96
- Program Coordinator of the first Alternative Medicine Regional Continuing Medical Education Program for MAPMG, 1995
- Multiple CME presentations given to physicians and staff, 1991-2005.

Professional Memberships and Offices Held (Past and Present)

Alpha Omega Alpha, Medical Honor Society, Zeta Chapter
Northeastern Ohio Universities College of Medicine

Montgomery County Medical Society ,

President , May, 2012
President-Elect, 2011
Vice President, 2010
Member 2006-current .
Nominating Committee , 2007
Treasurer , 1/ 2008; Secretary, 2009
Board of Directors 2007-current

Med Chi Maryland State Medical Association , member, 2005-current
Membership Committee, 2010-2011

American Academy of Facial Plastic and Reconstructive Surgery. 1991.

American Academy of Otolaryngology-Head and Neck Surgery, Fellow
Board of Directors , member 2013-current
Guest, Representing Diversity Committee , 2007-2012
Audit Committee
Chair, Treatment modalities Steering committee

- **Board of Governors**, 1991-present
 - **Nominating Committee 2014- present**
- Physicians Resource Committee
- Nominating Platform Committee 2005-2009
- Appointed by Board of Directors to be on the Task force on Diversity 2007
- **Inaugural Chair of the Diversity Committee by the Board of Directors, Appointed by the President January 2008**
- Socioeconomic Committee, 2002-2004
- Media and Public Relations Committee, 2002-2011
- Appointed by President of AAO-HNS to the following committees:
 - Membership and Credentials Committee, 1994-2000
 - Rules and Regulations Committee, 1998
 - Professional Relations and Public Education Committee, 1991-1994
 - Legislative Briefing Day /Washington Advocacy Conference/Joint Surgical Advocacy Conference yearly participant , 1991-current
 - Washington, D.C.

American Medical Association

- Member, 1981-current
- Elected as Alternate Delegate to AMA for 2002, Medical Society of DC

- **Young Physicians Section**, Alternate Delegate and Delegate, **1992-1999**
 - Attended conference in Chicago every June, as well as interim meetings.
- AMA-YPS, Chair of Late Resolutions Committee, 1997
- AMA-YPS, Member of Reference Committee, 1996
- Appointed by AMA Board of Trustees to **Advisory Committee on Minority Physicians**, 1995-96
 - Which created the Minority Affairs Consortium for the AMA

National Medical Association

- Member, 1987-current
 - **Vice Chair of Region 2** , 2006-2014
- Medical Legislation Committee, 2002-present
- Regional Officer, Secretary of Region 2 (Va., West Va., D.C., Delaware, Pennsylvania, Maryland) 2003-2006,
- **Chairman of the Otolaryngology-Head and Neck Surgery Section** and Coordinator of Section Scientific Program, 1996-1998
- **Moderator for Combined Plastic Surgery, Dermatology and Otolaryngology Sessions on Aesthetic Surgery and Procedures.**
- **Harry Barnes Society President**, 1996-1998

Minority Business Economic Council

Board of Directors 2015

U.S. Capitol Page Alumni Association

Member

Board of Directors current

Medical Society of the District of Columbia

- Member, 1991-2005
- **Board of Trustees**, 2001-2003
- Strategic Planning Committee, 2003
- **Chair** of the Young Physicians Section, 1995-1996
- **Chair. Vice-Chair. Employed Physicians Section**, 1996-1997.
- Alternate Delegate to AMA, 2002
- Membership Committee, 1996, 1997

Washington Academy of Sciences

Board of Managers, 1994-2003

Medico Chirurgical Society of the District of Columbia

Member, 1991-current

Board of Governors, 2000-2008

Recording Secretary, 2004-2007

Chair of Medical Legislation Committee, 2002-current

Metropolitan DC ENT Society

1991-current

Bethesda –Chevy Chase Chamber of Commerce ,Member , 2005-current

Professional Courses and Conferences Attended

- National Medical Association Annual meeting and Scientific Conference,Otolaryngology section 1991-2011
- American Academy of Otolaryngology- Head and Neck Surgery Annual meeting
 - Annual meeting and Scientific Courses 1987-2011

- AAO-HNSF 2007 Leadership Summit and Strategic Planning Meeting, 11/2007
- American Academy of Facial Plastic and Reconstructive Surgery Meeting ,
 - Toronto, Canada, 9/2006, 9/2007
 - National Minority Quality Forum 2007 Leadership Summit , 4/23-4/24, 2007.
- Region II Scientific Meeting ,Health Disparities and Clinical Practice Guidelines, 5/13-5/16, Wilmington, Delaware
- Investigator Training for Clinical Trial Research: Focus on Minority Recruitment and Retention, October 13-14 2006, HOV Clinical Research, Washington, D.C.
- National Colloquium on African American Health, March 24-27 2007, 2008, 2009, Arlington Virginia
- Region 2 National Medical Association Conference, 21st Century Clinical Practice, Nemacolin Woodlands Resort. 3/29-4/1/07, 2009. Served as Moderator ,
- National Minority Quality Forum 2007 Leadership Summit, April 23-24, 2007, & 2008, 2009 Washington D.C.
- Medicine and Management Program, Permanente Medical Group 5/2000
- Paul H. Streit Memorial Seminar, 2000, 2001, 2003, WRAMC, Uniformed Services University for the Health Sciences, Bethesda, Maryland
- Streit Memorial Seminar , WRAMC, Uniform Services University for the Health Sciences; Contemporary Management of Thyroid and Parathyroid Disorders, 3/12-3/13/07
- National Leadership Conference, American Medical Association, 3/7-3/10, 1998,
- National Quality and Learning Conference, Kaiser Permanente, San Diego, California, 11/15-17, 1997
- Combined Otolaryngology Spring Meeting, 1997, Scottsdale, Arizona.
- Temporal Bone Course, House Ear Institute, Los Angeles California, 1989
- Laser Surgery Course, Uniformed Services Health Sciences University, 1989
- Endoscopic Sinus Surgery Course U.S.C., 1989
- Endoscopic Sinus Surgery Course, Philadelphia, Pa., 1992

Scientific Publications, Research, and Presentations

National Medical Association, Annual Scientific Assembly,

Minimally Invasive Sinus Surgery in the Office, Cultural Competency in Otolaryngology, 7/24-7/27/11, Washington, D.C,

Getting involved in your State, Local and Specialty Society organizations, 6/18/11, Paradigms in Practice, HUMAA, Howard University Hospital, Washington, D.C.

Holy Cross Hospital Otolaryngology Head and Neck Conference ,Presentation, 5/16/2009

AAO-HNS Annual Conference Mini-Seminar presenter on Cultural Competency in Clinical Care for the Surgeon , 9/2008, Chicago, Illinois

Contributing Author to **A Provider's Handbook on Culturally Competent Care for the Hard of Hearing and Deaf**, Kaiser Permanente, to be published 2005

Contributing Physician to the Book: **Health and Healing for African Americans**, by Sheree Crute, 1997, Rodale Press Inc.

Co-Editor and Contributing Author of the Book: **Vital Signs: Working Doctors Tell the Real Story Behind Medical School and Practice, Deborah L. Bernal M.D.**, 1994, Petersons Publishing Co., Princeton , N.J.

Holy Cross Hospital Otolaryngology Grand Rounds , Cultural Competency , 2/2008;

Holy Cross Hospital Otolaryngology Grand Rounds , Minimally Invasive Sinus Surgery 11/2008

Holy Cross Hospital , Otolaryngology Grand Rounds Presentation, Facial Fractures , 10/2007

Holy Cross Hospital , Tumor Board Presentations, Oropharyngeal Carcinoma and Retropharyngeal Edema secondary to Superior Vena Caval Syndrome . 08/2007

Holy Cross Hospital, Grand Rounds, 5/2005, Laryngeal Carcinoma, Case Presentation
Tumor Board presentations Superior Vena Cava Syndrome and a mediastinal mass,
Oropharyngeal Carcinoma : 9/2007

Suction Assisted Lipectomy for the Removal of Facial Lipomas, Washington D.C., August 15, 2000,
NMA, Scientific Assembly, Otolaryngology Section

Facial Reconstruction using Local Flaps, August 1998, New Orleans, Louisiana, NMA Scientific
Assembly, Otolaryngology Section

Sarcoidosis of the Paranasal Sinuses, August 1997, Honolulu, Hawaii, National Medical Association
Scientific Assembly, Otolaryngology Section

Crack Cocaine and its effect of the Larynx, First Place Award for Resident Presentation, April 18, 1988,
Los Angeles Society of Otolaryngology-Head and Neck Surgery, Los Angeles, California

Auricular AV fistula secondary to Ear Piercing its Management and Reconstruction
Presentation at International Facial Plastic Surgery Symposium, Toronto, Canada, 1988.

Natural Killer Cell Activity in Head and Neck Cancer, Research conducted at Charles R. Drew School Of
Postgraduate Medicine, Los Angeles, California, 1987, with Mamdooh Ghoneum PhD, U. of California Los
Angeles. Poster presentation American Academy of Otolaryngology –Head and Neck Surgery, San Diego,
California.

The Effects of Intraluminal Antibiotics on Capsule Formation in Saline Implants. Akron City Hospital,
Akron, Ohio, 1983.

Biomedical Engineering research as a part of the Minority Engineers Industrial Opportunity Program for High
School Students Case Western Reserve University. **The Effects of Curare on Muscle Fatigue Testing**
and Cleveland Clinic Foundation, **The Artificial Heart Program**, 1977

Summer Medical Student Research Fellowship, Plastic Surgery , Northeastern Ohio Universities College of
Medicine; Preceptor Dr. James Lehman .

Honors and Awards

- **American Academy of Otolaryngology-Head and Neck Surgery , Model Society Award, Chair , Diversity Committee, 2011. Presentation San Francisco , CA , 9/11/11.**
- **American Academy of Otolaryngology-Head and Neck Surgery , Presidential Citation, 2010, Boston .Massachusetts.**
- **Hal Foster Endowment Society**
- **American Academy of Otolaryngology –Head and Neck Surgery , Big on Goals Award, September 2007**
- **American Academy of Otolaryngology- Head and Neck Surgery Honor Award, 2006**
- **Mid Atlantic Permanente Medical Group Art of Medicine Distinguished Physician Award. 2005.**
- **Alpha Omega Alpha**, Medical Honor Society, Zeta Chapter
- **Medical Society of the District of Columbia**, Commendation for Service on Board of Directors, November, 2003
- **Inducted into Shaker Heights Alumnae Hall of Fame**, 2001
- **Real Heroes Award**, Prince Georges County Chapter of the American Red Cross, for community service and Volunteerism, 2001
- **National Role Model Mentor Award**, Minority Access, Inc., Annual Awards Banquet, Washington, D.C., September 17, 2000
- **KDMC, Resident of the Year Award**, Otolaryngology, 1987, 1988; **Chief Resident**, 1989

- First Place Award for Resident Presentation, April 18, 1988, Los Angeles Society of Otolaryngology-Head and Neck Surgery, Los Angeles, California
- Carolyn Woods Russell Medical Student Scholarship Award, Links, Inc., Akron, Ohio, 1985
- Annie Spencer Cutter Medical Missions Scholarship, 1984
- American Society of Anesthesiology, Summer Preceptorship, 1983
- Plastic Surgery Summer Research Fellowship 1982-83,
- American Diabetes Association Community Service Award, 1984
- Bausch and Lomb Honorary Science Award, 1978
- Eagle Scout

-

Volunteer and Community Service

- **Montgomery County Commission on Health , appointed by County Executive , Isiah Leggett , February 2008**
 - **Mentor, National African American Youth Initiative, 2007- current**
 - **Montgomery Cares, Advisory Board of Directors , COH liaison, 2008-current**
 - Member of the Lutheran Church of St. Andrew, Silver Spring, Maryland
 - Board of Elders 2013-current
 - Board of Directors, 2008
 - Stewardship Board, 2002-2003 and Young Adult Board, 1995-1996
 - Health Ministry, 2005- current
 - Speaker for the Adult Children of Aging Parents , 2006- current
-
- Local, National and International Outreach
 - Talk given on Ear, Nose and Throat disorders to Adult of Aging Parents Support Group ,The Lutheran Church of St. Andrew, Wheaton , Maryland , March 23.2007.
 - Volunteer Physician for the annual Community Health Fair Sponsored by WATTCH (Washington Association to tend to the Concerns of Haitians), 1993-current; Advisory Board for WATTCH, 1993-current ; Takoma Park , Maryland
 - Advisory Board for Medical Care for Children's Project (access for uninsured children in Washington D.C.), Washington D.C. 1992-1993.
 - Medical Missions to Ecuador
 - Stone Ridge School of the Sacred Heart , Fathers Club 2013-2014
-
- Member , Green Acres School Diversity Committee, Rockville , Maryland , 2008-2012.
 - Set up and participated in a diabetic screening program for Churches in Akron, Ohio, 1983-84
 - Registered with National Marrow Donor Data Bank at NIH, Bethesda , Maryland 2005
 - Registered as a Platelet Donor at the National Institute of Health , Bethesda, Maryland , 2005-current .
 - Headed Charitable Beauty in Giving Campaign, Sponsored by Le Visage ENT & Facial Plastic Surgery, LLC for donations to the Children's Inn of NIH, Bethesda, Maryland, 12/2006-current.

- Mentoring/Youth

- Annual Speaker on Medical Careers at Seneca Academy , Darnestown, Maryland , 2004—2006
- Concerned Black Men, Washington, D.C., Inc., (CBM) Member, 1992-2004
- Mentor, Shock Mentor Program sponsored by CBM of Washington D.C. Inc. and Prince George's Hospital, Cheverly Maryland.
- Prince George's County Youth Conference, Facilitator for Youth Workshop, Prince George's County Hospital, May 26,1996
- Participant in the Yearly "Doctors Back to School program" , sponsored by the AMA, Minority Affairs Consortium , encouraging underrepresented minorities to pursue careers in medicine
- Science Fair Judge, Prince George's County Science Fair, 2003; District of Columbia Public Schools, 1992-93.
- Participated in **Boys to Men: A Roundtable on Improving Access to Health Care for Adolescents**, 10/19/99,Washington,D.C. (Roundtable which examined the challenges urban adolescent boys face in obtaining health care).
- Served as a mentor and speaker for the Summer Health Sciences program at the University of Southern California for area high school students interested in the sciences and medicine as a career, 1987.
- Served as a mentor and speaker for the Minority and Rural students program, at the Northeastern Ohio Universities College of Medicine, focused on exposing elementary school children to careers in medicine, 1982-1985.
- Set up workshops with speakers at the University of Akron, for students interested in pursuing careers in medicine or medical research,1980.
- Academic Affiliations
- George Washington University Hospital , Otolaryngology Instructor for Residents rotating through Holy Cross Hospital
 - Howard University Hospital Physician Assistant Program , Instructor , Otolaryngology ,

**WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER**

**Founding and Board Member Agreement, Statement of Interest, & Qualifications
Washington Leadership Academy**

BOARD MEMBER AGREEMENT—

As a member of the Founding Team and Board of Trustees of Washington Leadership Academy (“WLA”), consistent with my fiduciary duties, I shall continuously strive to promote the best interests of WLA as a whole and to that end, shall adhere to the following ethical standards:

- I. Commitment to WLA’s Mission
 - ☒ In the course of my duties, I will be guided by WLA’s mission—to prepare *Washington, DC scholars with the knowledge, skills, and habits required for success in college and lives of public leadership.*
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 - ☒ I will encourage debate, expressions of different opinions, and listen with an open mind to others’ ideas.
 - ☒ I will be fair, just, and impartial in all of my decisions and actions.
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 - ☒ I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - ☒ I will work to ensure accountable and prudent use of WLA resources.
 - ☒ I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board, unless specifically authorized to do so.
- IV. Honor
 - ☒ I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - ☒ I will not release confidential information.
- V. Integrity
 - ☒ I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - ☒ I will not disclose information that is confidential by law or that will needlessly harm WLA if disclosed.
 - ☒ I refuse to surrender judgment to any individual interest group at the expense of WLA as a whole.
- VI. Service
 - ☒ I will diligently prepare for and attend WLA Board meetings.
 - ☒ I will avoid personal involvement in activities the Board has delegated to designees unless directed or as part of predetermined responsibilities.
 - ☒ I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.

**WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER**

STATEMENT OF INTEREST & QUALIFICATIONS—

Describe your interest in the Washington Leadership Academy, your role in the development of the application, your role should a charter be granted, and the expertise and resources that you will bring in establishing the proposed school.

I have lived in the Greater Washington DC area for the past 25 years and spent my last year of high school Washington D.C. involved in a life changing service learning educational opportunity . I believe Washington Leadership Academy can be an ideal blend of personalized learning with service learning to prepare and equip young leaders who reside in the backyard of our nations government .

I have been involved in reviewing and shaping the application and, if the charter is approved, will serve as a member of the Board of Trustees of WLA.

I bring experience in community service, mentoring , service on boards for community based organizations and a firm commitment in seeing our youth succeed in their educational and career goals . I am committed to the mission and purpose of the Washington Leadership Academy to serve youth who might benefit most from its existence.

Founding / Board Member Signature:



Printed Name:

Dyane Taylor

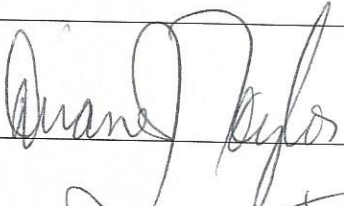
Date:

2/28/15

Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	
Name (Printed) Duane S. Taylor	Title
Name of Proposed School Washington Leadership Academy	Date 2/28/15

Conflict of Interest Form Explanations

12. I participated in the Washington Leadership Academy's failed 2014 proposal to the DC Public Charter School Board.

MILES TAYLOR

PROFESSIONAL EXPERIENCE

Committee on Homeland Security, U.S. House of Representatives

- Professional Staff Member* (Washington, D.C.).....July 2014 – Present
- Advise Committee Chairman Michael McCaul on national security and foreign policy issues and co-lead policy development; coordinate major Committee investigations of Administration programs and policies, particularly on counterterrorism issues
 - Prepare the Chairman for Congressional hearings, national media appearances, and meetings with senior U.S. officials
 - Serve as chief speechwriter, crafting the Chairman’s message on issues from the Global War on Terror to border security

- Majority Staff Lead, Task Force on Combating Terrorist and Foreign Fighter Travel*.....Mar. 2015 – Present
- Lead the work of a bipartisan Congressional task force conducting the first end-to-end review since the 9/11 Commission of U.S. defenses against terrorist travel; group composed of eight U.S. Representatives focused on closing security gaps to keep terrorists from entering the U.S. and to prevent Americans from joining terrorist groups overseas
 - Oversee the work of ten staff involved in the Task Force and lead production of a major report being produced on the subject

- LOYAL3.com, Independent Consultant** (San Francisco, CA).....June 2013 – Oct. 2013
- Provided thought-leadership and analysis to drive international expansion of groundbreaking LOYAL3 investing platform
 - Devised solutions to legal, regulatory, and operational challenges to launch first-ever Social IPO™, opening to the investing public the ability to buy stock in IPOs online at the same time and same price as major investors and large institutions

Committee on Appropriations, U.S. House of Representatives

- Associate Staff Member* (Washington, D.C.).....Jan. 2011 – Sept. 2012
- Part of five-member subcommittee team responsible for oversight of \$40+ billion in U.S. Government national security spending; co-wrote / edited two major public laws and related Committee reports; contributed to historic spending reductions
 - Co-authored legislative measures aimed at improving U.S. defenses against cyber threats and weapons of mass destruction

The Chertoff Group, Special Assistant (Washington, D.C.).....Aug. 2010 – Jan. 2011

- Worked with former top CIA, DOD, DHS, and NSA officials providing strategic consulting services to clients; served on team dedicated to capturing multi-billion-dollar U.S. Government technology contract; improved firm’s business operations
- Provided research and briefing support to senior executives; produced analytical products for major U.S. tech companies

Office of the Secretary, U.S. Department of Homeland Security

- Presidential Appointee; Briefing Staff* (Washington, D.C.).....Jan. 2008 – Aug. 2008
- Coordinated and drafted materials to brief Secretary and Deputy Secretary of Homeland Security before all official meetings and events; at time of appointment, served as youngest presidential appointee in George W. Bush Administration
 - Facilitated communication between senior leadership and individual agencies on emergency situations and major natural disasters, counterterrorism, aviation/border security, cybersecurity, and government continuity in crisis situations

Office of the Vice President, The White House, Intern (Washington, D.C.).....Sept. 2007 – Dec. 2007

Office of the Secretary, U.S. Department of Defense, Policy Intern (Washington, D.C.).....June 2007 – Aug. 2007

Office of the Speaker, U.S. House of Representatives, Congressional Page (Washington, D.C.).....Sept. 2004 – Jan. 2005

EDUCATION

Oxford University, MPhil in International Relations (Oxford, United Kingdom).....Graduation: 2014

- Marshall Scholar (graduate scholarship awarded to 40 Americans annually for academic merit and demonstrated leadership)
- Writing book on U.S. democracy promotion policies post-9/11; independent study in finance, accounting, economics

Indiana University, BA in International Security, Political Science, GPA 4.0 / 4.0 (Bloomington, IN).....Graduation: 2012*

- Published articles on public policy in national newspapers, trade journals, online news magazines, and top websites
- Harry S. Truman Scholar (national graduate scholarship awarded for public service and leadership); Herman B Wells Scholar (full-ride scholarship for academic merit); Stahr Award (awarded to top five graduating seniors for academic merit)
- Conducted research at think tanks, including American Enterprise Institute, Legatum Institute, and Arms Control Association
- State Debate Champion, Indiana, 2004 (“Congress” event) *Graduation intended for 2009; delayed to 2012 due to government service

ACTIVITIES

- Truman Governance Fellow (2014), Foreign Policy Initiative Future Leader (2014)
- Conceived of and co-producing television documentary *Democracy’s Messengers: The Untold Story of Young Americans on Capitol Hill*, narrated by journalist Cokie Roberts and featuring interviews with senators, congressmen, presidential advisers, civic leaders, and successful entrepreneurs, including Microsoft Founder Bill Gates, about time serving as “Page” messengers
- Co-founder of *Washington Leadership Academy*, four-year charter school aiming to open in Washington, D.C. in 2016

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STATEMENT OF INTEREST & QUALIFICATIONS—

WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER

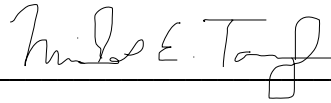
Describe your interest in the Washington Leadership Academy, your role in the development of the application, your role should a charter be granted, and the expertise and resources that you will bring in establishing the proposed school.

As we've developed the concept of the Washington Leadership Academy, one goal has remained firm my mind: to change civic education as we know it. The Founding Fathers envisioned that for their experiment to survive, succeeding generations would need to be apprentices of democracy, handing down the civic virtues that gave birth to the Nation. WLA aims to cultivate those apprentices and to share the experience with students across the country.

I have worked closely with Seth to design a program that will be academically rigorous and will inspire a new generation of Americans to engage in lives of public leadership. If that charter is granted, I will serve on the Board of Trustees helping to shape the school's strategic direction and ensure its successful operation.

I bring to this effort first-hand civic leadership—from the Executive Branch to the Legislative Branch, a history of helping to scale start-up enterprises and programs, and demonstrated success in overseeing complex projects with ambitious objectives.

Founding / Board Member Signature:



Printed Name:

Miles E. Taylor

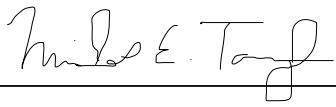
Date:

2/28/15

Conflict of Interest Form

Instructions: Check “yes or no” to each question in the table below. If you answer “yes” to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

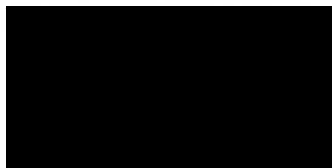
Questions		Yes	No
1	Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		X
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any education service provide (ESP) or any other company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

Signature 	
Name (Printed) Miles E. Taylor	Title Founding Member; Board of Trustees
Name of Proposed School Washington Leadership Academy	Date 2/28/15

Conflict of Interest Form Explanations

12. I participated in the Washington Leadership Academy's failed 2014 proposal to the DC Public Charter School Board.

Robert A. Pondiscio



PROFESSIONAL EXPERIENCE

CITIZENSHIP FIRST

Executive Director, January 2013 – present

- Founding executive director of a civic education advocacy effort, based at Democracy Prep Public Schools.
- Published original research on history, civics and education published by the Thomas B. Fordham Institute, the Pioneer Institute, and others.
- Wrote opinions pieces and columns on civics and education topics appearing in *The Wall Street Journal*, *The Atlantic*, *CNN*, *Education Week* and elsewhere.
- Provided professional development and curriculum development on civic education to Democracy Prep and other organizations.
- Responsible for fundraising and donor development.

CORE KNOWLEDGE FOUNDATION

Vice President, December 2007 – December 2012

- Led, developed and implemented strategic communications for the Core Knowledge Foundation, including fundraising and marketing materials, website, newsletters, and social media.
- Creator, writer and editor of the *Core Knowledge Blog*, covering curriculum, education policy, teaching and research.
- Wrote and edited articles and essays under my own byline, foundation leaders or board members in the *New York Times*, *Education Week*, *Education Next*, *Business Week* and many other publications.
- Recognized expert on curriculum and elementary education; principal spokesman for Core Knowledge in the media and at events.
- Coordinated outreach to major donors, foundations, education opinion leaders and other influencers in media, education and philanthropy.

NEW YORK CITY DEPARTMENT OF EDUCATION

Teacher, June 2002 – June 2007

- Accepted into the New York City Teaching Fellows program in Spring 2002. Began teaching 5th grade at P.S. 277 in the South Bronx in September 2002.
- Consistently outperformed all school averages on New York State Math and English Language Arts tests.
- Named to Fellows Advisory Board in November 2002.

BUSINESSWEEK/THE McGRAW-HILL COMPANIES

Communications Director, September 1997 – May 2002

- Responsible for all public relations activities in the U.S., Europe and Asia, including editorial publicity and media relations for Business Week Executive Programs, BW Online, advertising sales and marketing.
- Pioneered the use of industry-specific weekly e-mail newsletters and alerts aimed at key advertisers, categories and outside media.
- Forged strategic relationships with television partners, including Court TV, WETA-TV/Washington (PBS) WTTW-TV/Chicago (PBS) *Business Now* (ABC), and *Money Talks* (ABC).

HILL & KNOWLTON

January 1997-September 1997

- Director of Media for New York office of major public relations firm, overseeing media relations for a diverse range of clients with a staff of over 20 professionals.

TIME MAGAZINE/TIME INC.

Public Affairs Director, March 1989 – December 1996

- Responsible for all consumer and trade media relations; principal spokesman; crisis communications; advertising sales and editorial events; speech writing.
- Worked with corporate communications, marketing, editorial, circulation, advertising sales, legal, and other departments to develop and implement communications initiatives in support of strategic goals and franchise development.
- Developed and implemented advanced external communications infrastructure utilizing computer databases, fax-on-demand, broadcast publicity and online communications to raise and maintain the profile of TIME, its editors, executives and clients.

NBC RADIO NETWORK

May 1988 - March 1989

- Producer and Assignment Coordinator with responsibility for directing news anchors, reporters, editors, foreign and domestic news bureaus in coverage of national and world events. Produced hourly newscasts and audio feeds for over 500 network affiliates. Reported New York City news and substituted as a news anchor for WYNY-FM/New York.

EDUCATION

- B.A., English, State University of New York, Empire State College.
- M.S., Elementary Education, Mercy College.

RELATED EXPERIENCE

- Extensive consulting for nonprofits including the College Board, Prep for Prep, Greatschools.org and others.
- Author of a series of books for young readers, including *Kids On-line* (Avon Books, 1995) and *The Ultimate On-line Homework Helper* (Avon, 1996), *Get on the Net* (Avon, 1999) and *The Future: An Owner's Manual*. (April 2000) with sales of over 250,000 copies.
- Adjunct Professor, Pace University School of Education (September 2005 – 2007), instructing Teach for America masters degree candidates.
- East Side House Settlement, South Bronx, Board of Directors.
- Edmund Niles Huyck Nature Preserve, Rensselaerville, New York; Secretary, Board of Directors.

**WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER**

**Founding and Board Member Agreement, Statement of Interest, & Qualifications
Washington Leadership Academy**

BOARD MEMBER AGREEMENT—

As a member of the Founding Team and Board of Trustees of Washington Leadership Academy (“WLA”), consistent with my fiduciary duties, I shall continuously strive to promote the best interests of WLA as a whole and to that end, shall adhere to the following ethical standards:

I. Commitment to WLA’s Mission

- ☒ In the course of my duties, I will be guided by WLA’s mission—to *prepare Washington, DC scholars with the knowledge, skills, and habits required for success in college and lives of public leadership.*

II. Fairness

- ☒ I will encourage debate, expressions of different opinions, and listen with an open mind to others’ ideas.
- ☒ I will be fair, just, and impartial in all of my decisions and actions.

III. Trustworthiness

- ☒ I will make no personal promise or take private action that may compromise my performance or responsibilities.
- ☒ I will work to ensure accountable and prudent use of WLA resources.
- ☒ I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board, unless specifically authorized to do so.

IV. Honor

- ☒ I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
- ☒ I will not release confidential information.

V. Integrity

- ☒ I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- ☒ I will not disclose information that is confidential by law or that will needlessly harm WLA if disclosed.
- ☒ I refuse to surrender judgment to any individual interest group at the expense of WLA as a whole.

VI. Service

- ☒ I will diligently prepare for and attend WLA Board meetings.
- ☒ I will avoid personal involvement in activities the Board has delegated to designees unless directed or as part of predetermined responsibilities.
- ☒ I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.

WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER

STATEMENT OF INTEREST & QUALIFICATIONS—

Describe your interest in the Washington Leadership Academy, your role in the development of the application, your role should a charter be granted, and the expertise and resources that you will bring in establishing the proposed school.

I'VE BEEN IN EDUCATION FOR 12 YEARS OR MORE, FIRST AS A CLASSROOM TEACHER, CURRENTLY AS A NATIONALLY RECOGNIZED AUTHORITY ON CURRICULUM, INSTRUCTION, AND CIVIC EDUCATION. I AM CURRENTLY A SENIOR FELLOW AT THE THOMAS B. FORDHAM INSTITUTE AND THE EXECUTIVE DIRECTOR OF CITIZENSHIP FIRST, A CIVIC EDUCATION ADVOCACY AND CURRICULUM DEVELOPMENT PROJECT HOUSED AT DEMOCRACY PREP PUBLIC SCHOOLS. WE SEEK TO BE A DRIVER OF CIVIC EDUCATION INNOVATION. WLA WILL SERVE AS A DEMONSTRATION SITE AND FLAGSHIP, PLACING CIVIC EDUCATION AND SERVICE AT THE HEART OF THE STUDENT EXPERIENCE. IF THE CHARTER IS APPROVED, I WILL SERVE AS A MEMBER OF THE BOARD OF TRUSTEES, AND LOOK FORWARD TO BRINGING MY TIME, EXPERTISE AND NETWORK TO THIS IMPORTANT TASK.

Founding / Board Member Signature:



Printed Name:

ROBERT PUNDISCIO

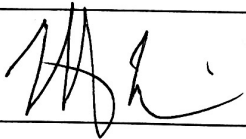
Date:

MARCH 3, 2015

Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	
Name (Printed) ROBERT PCONDISCIO	Title
Name of Proposed School WASHINGTON LEADERSHIP ACADEMY	Date MARCH 3, 2015

Conflict of Interest Form Explanations

12. I participated in the Washington Leadership Academy's failed 2014 proposal to the DC Public Charter School Board. I am also on the Board of Advisors for the International Charter School in New York.

COURTNEY C. WRIGHT

WORK EXPERIENCE

Urban Alliance, Washington, DC
Program Coordinator

August 2014- Present

- Design program structure and curriculum for year round life skills and workforce development program aimed at developing interpersonal and professional skills in selected program participants
- Develop recruitment strategy including presentations and school visits targeting eligible high school juniors for Department of Employment Services (DOES) Junior Business Program at Dunbar and Anacostia Senior High Schools
- Collaborate with partnering school administrative and teaching staff to determine applicant eligibility and ability to meet and complete program requirements
- Develop and facilitate professional development and life skills curriculum for 25 program participants
- Manage communication with program donor and other external stakeholders
- Developed and manage \$30,000 program budget including allocations for program activities and student incentives
- Recruit, train, and manage program volunteers

Concern4Kids, Lanham, MD
Consultant

September 2013- Present

- Designed curriculum and facilitate sessions for teen mothers living in foster care including sessions on reproductive health, communication, interpersonal relationships, decision making, goal setting, and empowerment aimed at decreasing multiple pregnancies, STD infection and program dropout rates

Access2Success, Washington, DC
Consultant

September 2011- Present

- Lead, supervise, and manage volunteers and staff in the design and delivery of life skills and empowerment programs
- Designed two three day youth empowerment programs containing sessions on education and career development, health, life skills, social action, citizenship, and leadership skills attended by over 200 youth

Synergistic, Inc. at Anacostia High School, Washington, DC
Curriculum Development Specialist

December 2013-August 2014

- Designed and facilitate Department of Employment Services (DOES) Summer Youth Employment Program curriculum incorporating work readiness, academic enrichment, life skills, and special topic components for 80 high school participants
- Design and facilitate project-based curriculum that incorporates Language Arts, Mathematics, and Life Skills for up to 200 9th-12th grades enrolled in extended school day pilot program funded by the U.S Department of Education
- Collaborate with Anacostia High School teaching staff to develop co-curricular activities to engage positive academic, emotional, and social development among students
- Lead and supervise professional and administrative staff in the design and delivery of developed academic enrichment and life skills development curriculum
- Provide coaching to colleagues on Common Core State Standards, PARCC Assessment, Project Based Learning, and Grant Management and Compliance
- Recruit volunteers to assist in program implementation and special events

International Research and Exchanges Board (IREX), Washington, DC
Program Coordinator, Teacher Training Team

March 2013- December 2013

- Managed communication and coached 70-85 U.S. participants traveling to 7 countries through various aspects of an international field experience including cross-cultural communication, development of program deliverables, and coordination of travel logistics
- Designed and facilitated professional development webinars utilizing interactive online tools and for current fellows and alumni focusing on latest trends in global education, education policy, non-formal education programming, and curriculum development
- Designed and delivered workshops on global education, cross-cultural communication, U.S. education system, grant writing and other education related topics to over 300 international and U.S. teachers annually
- Managed in country field experience in India with a cohort of 12 U.S. teachers with duties including: managing communication and contracts with hosts in country and facilitating debriefing sessions to translate the teachers' professional learning into action items for their U.S. education context

World Vision South Sudan, Kuajok, Warrap State, South Sudan
Program Support Consultant

May 2011- August 2011

- Designed and facilitated six grant management and grant reporting guidelines training for 75 project officers focusing on United States Government, bilateral, and multilateral funding sources
- Supported the Regional Program Manager and Program Development and Management Officer in creating a more efficient reporting system to ensure reports satisfied donor requirements
- Designed proposals that targeted education related initiatives in Western Equatoria State that would create more child-friendly and student-centered learning environments resulting in 3 funding awards in the amount of \$500,000
- Composed a report on education in South Sudan to be distributed to World Vision Support Offices and donors to ensure that education programming is aligned with the needs of the Government of South Sudan-Ministry of Education
- Facilitated sessions during project start up workshops to sensitize key stakeholders on project details, donor requirements and grant regulations

United States Peace Corps, Malawi, Africa
Secondary Education Volunteer

September 2008- June 2010

- Developed two successful proposals (total amount \$15,000) that were funded by the U.S President's Emergency Plan for AIDS Relief (PEPFAR) grant, to organize two week long empowerment workshops for 85 young women ages 17-25
- Designed the curriculum and facilitated eight full day workshops and conducted teacher observations for 40 teachers to help develop better teaching practices for under trained primary and secondary school teachers
- Established a model girls' empowerment program that includes funding sources, other community resources, curriculum, and a monitoring and evaluation component for replication at other Peace Corps posts
- Designed and implemented mini-camps that taught life skills to 100 low-income, at-risk students from the local secondary school
- Provided English education to over 200 students from rural community day secondary school. Students obtained a 98% pass rate in English language on national exams in both junior and senior levels

EDUCATION

American University, Washington, DC
Master of Arts, International Training and Education

May 2012

Area of Focus: Non-Formal Education Program Design for Underserved and At-Risk Populations

Vanderbilt University, Nashville, TN
Bachelor of Science, Secondary Education and English

May 2007

**WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER**

**Founding and Board Member Agreement, Statement of Interest, & Qualifications
Washington Leadership Academy**

BOARD MEMBER AGREEMENT—

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 - ☐ In the course of my duties, I will be guided by WLA’s mission—to prepare *Washington, DC scholars with the knowledge, skills, and habits required for success in college and lives of public leadership.*
- II. Fairness
 - ☐ I will encourage debate, expressions of different opinions, and listen with an open mind to others’ ideas.
 - ☐ I will be fair, just, and impartial in all of my decisions and actions.
- III. Trustworthiness
 - ☐ I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - ☐ I will work to ensure accountable and prudent use of WLA resources.
 - ☐ I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board, unless specifically authorized to do so.
- IV. Honor
 - ☐ I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - ☐ I will not release confidential information.
- V. Integrity
 - ☐ I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - ☐ I will not disclose information that is confidential by law or that will needlessly harm WLA if disclosed.
 - ☐ I refuse to surrender judgment to any individual interest group at the expense of WLA as a whole.
- VI. Service
 - ☐ I will diligently prepare for and attend WLA Board meetings.
 - ☐ I will avoid personal involvement in activities the Board has delegated to designees unless directed or as part of predetermined responsibilities.
 - ☐ I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.

**WASHINGTON LEADERSHIP ACADEMY
2015 APPLICATION FOR CHARTER**

STATEMENT OF INTEREST & QUALIFICATIONS—

Describe your interest in the Washington Leadership Academy, your role in the development of the application, your role should a charter be granted, and the expertise and resources that you will bring in establishing the proposed school.

I have been involved in promoting civic education for over 8 years and am eager to bring the Washington Leadership Academy to life to provide a model for what 21st century civic education should look like nationwide.

I have been involved in reviewing and shaping the application and, if the charter is approved, will serve as a member of the Board of Trustees of WLA.

I bring extensive experience in education, youth development, and community development to this endeavor, as well as the time and commitment to seeing the school open, scale, and succeed.

Founding / Board Member Signature:



Printed Name:

Courtney C. Wright


Date:

2/20/2015

Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	
Name (Printed) <u>Courtney C. Wright</u>	Title
Name of Proposed School <u>Washington Leadership Academy</u>	Date <u>2/20/2015</u>

G. Additional Required Documents

1. ARTICLES OF INCORPORATION



DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS

District of Columbia Government

Corporations Division

Articles of Incorporation of Domestic Nonprofit Corporation

One or more persons acting as the incorporator or incorporators under the provisions of the Title 29 of D.C. Code (Business Organizations Act) adopt the following Articles of Incorporation:

First: Corporation Name:

Washington Leadership Academy

Second: The corporation will have members: No

Third: Registered Agent's name and address in the District Columbia:

[REDACTED]

[REDACTED]

[REDACTED]

Fourth: The corporation is incorporated as a nonprofit corporation under D.C. Code Title 29 Chapter 4.

Fifth: Miscellaneous Provisions (may attach the statement):

CitizenshipFirst's Federal Employer Identification Number is [REDACTED]

Sixth: Directors Name & Address:

No directors.

Seventh: Incorporators Name & Address:

Name	Address
[REDACTED]	[REDACTED]
CitizenshipFirst	207 W. 133rd, New York , New York 10030

Eighth: Incorporators executing this form:

No information provided.

If you sign this form you agree that anyone who makes a false statement can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405;

Amount Paid: \$80.00

Date: 2/20/2014 5:18 PM

E-Signed

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code have been complied with and accordingly, this ***CERTIFICATE OF INCORPORATION*** is hereby issued to:

Washington Leadership Academy

Effective Date: 2/13/2014

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/20/2014 5:18 PM



Business and Professional Licensing Administration

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: T4j4gsKp



**DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION
CORPORATIONS DIVISION**

Invoice Date: 02/13/2014

**Government of the District of Columbia
DCRA Corporations Division
P.O. Box 92300
Washington, D.C. 20090**

Invoice Number: VSYAB5F93D62

UserID: 4301630

Billing Information

Seth Andrew
207 W 133rd Street
New York, NY 10030

Product Description	File Number	Order Date	Item Cost	Expedited	Total
DNP-1 NonProfit Articles of Incorporation Web Washington Leadership Academy	N00004873245	02/20/2014	\$80.00	\$0.00	\$80.00

Payment Details:
Web Payment for \$80.00 with CreditCard
Credit Card: X [REDACTED]

Invoice Total: \$80.00

2. BY-LAWS

BY-LAWS WASHINGTON LEADERSHIP ACADEMY PUBLIC CHARTER SCHOOL (an Education Corporation)

ARTICLE I Name, Office and Purpose

Section 1.01. Name. The name of the education corporation is Washington Leadership Academy Charter School. Washington Leadership Academy Public Charter School will do business as “Washington Leadership Academy.”

Section 1.02. Office. The principal office of Washington Leadership Academy shall be located at [TBD].

Section 1.03. Purpose. Washington Leadership Academy's purpose is to educate students by providing them with a demanding academic program that prepares them for success in college and lives of public leadership.

Section 1.04. Non-Discriminatory Policy. Washington Leadership Academy seeks diversity in its student/parent body, faculty, staff and administration. Washington Leadership Academy does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, marital status, sexual orientation or affectional preference, or any other category protected by law, in its educational policies, employment practices and all other school administered procedures and programs.

ARTICLE II Board of Trustees

Section 2.01. General Powers and Duties. The Board of Trustees shall govern the operations and affairs of Washington Leadership Academy, and it shall have all the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the District of Columbia. In exercising its powers and duties, the Board of Trustees shall establish and maintain policies and procedures for the operation of Washington Leadership Academy and shall oversee that such policies and procedures are carried out by the School Leader and such other staff of Washington Leadership Academy as the Board of Trustees may employ or authorize the School Leader to employ from time to time. The Board of Trustees shall have primary responsibility for seeing that Washington Leadership Academy is provided with the financial and other resources, which the Board of Trustees deems appropriate for its proper operation.

Section 2.02. Number of Trustees. The Board of Trustees shall fix the number of trustees of Washington Leadership Academy, which shall not be less than five (5) or more than fifteen (15). The balance of the trustees shall be elected ("Elected Trustees") pursuant to the provisions of Section 2.04 of these Bylaws.

Section 2.03. Term of Office. Unless otherwise provided by the Board of Trustees at the time a trustee is chosen, the term of office of each Elected Trustee shall be a period of three (3) calendar years commencing with the Regular Meeting following his or her election and continuing until a

successor shall have been elected. No Elected Trustee shall serve more than three (3) consecutive, three-year terms, unless the Board of Trustees designates otherwise. The Elected Trustees shall be divided into classes for the purpose of staggering their terms of office. This will help to balance continuity with new perspective. The terms of Elected Trustees shall be fixed so that the terms of one half (1/2) of such trustees (as nearly as possible) expire at the close of each year.

Section 2.04. Election of Trustees. Elected Trustees shall be chosen by the Board of Trustees as provided in subsections (b) and (c).

(a) Nomination. Prior to June 1 in each academic year and at such other times as there may be vacancies among the Elected Trustees, whether by expiration of the term of office, death, resignation, removal or an increase in the number of Elected Trustees, the Governance Committee shall nominate candidates for the vacancies which it recommends be filled and shall specify the number of such vacancies which are to be filled by the Annual Election of Trustees pursuant to subsection (b) and the number which are to be filled by the Board of Trustees pursuant to subsection (c) at an Annual or Regular Meeting or at such other time as may be appropriate. No employee of Washington Leadership Academy Charter School shall be eligible to be nominated or serve as an Elected Trustee.

(b) Annual Election of Trustees. At an Annual Meeting, or any subsequent Regular or Special Meeting, the Annual Election of Trustees shall take place. The Board of Trustees shall Vote on the candidates nominated by the Governance Committee pursuant to subsection (a) to fill vacancies in the Elected Trustees, and each candidate shall be elected by the vote of a majority of the whole Board of Trustees. Voting shall be done by confidential ballot and the ballots shall be counted by the Clerk and confirmed by the Chair or any Vice Chair of the Board of Trustees.

(c) Board Election of Trustees. If any of the Elected Trustees shall die, resign, refuse to act or be removed from the Board of Trustees, or if an Elected Trustee's term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board of Trustees acting upon recommendation of the Governance Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces. Upon recommendation by the Governance Committee, the Board of Trustees may create positions for additional Elected Trustees for such term, not exceeding two (2) years, as the Board of Trustees shall determine. Any vacancy among the Elected Trustees created by increasing the number thereof shall be filled by vote of a majority of the whole Board of Trustees. Upon a two-thirds (2/3) vote, the Board of Trustees acting upon the recommendation of the Governance Committee may abolish a vacant Elected Trustee seat; provided that the total number of trustees may not be less than that required by law or by these Bylaws; and further provided that the Board of Trustees files a certified copy of such action with the District of Columbia Board of Education.

(d) A trustee may vote in person or by proxy for any election of trustees at the Annual Election of Trustees under subsection (b) and for any other election of trustees under subsection (c). Each proxy shall be executed in writing by the trustee and delivered to the Chair or any Vice Chair of the Board of Trustees in advance of the meeting to elect trustees.

Section 2.05. Meetings of the Board of Trustees. The Board of Trustees may transact any business

permitted by these Bylaws at an Annual, Regular or Special Meeting as provided below. Notice of all Board meetings, including annual, regular and special meetings, shall be given to the public in a manner consistent with the Open Meeting Law.

(a) Annual Meeting. Unless otherwise provided by the Board of Trustees, the "Annual Meeting" of the Board of Trustees shall be held in June of each year.

(b) Regular Meeting. The Board of Trustees may provide for the holding of "Regular Meetings" and may fix the time and place of such meetings. Regular Meetings shall be held at least nine (9) times per year.

(c) Special Meetings. "Special Meetings" of the Board of Trustees shall be called by the Chair or a Vice Chair of the Board of Trustees, at such time and place as may be specified in the respective notice or waivers of notice thereof. A Special Meeting shall be called by the Chair or a Vice Chair promptly upon receipt of a written or electronic request to do so from a majority of the Board of Trustees. There shall be two classes of Special Meetings of the Board of Trustees:

- (1) Special Meetings, to be held in executive session, to consider matters with respect to employees (e.g., to evaluate the performance or to set the salary of the School Leader) which shall not be attended by the School Leader as a trustee unless requested to attend by a majority of the whole Board of Trustees.
- (2) Special Meetings to consider any other matter.

(d) Notice. Notice of the time and place of an Annual or Regular Meeting shall be given to each trustee either by messenger, regular mail, email or facsimile at least fifteen (15) days before the meeting. Notice of the time and place of a Special Meeting shall be given to each trustee either by messenger, regular mail, email or facsimile not less than five (5) days before the meeting. Notices by messenger, regular mail, e-mail or facsimile shall be sent to each trustee at the number and/or address designated by him or her for that purpose. Oral or telephonic notices of meetings shall not be permitted. Neither the business to be transacted nor the purpose of any Regular or Special Meeting need be specified in the notice or waiver of notice of the meeting, unless otherwise specified in the Bylaws or required by law. Unless otherwise required by statute, notice of any meeting need not be given to any trustee who executes (either before or after the holding of such meeting) a waiver of notice of such meeting. Any such waiver shall be filed with the minutes of the meeting. Unless otherwise required by statute, notice of any adjourned meeting need not be given.

Section 2.06. Conflicts of Interest. The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of Washington Leadership Academy Charter School have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of Washington Leadership Academy Charter School. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of Washington Leadership Academy Charter School.

Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees can provide such guidance and take such action as it deems appropriate. Areas of potential conflict of interest include financial interests, inside

information, conflicting interests other than financial ones, and gifts and favors. The Board of Trustees shall, in its discretion, adopt a policy on conflicts of interest to address these areas of potential conflict. [See Section G(5) of this charter application. The Code of Ethics contains a policy on Conflicts of Interest].

Section 2.07. Quorum and Manner of Acting. At all meetings of the Board of Trustees, a majority of the whole Board of Trustees shall constitute a quorum for the transaction of business. Except as otherwise provided by statute or by these Bylaws, the act of a majority of the trustees present at any meeting at which a quorum is present shall be the act of the Board of Trustees. In the absence of a quorum, a majority of the trustees present at the time and place of meeting (or one trustee, if less than three (3) are present) may adjourn the meeting from time to time until a quorum shall be present.

Section 2.08. Action by Consent. Any action required or permitted to be taken at any meeting of the Board of Trustees, or of any committee as provided in Article III, may be taken without a meeting, if written consents are signed by each trustee of the Board of Trustees or each member of such committee, as the case may be. Action taken by the Board, or any committee thereof, without a meeting will be done so to the extent permitted by the Open Meetings Law. Action without a meeting will rarely be permitted by the Open Meetings Law. Such written consents shall be filed with the minutes of the proceedings of the Board of Trustees or a committee, as the case may be.

Section 2.09. Meetings Held Other Than in Person. Trustees of the Board of Trustees or members of any committee may participate in a meeting of the Board of Trustees or committee, as the case may be, by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Such participation shall, however, not constitute presence in person at the meeting. Trustees who participate in a meeting of the Board of Trustees in such manner may not be counted for purposes of having a quorum and may not vote.

Section 2.10. Resignations. Any trustee may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof. If any trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Chair of the Board of Trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled as provided in Section 2.04.

Section 2.11. Removal or Suspension. Any trustee may be removed or suspended from office by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No trustee shall be removed without being provided with at least seven (7) days notice of the proposed removal and a copy of the complaint. If in the opinion of a majority of the whole Board of Trustees such complaint shall have been sustained, the accused trustee may be removed or suspended from office, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee.

Section 2.12. Compensation of Trustees and Officers. Trustees, as such, shall not receive any salary for their services as trustees. Nothing in these Bylaws shall be construed to preclude any

trustee or officer from serving Washington Leadership Academy in any other capacity and receiving reimbursement of a Trustee's actual and necessary expenses while conducting corporation business, as approved by the Board of Trustees.

Section 2.13. Evaluations. Evaluations of the School Leader shall be conducted by the Governance Committee on an annual basis. Evaluations of the Board of Trustees shall be coordinated by the Governance Committee on at least a bi-annual basis. Results of both evaluations, which may be in summary form, will be distributed to the Board of Trustees, preferably in the middle of the school year. On-going informal assessments of the School leader and the Board of Trustees shall be conducted on an as-needed basis as determined by the Governance Committee.

ARTICLE III Committees

Section 3.01. Standing Committees. The Board of Trustees shall establish and maintain the following "Standing Committees": Executive Committee, Governance Committee, Finance Committee, Development Committee, Community and Family Communications Committee and Academic Accountability Committee.

Section 3.02. Ad Hoc Committees. The Board of Trustees may from time to time establish one or more "Ad Hoc Committees" with such names, powers and functions as may be determined from time to time by the Board of Trustees.

Section 3.03. Committee Members; Chair. Members of committees shall be appointed annually by the Chair of the Board of Trustees, subject to ratification by the Board of Trustees at the first Regular Meeting of the Board of Trustees held after the appointment. Vacancies in the membership of any committee shall be filled by appointment by the Chair of the Board of Trustees after consulting with the Chair, if any, of such committee. Unless otherwise provided in these Bylaws, the membership of committees shall not be restricted to trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate, with a minimum of three trustees for each committee. Except as otherwise provided in these Bylaws or by the Board of Trustees, the Chair of each committee shall be chosen by the Chair of the Board of Trustees from among the trustee members of the committee.

Section 3.04. General Powers and Responsibilities of Committees. All matters to come before the Board of Trustees shall be considered first by the appropriate committee. Any problem, concern, grievance or other matter referred to a committee shall be considered by such committee which shall consult with such interested parties as the committee deems appropriate. A committee to which any matter has been referred shall report on such matter to the Board of Trustees and, to the extent appropriate, make recommendations with respect thereto. Except as specifically provided by the Board of Trustees, each committee's powers are advisory to the Board of Trustees.

Section 3.05. Committee Reports and Agenda. Each Standing Committee shall make periodic reports to the Board of Trustees. Whenever possible, a written report of any committee meeting or a summary thereof shall be made available in advance of the Board of Trustees' meeting at which the report is to be presented. Whenever possible, each committee shall submit to each trustee a copy of the agenda for future meetings of the committee.

Section 3.06. Executive Committee. The Executive Committee shall consist of no less than five

(5) members, including the Chair and the Vice Chair of the Board of Trustees and such other trustees as may be designated by the Board of Trustees. The Chair of the Board of Trustees shall be the Chair of the Executive Committee. The Executive Committee shall set the policy agenda, coordinate committee agendas, and set the agenda for the full Board of Trustees. The Executive Committee shall operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet. Between meetings of the Board of Trustees, the Executive Committee may take any action on behalf of the Board of Trustees that could be authorized by a vote of a majority of the trustees in attendance at a meeting at which a quorum was present. The Executive Committee shall not have the power to take any action that requires at least a vote of the majority of the whole Board of Trustees or is limited to the Board of Trustees by law. Any action taken by the Executive Committee may be subject to ratification by the Board of Trustees. A member of the Executive Committee shall record the minutes of each meeting and include a report on any actions taken. Such member shall forward the minutes to the Clerk and the Clerk shall distribute the minutes of such meetings to the full Board of Trustees.

Section 3.07. Governance Committee. The Governance Committee shall be composed of at least three (3) persons recommended by the Chair of the Board of Trustees and elected by a majority of the Board of Trustees. The Governance Committee shall be responsible for evaluating and making recommendations about the role, responsibilities and expectations of the present and future Director of Operations and Principal; developing, as necessary, a process for leadership succession; evaluating and making recommendations about the role and responsibilities of the Board of Trustees; reviewing governance policy and practice; and evaluating and making recommendations about the Board of Trustees' composition, organization and committee structure. The Governance Committee shall evaluate the ability of the Board of Trustees and its members in terms of specific skills, interests, and diversity. The Committee shall also canvass the community at large for potential candidates for vacancies on the Board of Trustees. It shall interview potential candidates, guide them through the application process, and make recommendations to the Board of Trustees with respect to various candidates and, in appropriate circumstances, the creation of additional positions for Elected Trustees. The Governance Committee shall be responsible for presenting a slate of candidates for election as officers of the Board of Trustees and the orientation of newly chosen trustees.

Section 3.08. Finance Committee. The Treasurer shall be the Chair of the Finance Committee. The Finance Committee shall be responsible for overseeing the preparation of budgets, financial reports and for supervising the management of Washington Leadership Academy's finances, including notifying the Board of Trustees of significant deviations from the approved budget. The Finance Committee shall review, analyze and recommend for approval the annual audit. On a periodic basis, the Finance Committee shall review investment policies, objectives, and performance.

Section 3.09. Development Committee. The Development Committee shall be responsible for the development and implementation of fundraising goals and programs. Its responsibilities may include setting annual fundraising goals, developing periodic capital campaigns and providing for appropriate parent and alumni communications and developing programs to facilitate continuing cultivation of support for Washington Leadership Academy. The Development Committee shall also be responsible for strengthening communication and outreach programs for parents and developing programs to better communicate with and maintain the support of Washington

Leadership Academy's broader community of alumni, neighborhood residents, education and business communities and others.

Section 3.10. Academic Accountability Committee. The Academic Accountability Committee shall be responsible for evaluating whether Washington Leadership Academy is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in college and lives of public leadership. It will examine the results from city, state, national and internally developed assessments which are both criterion and norm--referenced. In addition, the Academic Accountability Committee will meet will meet with staff to analyze assessment data.

Section 3.11. Community and Family Communications Committee. The Community and Family Communications Committee shall be responsible for ensuring the community and families are satisfied with the school, as well as to serve the committee to ensure that staff are satisfied with school through semi-annual surveys. The Community and Family Communications Committee shall serve as the primary contact for parents and community members.

ARTICLE IV Officers

Section 4.01. Titles. The officers of the Board of Trustees shall be a Chair, one or more Vice Chairs, a Clerk, a Treasurer and such other officers as may be appointed in accordance with these Bylaws.

Section 4.02. Election, Term of Office and Qualifications. The Board of Trustees shall elect the Chair, one or more Vice Chairs, a Clerk, a Treasurer and any other officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or a Special Meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur. A trustee may hold any number of offices, except that neither the Clerk nor the Treasurer may serve concurrently as the Chair. Each officer serves at the pleasure of the Board of Trustees, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section 4.03. Subordinate Officers and Agents. The Board of Trustees from time to time may appoint subordinate officers or agents (including one or more Assistant Secretaries and one or more Assistant Treasurers), to hold office for such period, have such authority, and perform such duties as may be provided in the resolutions appointing them. The Board of Trustees may delegate to any officer or agent the power to appoint any such subordinate officers or agents and to prescribe their respective terms of office, authorities and duties.

Section 4.04. Resignations. Any officer may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof.

Section 4.05. Removal or Suspension. Any officer elected or appointed by the Board of Trustees or by any officer of Washington Leadership Academy may be removed or suspended by the Board of Trustees at any time by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No officer shall be removed without being provided with at least seven (7) days notice

of the proposed removal and a copy of the complaint.

Section 4.06. Vacancies. A vacancy in an office by reason of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in section 4.02.

Section 4.07. The Chair. The Chair shall be the chief presiding officer of the Board of Trustees and shall perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Chair shall preside at all meetings of the Board of Trustees and the Executive Committee, if he or she is present. The Chair shall, when directed by the Board of Trustees, sign on behalf of Washington Leadership Academy all contracts, securities and other obligations of Washington Leadership Academy, the authority to sign which is not otherwise delegated by the Board of Trustees or by these Bylaws.

Section 4.08. Vice Chairs. The Vice Chair shall have such power and perform such duties as may be assigned by the Chair or the Board of Trustees. The Vice Chair (or if there shall be more than one, the Vice Chair designated by the Chair or the Board of Trustees) shall in the absence or disability of the Chair or at the Chair's request, perform the duties and exercise the powers of the Chair.

Section 4.09. The Clerk. The Clerk shall keep the minute books of Washington Leadership Academy, be responsible for the minutes of the meetings of the Board of Trustees and in general perform all duties incident to the office of Clerk and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair.

Section 4.10. The Treasurer. The Treasurer shall have general custody of all money and securities of Washington Leadership Academy and from time to time shall render to the Board of Trustees, and to the Chair upon request, a statement of the financial condition of Washington Leadership Academy and of all of his or her transactions as Treasurer. In general, the Treasurer should perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair.

Section 4.11. Salaries. The School Leader shall be paid such salary as shall be fixed on an annual basis time to time by the Board of Trustees.

Section 4.12. Agreements, Contracts, Checks Requiring Signatures of Officers. All singular agreements, contracts, checks, and other instruments of Washington Leadership Academy requiring an expenditure or imposing an obligation of more than \$50,000 shall be executed by any two officers of Washington Leadership Academy or by one officer and such other person or persons as may be designated by the Board of Trustees. All singular agreements, contracts, checks and other instruments of Washington Leadership Academy requiring an expenditure or imposing an obligation of less than \$50,000 may be executed by any one officer or by such other person or persons as may be designated by the Board of Trustees.

ARTICLE V Miscellaneous Matters

Section 5.01 Corporate Seal. The corporate seal of Washington Leadership Academy shall bear the name of Washington Leadership Academy and the words and figures denoting its organization under the laws of the District of Columbia and otherwise shall be in such form as shall be

approved by the Board of Trustees.

Section 5.02. Fiscal Year. The fiscal year of Washington Leadership Academy shall begin on the first day of July in each year and shall end on the thirtieth day of the following June.

Section 5.03. Conflict with Bylaws. To the extent a conflict exists between any provision in these Bylaws and the Open Meetings Law, the Open Meetings Law shall control. Moreover, to the extent a conflict exists between any provision in these Bylaws and a provision in Washington Leadership Academy's Charter, the Charter shall control.

Section 5.04. Indemnification. (a) To the maximum extent permitted by applicable law, as is in effect at the time of the adoption of these Bylaws or as amended from time to time, Washington Leadership Academy shall indemnify any.

Section 5.05. Dissolution. Pursuant to D.C. Code § 38-1802.13a(c)1, should the school's charter be revoked, non-renewed, or voluntarily relinquished, WLA will develop a plan to return funds to OSSE in accordance D.C. Code §§ 38-1802.04(c)(16), 38-1802.13a.(c)(1).

3. CHARTER SCHOOL BOARD MEMBER AGREEMENTS

Please see Section F for signed Board Member Agreements.

4. WLA BOARD OF TRUSTEES PERFORMANCE EXPECTATIONS

Washington Leadership Academy Individual Director Performance Expectations

Washington Leadership Academy Individual Directors will sign off on and adhere to the following performance expectations:

- I. Commitment to WLA's Mission
 - In the course of my duties, I will be guided by WLA's mission—to *prepare Washington, DC scholars with the knowledge, skills, and habits required for success in college and lives of public leadership.*
- II. Fairness
 - I will encourage debate, expressions of different opinions, and listen with an open mind to others' ideas.
 - I will be fair, just, and impartial in all of my decisions and actions.
- III. Trustworthiness
 - I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - I will work to ensure accountable and prudent use of WLA resources.
 - I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board, unless specifically authorized to do so.
- IV. Honor
 - I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - I will not release confidential information.
- V. Integrity
 - I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - I will not disclose information that is confidential by law or that will needlessly harm WLA if disclosed.
 - I refuse to surrender judgment to any individual interest group at the expense of WLA as a whole.
- VI. Service
 - I will diligently prepare for and attend WLA Board meetings.
 - I will avoid personal involvement in activities the Board has delegated to designees unless directed or as part of predetermined responsibilities.
 - I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.

Job Description
Spring 2015

School Mission:

The mission of Washington Leadership Academy is to prepare scholars in Washington, D.C. with the knowledge, skills, and habits required for success in public leadership and the college of their choice.

Trustee Responsibilities:

The responsibilities of WLA's Board of Trustees include:

1. Development and communication of the mission of the school through policy efforts, coordinated fundraising efforts, and outreach.
2. Ensure that policies and procedures maintain compliance with federal state and local laws.
3. Review and approve the school's annual budget and strategic plan annually.
4. Work with school leaders to ensure that the school is audited annually by an outside, independent auditor.
5. Hire, review the performance of, and (if necessary) dismiss the Principal.
6. Hire, review the performance of, and (if necessary) dismiss the non-profit charter management organization.
7. Agree with and adhere to Washington Leadership Academy's conflicts of interest and confidentiality policies, Articles of Incorporation, Code of Ethics, and Bylaws.
8. Recruit and propose Board of Trustees candidates who possess skills that further the mission of the school.
9. Maintain a high level of ethical standing.
10. Participate in Board and committee meetings.

5. CODE OF ETHICS

Washington Leadership Academy Code of Ethics

This Code of Ethics outlines the ethical conduct to which Washington Leadership Academy employees, contractors, volunteers, and Board members must adhere. All Washington Leadership Academy employees, contractors, volunteers, and Board members agree to the following:

1. To uphold and enforce all laws, rules and regulations that apply to Washington Leadership Academy. Desired changes shall be brought about only through legal and ethical procedures.
2. To make decisions in terms of the educational welfare of children and seek to develop and maintain a school environment that meet the individual needs of all children regardless of their ability, race, creed, sex, or social standing.
3. To appreciate diversity in all of its forms.
4. To find and use the most equitable, efficient, effective, and economical means for getting tasks accomplished.
5. To make no personal promises nor take any private action that may compromise the Board.
6. To make decisions after learning the facts.
7. To hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools.
8. To engage in honesty, professionalism and integrity in daily work.

Washington Leadership Academy employees, contractors, volunteers, and Board members will be held accountable to this code.

6. Conversion Endorsement Certification - NOT APPLICABLE

7. DISCIPLINE POLICY

Washington Leadership Academy Discipline Policy and Code of Conduct¹¹⁹

Washington Leadership Academy (WLA) is committed to creating a joyous school culture by providing a safe and orderly environment in which students can improve their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a structured and consistent discipline policy, WLA would not be able to accomplish its mission. Students and families have a right to attend a safe and orderly school. First and foremost, WLA will reward scholars for displaying the WLA Habits of Leadership. WLA students will have skill and habit score cards that are transparent enough for them to know how they are doing at any given time. Scholars will be rewarded for positive behaviors and for growth in positive behavior.

There will be clearly established consequences for frequently occurring behavioral issues, creating an incentive structure that motivates students to behave in accordance with the values of the school. Scholars will be given time and space to reflect upon misbehavior and to make amends when appropriate.

This environment will ensure that all students have the opportunity to maximize their educational opportunities at WLA.

RESPECTFUL AND COURTEOUS ENVIRONMENT

WLA is committed to maintaining a respectful and courteous environment in which students are expected to demonstrate the daily behaviors that are part of any respectful community. Students should politely greet staff and each other each morning and welcome any guests who are visiting the building with a handshake, a pleasant greeting, and an introduction.

Students will practice these skills as part of the LEAD course, and be expected to demonstrate them each day. These social skills are an important factor in creating a professional and academically driven school environment, and are an essential part of every youth's development into adulthood. These professional skills will be important in the student's service learning experience, in college, and in public leadership.

MERIT/MASTERY SYSTEM

As WLA aims to provide a productive and supportive learning environment, it is equally important to acknowledge and reward desirable behavior in students. WLA will accomplish this primarily through the Merit/Mastery System and Skills and Habits Score Card.

WLA Habits of Leadership

Gratitude and	Scholars must develop an attitude and approach to school and life that includes a persistent and
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¹¹⁹ This Code of Conduct is a draft. It is subject to change as school leaders are hired and integrate their expertise.

Humility	deep sense of gratitude. Scholars must have a sincere awareness of their own fallibility, imperfections, and room for growth as scholars and as humans.
Agency and Self-advocacy	Students will take ownership of personal results and recognize their own role in achieving their academic, social, financial, and career goals. Scholars will develop autonomous decision-making skills in preparation for independent adult life. Scholars must be able to assess and advocate for their personal or community needs.
Grit and Resilience	Students will develop systems for defining and approaching problems, and how to re-define and re-approach in the face of initial failure or disappointment. Scholars will develop a deep confidence in their own abilities and tenacity toward their long-term goals that will serve them well in the face of any challenge.
Self-control and Responsibility	Scholars must consistently demonstrate voluntary regulation of behavioral, emotional, and attentional impulses in the presence of momentarily gratifying temptations or diversions. Students must be able to see long-term consequences to their short-term decisions.

Merits acknowledge individual acts that promote a positive community, support academic achievement and generally show mastery over skills and habits that are essential for success in college and lives of public leadership. Students can earn merits or mastery acknowledgements from a staff member for a variety of reasons, including, but not limited to:

- Gratitude and Humility:
 - Volunteering service to the school
 - Volunteering to help a student or teacher
- Agency and Self-Advocacy:
 - Taking initiative
 - Doing what's expected when others are not.
- Grit and Resilience:
 - Demonstrating outstanding effort or improvement
- Self-Control and Responsibility:
 - Showing courteous behavior
 - Performing an act of kindness

Students accumulate merits/mastery over time and can use them for special privileges. As students progress in years at WLA, fewer extrinsic rewards will be available with the idea that students need to be prepared for college and life when many times the rewards and motivation will need to be intrinsic.

CODE OF CONDUCT VIOLATIONS: SCHOOL-RELATED DISCIPLINARY OFFENSES

Below is a description of school-related disciplinary offenses for which a student may be subject to detention, in-school suspension, or in rare cases, out-of-school suspension or expulsion. A school-related disciplinary offense refers to the violation of this code occurring:

- While the student is on school grounds or school-related transportation;
- During a school-sponsored activity; or
- During events sufficiently linked to school.

Level 1

If a student commits any of the following infractions, the student will likely¹²⁰ receive a reduction in their Habits of Leadership scorecard. If they commit multiple of these infractions in the same day or week, they may receive detention and lose certain school privileges.

Level 1 infractions for 9th graders¹²¹ include, but are not limited to:

- Disrespecting a fellow student
- Disrespecting faculty, staff, or other member of school community
- Disrespecting school property
- Dressing out of uniform
- Arriving late to school or class
- Chewing gum
- Disrupting class
- Being unprepared for class

Level 2

If a student commits any of the following infractions, the student will likely receive a reduction in their Habits of leadership scorecard, receive detention, and may lose certain school privileges.

Level 2 infractions include, but are not limited to:

- Acting extremely disruptive in class, school, on school-related transportation, or during a school-sponsored activity
- Physical contact that causes a disruption, or makes other students feel uncomfortable or excluded
- Other behaviors deemed inappropriate by school staff
- Cutting school or class or detention

Students are expected to respond respectfully to school staff. Behaviors that are considered disrespectful include, but are not limited to: rolling of the eyes, making inappropriate remarks or sounds in response to a request, or questioning a staff person's action or authority. Such disrespect will not be allowed and demerits consequences according to the above schedule will follow this behavior.

If a student is required to leave a classroom due to their behavior, the student must meet with the teacher to resolve the problem prior to the student returning to the classroom.

A meeting between the student and his or her parent or guardian, and the student's classroom teacher or Principal may be required in order to address the student's behavior and plan for improvement.

Level 3 and 4 Infractions

If a student commits one of the infractions listed below, the student may receive an in- or in rare

¹²⁰ The school leaders, principals, teachers and other school staff have the ability to modify the consequences for specific circumstances. Students are individuals, and though a consistent discipline policy is important, ultimately the growth and development of each scholar is most important.

¹²¹ The school discipline policy will be modified somewhat each year as students exhibit more mature, adult and professional skills and habits.

cases, an out-of-school suspension. Before the student's return to class, the student, his or her parent or guardian, and the student's classroom teacher, Principal or other school leader, must meet in order to address the student's behavior and develop a plan for improvement and potential restoration of the harm done. Infractions include:

Level 3

- Gross disrespect of a fellow student
- Gross disrespect of faculty, staff, or school transportation provider
- Gross disrespect of school property
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any other form of harassment or intimidation
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats, empty or otherwise
- Fighting, pushing, shoving, or other unwanted physical contact
- Setting off false alarms or calling in groundless threats
- Departing, without permission, from class, floor, building, or school-sponsored activity
- Unauthorized use of the building facilities
- Forgery of any sort, including parental signatures
- Cheating or plagiarism, or copying anyone else's work (including the use of language translation sites and term paper sites on the internet)
- Repeated and fundamental disregard of school policies and procedures

Level 4

Under certain extreme circumstances, students may be subject to suspension and /or expulsion by the Principal as explained below. WLA leaders will do everything they can to prevent expulsions.

- a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance, including, but not limited to, illegal narcotics of any kind, may be subject to expulsion from the school by the Principal.
- b) Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school by the Principal.

Students and families should note that the definition of "assault" includes not only harmful or offensive contact, but also threatening such contact.

- c) In addition to those categories provided by statute, students may face expulsion as a result of the following infractions:
 - Repeated or excessive out-of-school suspensions
 - Repeated and fundamental disregard of school policies and procedures
 - Assault against fellow students or other members of the school community who are not

- considered educational personnel
- Destruction or attempted destruction of school property including arson
- Possession of alcohol on school premises or at a school-sponsored or school-related event

The Principal has the authority to suspend or expel a student who has been charged with a felony if the Principal determines that the student's continued presence would have a detrimental effect on the general welfare of the school.

In addition to any of the preceding infractions, any breaches of Federal law or D.C. law may be handled in cooperation with the D.C. Police Department and may result in expulsion.

d) Any student who is charged with a violation of either paragraph a), b), or c) shall be notified in writing of an opportunity for a hearing; the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal.

After said hearing, the Principal may, in his or her discretion, decide to suspend rather than expel a student who has violated either paragraph a), b) or c).

e) Any student who has been expelled from a school or school district pursuant to these provisions shall have the right to appeal to the Principal. The expelled student shall have ten days from the date of the expulsion in which to notify the Principal of his or her appeal. The student has the right to counsel at a hearing before the Principal. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

e) If said student applies for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the Principal a written statement of the reasons for said expulsion.

PROCEDURES FOR DISCIPLINARY ACTION

Detention

Students may be required to serve one or more hours of after school detention if they fail to meet school expectations. Students will be notified of their detention for that afternoon. The first time a student fails to attend the designated detention session, he or she will receive two hours of detention.

Suspensions and Expulsions

The student will be removed from class and will wait with school leaders who will notify the parents or guardian of the incident. Depending on the case, the parent or guardian may be asked to come to the school to meet with the school leaders and/or Principals who observed the behavior and talk to the students and guardians about the behavior. If the group can develop a solution that will make up for the behavior other than suspension or expulsion, that opportunity will be considered.

I. In-School Suspension

To maintain a safe and orderly environment, sometimes students need to be removed from the classroom, but not the school. At other times, the student has exhibited behavior so antithetical to a positive learning environment that he/she needs time away from other students to stop disrupting them. In-school suspensions will be supervised and the student will use the time productively, working on his/her mastery-based assignments. WLA's model allows for students who are removed from the classroom to stay on track.

II. Short-Term Suspension

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following prior to suspension of one to ten days:

- a. Oral or written notice of the charges;
- b. If the student denies the charges, an oral or written explanation of the evidence against him/her; and
- c. An opportunity to present his/her version of the relevant facts.

In the case of danger or a risk of substantial disruption, this process will occur immediately after rather than before the suspension.

II. Expulsion or Long-Term Suspension

For expulsion or suspension longer than ten days, which will be extremely rare at WLA, the student shall receive:

- a. Written notice of the charges;
- b. The right to be represented by a lawyer or advocate (at the student's expense);
- c. Adequate time to prepare for the hearing;
- d. The right to present witnesses and to cross examine witnesses presented by the school; and
- e. A reasonably prompt, written decision including specific grounds for the decision.

The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.

Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.

A. The role of the Principal and Board of Trustees in Suspension and/or Expulsion

The Principal has the authority to suspend and/or expel students in the following four circumstances:

1. Student possession of dangerous weapon;
2. Student possession of controlled substance;
3. Student assault of educational personnel; or
4. Student charged with or convicted of a felony.

All decisions by the Principal regarding suspension or expulsion of a student for any of the above-cited reason(s) are subject to review by the Board of Trustees.

Expulsion for all offenses except for the four listed above, *must* involve the Board of Trustees. Expulsion shall be defined as permanent exclusion from Washington Leadership Academy Charter School. Upon receipt of the expulsion decision from the Principal, the Board of Trustees will consider the expulsion of a student. In addition to any other procedures approved by the Trustees, the following procedures will apply:

1. The Principal may commence an expulsion proceeding before the Trustees by providing the Board with notice of the reasons for the expulsion.
2. Prior to any decision by the Trustees to uphold the expulsion of the student, the student will be provided with written notice of the following:
 - a. Charges and a statement of the evidence;
 - b. Date, time, and place of a hearing;
 - c. Notice of the right at the hearing to:
 - i. Be represented by legal counsel (at the student's/parent's own expense)
 - ii. Present additional or new evidence not already presented or reflected in the record
 - iii. Confront and cross-examine witnesses
3. Hearings to consider the expulsion of a student will be held in executive session unless the student or parent requests an open hearing.
4. A student and/or parent, upon request, will have the right to review the student's records in accordance with applicable law.
5. The decision by the Trustees will be in writing and the controlling facts upon which the decision is made will be stated in sufficient detail to inform the parties of the reasons for the decision.

The purpose of the Board's consideration of the expulsion is to ensure that the school followed the proper procedures and legal requirements in making its decision, not to retry the facts of the case.

Student Restraint

Washington Leadership Academy maintains a Code of Conduct and clear disciplinary procedures. These procedures do not allow for corporal punishment but rather include a clear set of consequences.

Corporal punishment of students is prohibited. School personnel can use reasonable force as is necessary to protect students, other persons, and themselves from an assault by a student. When such an assault has occurred, a Principal shall file a detailed report of such with the school board. All personnel authorized to administer any forms of restraint shall be trained annually in accordance with Department of Education guidelines.

With Respect to Special Needs Students

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the school at any time.

COMPLAINT PROCESS

Both the school and the Board work in conjunction with one another to hear and resolve any complaints. If a problem arises, both the school and the Board encourage the complainant to address the problem directly with the staff member(s). If the complainant is dissatisfied with the proposed resolution by the appropriate faculty or staff member, a meeting should be scheduled with the Principal. If no resolution has been reached, the Board encourages attendance at the next regularly scheduled meeting of the Board of Trustees to try and resolve the situation.

If an individual believes that the school has violated any provision of the charter school law or regulations, he or she may file a formal complaint with the Board of Trustees. After receiving the complaint, the Board must send a written response to the individual within 30 days. If the Board does not address the complaint to the individual's satisfaction, the individual may submit the complaint to the D.C. Public Charter School Board, who may route it elsewhere in the D.C. government. A parent/guardian may file a complaint with DCPCSB at any time if he or she believes that the school has violated any federal or state law or regulation.

MISCELLANEOUS GUIDELINES

Respecting the Community

All members of the school community need to be highly respectful of those who live nearby.

- Students traveling to and from school on foot or via the subway need to conduct themselves as if they were in the school hallways: travel on the sidewalk in a safe and orderly fashion; dispose of waste appropriately; do not loiter outside or near the school building; and do not touch anything that may be residents' personal property.
- Families who drive their children to or from school must not block access to the street or cause other disruptions to traffic patterns.
- In general, all members of the school community need to be sensitive to how their actions affect the neighbors.

Public Transportation and Ambassadorial Behavior

Students who take public transportation to school are expected to behave responsibly and respectfully at all times because they are ambassadors for Washington Leadership Academy. The school takes a number of measures to facilitate responsible and respectful behavior, including, but not limited to:

- The Principal or his/her designee reviews expectations for appropriate behavior at all student and family orientations;
- Advisors review expectations for appropriate behavior in all Advisory Groups;

- The Principal or his/her designee meets students each morning to ensure appropriate student behaviors; and
- The Principal contacts any parent whose child has failed to act responsibly and respectfully on public transportation and imposes the appropriate consequences for the misbehavior, following those guidelines set out in the Student Code of Conduct.

College Trips, Field Trips and End-of-Year Field Lessons

Washington Leadership Academy requires outside learning experiences and special school events. During these activities, it is important for all students to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip or event will be sent home prior to the trip/event, and should be signed by a parent or guardian. Students who fail to return the signed slip – or who are not permitted to attend as a result of an earlier incident – will not be eligible to participate, and will be required to attend school that day. If parents or other volunteers assist with such trips or events, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Past or recent inappropriate behavior and/or suspensions, may result in detention, suspension, or loss of privileges in attending or participating in class trips and events, end-of-year or otherwise.

Forgery

Shared information and constant communication among teachers, students, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including, but not limited to ,weekly and quarterly progress reports and report cards, to be brought home by students, signed by parents, and returned by students the next school day. Any student who forges their parent or guardian's signature, or forges parental or guardian approval on any official or unofficial school communication, will face Level 2 consequences. Forgery is also an opportunity to engage the student and the guardian in a discussion about the forgery, why it may have occurred, and how to prevent it from happening in the future. There may be opportunities for the student to make amends for the forgery by apologizing to affected staff and his/her family.

Cheating, Plagiarism, and Copying Other's Work

Cheating on homework or exams, using resources inappropriately, and copying other people's work – students' or otherwise – is not only unfair, but in the case of plagiarism, illegal. There should never be a time when students should feel the need to look at someone else's exam, use a resource such as the Web inappropriately (i.e., term paper sites, translation sites), or copy someone else's homework, project, or paper. If students are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for direction. Specific guidelines regarding plagiarism will be reviewed with students. The school will determine appropriate consequences but cheating, plagiarism, and copying other's work will be taken very seriously, as it is in college and beyond.

Plagiarism is also an opportunity to engage the student and the guardian in a discussion about the behavior, why it may have occurred, and how to prevent it from happening in the future. There

may be opportunities for the student to make amends for the plagiarism by apologizing to affected staff and his/her family and/or learning about the consequences for this behavior in college and in professional settings.

ATTENDANCE POLICY

Excessive absences will result in lower class grades since part of a student's grade is based on his or her effort and performance in class, and missing class often affects academic achievement. Therefore, it is imperative that students are at school, on time, every day.

Parents and guardians are expected to call the school as early as possible but no later than 7:00 a.m. if their child will not be attending school for any reason. Written permission prior to the absence is both welcome and appreciated. Calls should be made as far in advance as possible and can be left on the school's main voicemail if necessary. If a student is not in Advisory and the school has not been notified that he or she will be absent, his or her parent or guardian will be called at home and/or work.

All questions regarding student attendance and attendance records should be directed to the school's Registrar.

A student is considered absent with a legitimate excuse when the student's family has contacted the school regarding student illness, family emergency, or religious observance at least one half hour ahead of the absence and follow up with a written note from a doctor or appropriate official when the student returns to school. All other absences will be considered unexcused, including, but not limited to, family vacation, participation at sports tournaments, attendance at entertainment events, or when the family has not contacted the school with a satisfactory reason. Standards will be higher for 11th and 12th grade students, who are expected to maintain a relationship with the service learning placement.

During in-school suspensions, completed homework will receive credit, and all missed quizzes and tests may be completed at the discretion of the individual teacher. All class work missed during in-school suspensions may be completed at the discretion of the teacher.

If prior notification had not already been provided, upon the student's return to school from an absence, whether it is the next day or on some day after, the student is required to bring a signed note from his or her parent or guardian explaining in detail the reason for the absence. If a student made a medical visit, a note from his or her doctor is required in lieu of the parent note.

If a student is absent for the first five days of school, or at least 10 consecutive days during the school without successful contact between the family and the school to explain his or her absences, that student will be considered to have withdrawn from Washington Leadership Academy and will be considered un-enrolled from the school.

Students who are absent from school cannot attend or participate in school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

Weather Related Closings

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations for relevant information regarding school cancellation. Washington Leadership Academy follows the same cancellation policies as D.C. Public Schools. If D.C. Public Schools are delayed or closed, so is Washington Leadership Academy.

LATENESS

Students are late to school if they arrive after Advisory begins. Late students must go to the Main Office to sign in.

Students who are late are not reflecting the Habits of Leadership and that will be reflected on their score cards. After the 3rd late incident, the Principal will contact and inform the family. After the 4th incident, a student must immediately report to the Principal, who will call the family to schedule a mandatory family meeting before the student is allowed to return to classes.

Lateness also provides an opportunity for students to reflect on the consequences of their actions and how being late impacts their school leaders, principals, and peers.

EXAMS

Exams and Quizzes

If a student is absent with excuse for a test, he or she should be prepared to make it up on the day he or she returns, unless the teacher has made alternative arrangements. If a student is absent without excuse, he or she may make up the test at the teacher's discretion.

TECHNOLOGY

Students will be held responsible for taking care of the technology provided to them by the school, including but not limited to a laptop computer. Scholars will be instructed in how to properly protect the computers to which they are assigned, and will be issued consequences for reckless behavior in regards to their care.

Students will also be expected to use their computers responsibly and for educational purposes. Scholars will receive explicit instruction in online safety and appropriate use of computers in and out of school. Students found to be off-task in class or misusing their computers will be subject to an appropriate consequence.

Students and families will understand that activity on computers is monitored by the school at all times via a system such as LanSchool. Students and families will sign an Acceptable Use Policy agreement for use of the laptops.

STUDENT DRESS POLICY

In order to improve the school's educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus solely on learning and not on attire, the school has a dress policy for students that applies to all school days and school-

sponsored events.

Washington Leadership Academy Daily Dress

Boys

- Solid blue or white Oxford-style dress shirt, short- or long-sleeved with Washington Leadership Academy logo (with plain, white T-shirt underneath)
- Navy blue crew or V-neck sweater or sweatshirt with Washington Leadership Academy logo
- Khaki-colored dress pants, straight leg or regular fit only
- Brown or black shoes, loafer or lace-up style only
- Brown or black belt (required)
- Khaki-colored shorts in warmer weather

Girls

- Solid blue or white Oxford-style dress shirt, short- or long-sleeved with Washington Leadership Academy logo
- Navy blue crew or V-neck sweater or sweatshirt with Washington Leadership Academy logo
- Khaki-colored dress pants, straight leg or regular fit only
- Brown or black shoes, loafer or lace-up style only
- Brown or black belt (required)
- Khaki-colored shorts in warmer weather

When students enter the school building, they must be in the proper uniform; they cannot change into the school uniform upon arrival. Students also may not change out of their uniform before dismissal.

CLASSROOM BEHAVIOR AND EXPECTATIONS

Upon entrance into the classroom, students should take their seats quietly and prepare the supplies they will need for the class. Students should place all book bags neatly on the floor when not in use, as these items are not allowed to remain on the student's lap or back during class. Students are not allowed to have their heads on the desks during class.

Every student is expected to actively participate in class work. At all times, students are expected to have with them an outside reading book, which they can take out if they have completed their work or are waiting for the teacher. Students failing to follow these expectations, including being late to class or not in their seats, may receive consequences.

During class, students should understand that there are certain necessary procedures that must be in place in order for effective learning to take place. These include:

1. Raising Hands. Students should know that if they would like to participate in class discussions, they should raise their hands to offer a question or comment.

2. Eating. Students may not eat in class, to reduce the distractions.
3. Gum Chewing. Students may not chew gum.
4. Silent Reading Book. Students are required to have a silent reading book with them at all times.

SUMMER SCHOOL/SUMMER ACADEMY

Summer remediation is required if a student fails one core academic course for the year with a grade below a passing score. Summer remediation allows the opportunity for students to develop and demonstrate that mastery and thus the potential of being promoted into the next grade. A comprehensive exam will be provided for the test the student is required to pass in order to demonstrate mastery of grade-level material and earn promotion to the next grade.

LEAVING CAMPUS AND SAFETY DURING THE SERVICE LEARNING EXPERIENCE

Under no circumstances are 9th and 10th grade students to leave the school building or use any exit other than the main one without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult – who has physically come to the Main Office to sign a student out – unless the school has been given prior written permission authorizing unaccompanied departure.

All doors to enter from the outside will be locked, including the building's main entrance. Students should be aware that since the school is located in a residential neighborhood (most likely), there are private homes and neighbors to whom they should be respectful and courteous at all times. Once students have entered school in the morning, they may not leave the building unless a staff member escorts them.

WLA will have most students for two full years prior to the start of the service learning experience. During that time, students will participate in a course called Leadership Education and Development (LEAD). This course will cover professional skills that they will need during the service learning program. Students will learn a broad range of skills including how to interview, how to create a resume, appropriate workplace behavior, the importance of timeliness in the workplace, how to ask for help, how to work with diverse populations, and more. Students will have a very clear understanding of the expectations for their behavior during the service learning experience long before it begins. Students will also have a chance to practice some of these skills through role-playing, field trips, and short service learning projects.

The service learning coordinator will be hired during the second half of the second year. He/she will work with school leaders and master teachers to understand the needs of particular students and help to create placements that will be the most conducive to productive learning. For example, WLA staff will know the particular student combinations that lead to disruptive behavior, and will never place those students together at a placement. Further, the service learning coordinator, with help from the larger WLA staff, will know which placements would be best for particular students. For example, the coordinator will likely try to place students who are less prepared than their peers with host partners that are happy to spend more time and attention on students.

The 11th grade teachers will all be available during the service learning time and will work with the service learning coordinator on schedules for checking in on students and host partners. At first, the check-ins will be very frequent. Each junior teacher might email the host partner for each of their students to confirm that students arrived on time and displayed the habits of leadership throughout the day.

Additionally, WLA may utilize a service such as [LiveSchool](#) which allows teachers, school leaders, and service learning partners to easily track student performance across a number of criterion each day. A service like LiveSchool would allow the service learning coordinator and WLA staff to track student behavior throughout the service learning experience from any device in real time. The WLA Founding Team will explore which service to use during the planning year.

As personal GPS devices become less expensive and more ubiquitous, WLA might decide to purchase them for some or all students to be able to ensure that students are going directly from school to their service learning placements, and that they remain there at all times.

Finally, if prove that they are unable to successfully manage an external service learning experience, the service learning coordinator and 11th grade teachers will create WLA-based projects for them. The Founding Team believes that all students are capable of service learning and that all of them need this type of experiential learning to be best prepared for college and public leadership. Thus, every effort will be made to ensure that students engage in an experience that teaches them the knowledge, skills and habits they need.

Students who enter at the beginning or in the middle of the year in 11th grade will be handled on a case-by-case basis. The service learning coordinator will work with school leaders and teachers to determine whether the student is prepared for an out of school placement. At a minimum, the student will be able to engage in a service learning experience at WLA.

WLA team members have consulted with Cristo Rey and Cesar Chavez Public Schools to design the service-learning plan. Both of these schools do fellowship and/or work experiences successfully and serve similar populations as WLA's target population. During the planning year, the team will develop even more specific plans for the discipline model during the service learning experience.

Building on the best practices of established high schools with intensive internship experiences as part of the curriculum, 11th grade students will be allowed to leave campus to travel to their service learning placements throughout the city. This process will be monitored by WLA teachers and staff.

8. LETTER OF INTENT FOR FACILITY - NOT APPLICABLE

9. MANAGEMENT AGREEMENT AND RELATED DOCUMENTS

Important Note: The following management agreement details how the relationship between Revolution Schools and Washington Leadership Academy will operate at full capacity – in year 4 and beyond. Because Revolution Schools is a new organization that will grow along with WLA in order to support and eventually replicate WLA, Revolution Schools will provide a steadily increasing level of support from Year 1 – Year 4. Italic text has been added to all of the sections where the relationship will differ in the first three years.

MANAGEMENT AGREEMENT

This Management Agreement dated as of July 1, 2016 (the “Effective Date”), by and between Revolution Schools and Washington Leadership Academy Charter School, an independent public school established under the Public Charter Schools Act of 1996 (the “Charter School” or “WLA”).

WHEREAS, the Charter School is authorized by the D.C. Public Charter School Board to operate a charter school;

WHEREAS, Revolution Schools is in the business of offering educational management and support services to charter schools by using proprietary techniques, methods and management expertise; and

WHEREAS, the Charter School desires that Revolution Schools undertake responsibility for the management and operation of the Charter School as set forth herein, subject to the supervision of the Board of Trustees of the Charter School (the “Board”), *and subject to increasing growth and ability of Revolution Schools to support WLA each year for the first three years*, with the goal of enabling the Charter School to fulfill its mission of preparing students for success in college and lives of public leadership.

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, agree as follows:

1. General Requirements. For and during the term of this Agreement, Revolution Schools shall manage and operate the Charter School consistent with the charter of the Charter School, and in accordance with applicable state and federal laws, on the terms and conditions hereinafter set forth.
 - a. Role of Revolution Schools. Revolution Schools is committed to ensuring that students of the Charter School receive a complete educational program based on the requirements of the Charter

School's charter and the charter public schools law of the jurisdiction where the Charter School is organized. The role of Revolution Schools is to assume responsibility for the Charter School's educational process, and the management and operation of the Charter School, all under the supervision and subject to the authority of the Board and as more fully set forth in Section 2, *and subject to Revolution Schools' growth during the first three years of operation*. Revolution Schools will devote the necessary time and efforts, and will retain and allocate sufficient personnel, to meet the educational goals of the Charter School, *in a steadily increasing manner over the first three years of operation as agreed to by and with the Charter School*.

- b. Role of the Charter School. The role of the Charter School, acting through its Board and the school leader, is (i) to oversee and monitor Revolution Schools' management of the operations and educational process at the Charter School, in accordance with the Charter School's charter and this Agreement, (ii) to promulgate policies in furtherance thereof, and (iii) to assume responsibility for the Reserved Functions (as defined below), all as more fully set forth in Section 3.

2. Functions of Revolution Schools.

- a. Compliance. Revolution Schools will provide support and coordination of the Charter School's charter application and all future applications under the Charter School Program Act, including renewal of the Charter School's charter. Revolution Schools will inspect the Charter School, using formal and informal inspections, announced and unannounced as appropriate, and will arrange for third-party evaluation and feedback as it deems appropriate regarding (i) the instructional program of the Charter School and (ii) Revolution Schools' impact on student achievement towards the Charter School's goals as stated in its charter, all as may be necessary in order to ensure progress towards the Charter School's goals and compliance with all regulatory requirements. Revolution Schools shall report to the Board at each meeting of the Board, and as requested by the Board, as to the effectiveness of its instructional programs, progress of its students and compliance with regulatory requirements. Revolution Schools shall assist the Board in complying at all times with applicable legal requirements and requirements of the Charter School's authorizers and all such conditions as may have been imposed by the authorizer granting its charter. Without limiting the generality of the foregoing, Revolution Schools, with support from the Charter School, will help prepare reports and documentation required by the Charter School's authorizers in a timely and thorough manner, including schools' accountability plans and annual reports. Revolution Schools shall also help provide required foundation and government reports as needed. Revolution Schools shall advise and assist the Board in establishing and maintaining the Charter School's status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes. References to "authorizers" herein shall mean the D.C. Public Charter School Board or similar supervisory or regulatory bodies in other jurisdictions.

- b. Curricular Systems. Revolution Schools, with the cooperation of the Charter School and its faculty, will provide and support the Charter School with comprehensive program design, including curriculum development and implementation, curriculum scope and sequence, instructional oversight, common standards, the development, administration and analysis of diagnostic assessments, and the oversight, measurement, and management of comprehensive school quality. *Revolution schools will provide WLA with curricular specialists to assist with curriculum development during the planning year and during the first year of operation. Revolution Schools will hire full time curricular support no later than the second year of operation.*
- c. Data and Technology. Revolution Schools will provide support for the identification, procurement, installation and operation of technology systems for the Charter School. Revolution Schools will assist with the purchase and procurement of information technology equipment and services, including student information systems and computer and information technology support for the Charter School, it being understood that the actual purchases will be for the account and at the expense of the Charter School. Revolution Schools will also provide support for data collection and analysis as required to meet regulatory requirements and program monitoring. *Revolution Schools will support all technology purchases during the planning year to ensure that they are created in an efficient and scalable manner. Revolution Schools will provide WLA with two senior operations and technology staff during the first year of operation, and add additional operations staff each year thereafter until WLA reaches full capacity in its fourth year of operation.*
- d. Fund Development. Revolution Schools will work to secure and provide philanthropic commitments to support school start up and school scale up, including planning and running of events. Additionally, Revolution Schools will work to secure and provide program grants and other project-based resources for the Charter School. *Revolution Schools will use the money awarded to it by the CityBridge Foundation to support the development and growth of WLA. Revolution Schools will fundraise from other sources such as the Charter School Growth Fund, the Walton Family Foundation, and more during the initial year.*
- e. External Relations. Revolution Schools will provide the Charter School with support regarding all press inquiries, school tour requests, marketing materials, web marketing, branding and all other external relations, including corporate and institutional partnerships, community engagement and civic initiatives, which support will include acting as or providing spokesman for the Charter School before the media. It is understood and agreed that Revolution Schools will request all staff and all parents of students to sign a media release form annually adhering to this expectation; those who do not sign the agreement will not have their or their child's images or information used in media releases. Revolution Schools shall be designated as the agent of the Charter School for purposes of compliance with FERPA (the Family Educational Rights and Privacy Act), so as to have access to student information. *The Revolution Schools operations staff on site at WLA during*

the first year of operation will handle these responsibilities, with increasing support each year of growth.

- f. Finance. In addition to assistance with budgeting, Revolution Schools will help establish accounting policies and procedures, manage accounts payable and accounts receivable and program analysis.

- i. Annual Budget. Revolution Schools will propose and assist in the implementation of an annual budget for the Charter School's operations. Not less than sixty (60) days prior to the beginning of each fiscal year, Revolution Schools shall prepare and submit to the Board for its review a proposed annual budget for such fiscal year. Not more than thirty (30) days after its receipt of the proposed annual budget, the Board shall notify Revolution Schools in writing of any proposed amendments or revisions to the proposed budget. If no proposed amendments or revisions are received within such thirty (30) day period, the budget proposed by Revolution Schools shall be deemed approved by the Charter School, subject to any necessary ratification at the next duly constituted meeting of the Board. If the Board proposes amendments or revisions to the proposed budget, Revolution Schools shall either incorporate such proposed amendments or revisions or shall discuss with the Board or its designee any amendments or revisions proposed that Revolution Schools does not consider it appropriate to incorporate. Revolution Schools and the Board or its designee shall endeavor to come to agreement on the resolution of any such proposed amendments or revisions prior to offering a final budget to the Board for its approval, *provided* that in the absence of agreement the determination of the Board as to the amount and terms of the budget shall be binding and final. *The operations staff Revolution Schools provides to WLA during the initial years of operation will coordinate the creation and review of the annual budget, with assistance from the Finance Committee on the WLA Board of Trustees.*

- ii. Contingency Budget. If Revolution Schools reasonably determines that a previously approved budget will be deficient for any reason, Revolution Schools will give notice to the Board within ten (10) days and prepare a contingency budget to be submitted to the Board within thirty (30) days of such notice. The procedure for review, modification, reconciliation and adoption of any contingency budget shall be the same as for the annual budget, *provided* that the Board and Revolution Schools shall endeavor to complete such process within twenty (20) days after the Board has received such a contingency budget. In the absence of agreement between Revolution Schools and Charter School, the determination of the Board as to the amount and terms of any contingency budget shall be binding and final.

- iii. Budget Objection. In the event the Board adopts an annual or contingency budget over the objections of Revolution Schools, Revolution Schools will give the Board written notice of such objections (an "Objection Notice") within thirty (30) days of the Board adopting such budget. Each Objection Notice will state in reasonable detail the basis of Revolution Schools' objections to such budget, including to what extent Revolution Schools believes the Charter

School's performance will be adversely impacted by specified budgetary restrictions. Revolution Schools will, notwithstanding such objections, endeavor to carry out its responsibilities and to modify, to the extent required due to constraints in such budget, programs and operations to conform to that budget while at the same time seeking to maintain the integrity of the academic program and the mission of the Charter School; it being understood that Revolution Schools can provide no assurances that academic and operational performance will not be adversely impacted by the budgetary restrictions and the resulting modifications to school programs. In the event any modification of programs or operations would be inconsistent with the Charter, the Board with the assistance of Revolution Schools will seek from the Charter School's authorizers any necessary revisions to the Charter and, to the extent possible, will not implement any such modifications prior to approval of such Charter revisions.

iv. Accounting Support. Revolution Schools will assist the Charter School in establishing accounting policies and procedures. Revolution Schools shall have responsibility for managing the Charter School's accounts payable and accounts receivable and in program analysis at the school level. *Revolutions Schools will have two on-site operations personnel at WLA during the first year of operation who will supply accounting support and/or help to contract this support.*

v. Fiscal Year. References to "fiscal year" in this Agreement mean the annual period beginning July 1 and ending June 30.

- g. School Leader Recruitment. The school leader shall be an employee of the Charter School, and the selection and retention of the school leader shall be at the discretion of the Board. Revolution Schools shall assist the Board in defining the qualifications of the school leader and in identifying, selecting and recruiting appropriate candidates. Revolution Schools reserves the right to recommend to the Board that the school leader be replaced if the school leader's actions or leadership adversely affects the ability of Revolution Schools to deliver its services and achieve its objectives and those of the Charter School. If Revolution Schools determines that the school leader should be replaced, Revolution Schools will notify the Board by written notice, including the reason for the decision, along with a proposed interim plan (containing an interim operating structure and criteria for a replacement school leader) and a recruitment strategy for a new leader. Once the Charter School is in receipt of this notice, the Board will convene to determine the merits of Revolution Schools' reasoning. The Charter School shall either agree to remove the leader, or in the event of a disagreement which ultimately cannot be resolved after good faith negotiation between the parties, allow Revolution Schools to give written notice of its intent to terminate this Agreement pursuant to Section 7(e)(ii). If the Charter School agrees to remove the leader, Revolution Schools will be responsible for implementing Revolution Schools' interim plan and recruitment strategy to fill the vacant leader position, with such modifications as the Board may require, as soon as reasonably practicable. References to "school leader" or "leader" herein shall mean the individual responsible for the day-to-day activities and operations of the Charter School,

which individual may (but need not) be the Director of Operations or person holding a similar position.

- h. Human Capital. Revolution Schools will provide support and assistance to the school leader with respect to the Charter School's recruitment efforts and design and implementation of effective processes to ensure selection and retention of high quality teaching and administrative staff by the Charter School. Revolution Schools will provide support for recruitment and initial vetting of prospective staff, including network-wide advertising and affiliations, first interviews, scheduling of demonstration lessons, and background/reference checks. Upon completion of the initial vetting process, the school leader will be responsible for arranging any follow up interview requirements and will have final authority to hire teachers and administrators who shall report directly to the school leader or his or her designee. However, Revolution Schools will assist with onboarding and termination (including conducting exit interviews of each department instructional staff member), HR compliance, and compensation and benefits administration. Revolution Schools will also assist the Charter School by maintaining a full list of employees of the Charter School, showing work location, position(s) held, start and termination dates for their employment and salaries. *During the first and second years of operation, operations staff hired by Revolution Schools and working full time on site at WLA will handle this function. In the third year, Revolution Schools plans to hire a Director of Human Capital to oversee all of the human capital functions.*
- i. Professional Development. Revolution Schools will provide network-wide professional development and training sessions, both formal and informal, as needed to meet the goals of the program and student outcomes. Development and training programs will include best practice sharing, leadership training, special education support and development/maintenance of performance evaluation systems. *Revolution Schools will gradually provide more professional development support each year.*
- j. Operations. Revolution Schools will provide support and consultation on payroll services, bulk purchasing, auditing and legal services coordination, benefit purchasing and administration, facilities acquisition (including in dealing with the D.C. Public Charter School Board, other governmental entities and private landlords in securing and/or extending the Charter School's siting in the D.C. Public Charter School Board or such other facilities), and all human resources policies and procedures for the Charter School, following approval of those policies by the Board at a duly constituted meeting of the Board. Revolution Schools will also assist Charter School staff in areas of compliance and management, such as personnel files, purchasing systems, facilities maintenance plans and school safety plans. *Revolution Schools will hire two senior operations staff members during the first year of WLA operation to assist WLA with all operations functions. Revolution Schools will increase the number of operations staff provided to WLA each year during the first four years.*

The list of services and support functions provided by Revolution Schools in Section 2 may be changed at any time during the course of this Agreement upon written consent of both parties. Without the prior written consent of the Charter School, Revolution Schools may not provide any services or support functions pursuant to this Agreement through a contractor or other third party.

Notwithstanding any contrary provision herein, (i) all services and support functions provided by Revolution Schools pursuant to this Agreement will be subject to the overall supervision of the Board and (ii) Revolution Schools will consult with and report to the Board on all aspects of its services and support functions and will adhere to the expressed needs and requirements of the Board.

1. Rights and Obligations of the Charter School; Reserved Functions. The Board shall be ultimately responsible for the Charter School, in accordance with its charter and all applicable laws and regulations. In connection therewith, the Board shall have the right and the obligation to perform or cause the Charter School to perform the following duties (the “Reserved Functions”):
 - a. Supervision of Revolution Schools. The Board shall monitor Revolution Schools’ performance in the education of children at the Charter School, and Revolution Schools’ compliance with the terms and provisions of this Agreement.
 - b. Promulgation of Charter School Policies. The Board shall have ultimate approval authority over board-level policies of the Charter School, in accordance with its charter and applicable law.
 - c. Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the authority granting its charter, are fully complied with at all times. If the Charter School or Revolution Schools shall at any time receive notice from any public authority or other person that the Charter School is or may be in violation of the charter, or any provision of any applicable law or regulation, the party receiving such notice shall in writing notify the other party of the asserted violation and shall thereafter work diligently with the other party to determine whether such asserted violation in fact exists, to correct any violation found to exist, and vigorously contest the asserted violation if the same is found not to exist.
 - d. Tax Status. The Board shall take all reasonable steps to establish and maintain the Charter School’s status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes.
 - e. Control of Funds; Payment of Expenses. Pending their disbursement, all funds of the Charter School shall be maintained in an account or accounts belonging to the Charter School. The Board shall establish appropriate financial controls over its accounts and may, in its discretion and in accordance with sound financial management, provide limited disbursement authority, to one or

more of its accounts, to one or more Revolution Schools employees for ongoing budgeted expenses.

- f. Employment of Supervisory Personnel. The Charter School shall employ the school leader of the school.
- g. Employment of Teaching Staff. The Charter School shall employ all teaching staff of the school, including both teachers and teaching assistants. As between Revolution Schools and the Charter School, responsibility for supervision of the teaching staff will lie exclusively with the school leader.
- h. Student Records. The Charter School shall be responsible for maintenance and custody of student records, with support from Revolution Schools in the design and administration of the record maintenance system.
- i. Facility Maintenance. The Charter School shall be responsible for all custodial and maintenance services for the Charter School's facilities, to the extent not provided by the Board of Education, The D.C. Public Charter School Board or other governmental body.
- j. Nothing in this Agreement is intended to impair or be inconsistent with the obligations of the Trustees under the Open Meetings Act of 2010 (*B18-716*) D.C. Official Code §2-576(5) (2011 Repl., 2011 Supp.), to the extent applicable. All determinations of the Board, including the adoption of budgets and policies, which are required to be taken in open meetings upon notice to the public in accordance with the applicable requirements of the Open Meetings Act will be taken in compliance with that law, irrespective of any prior agreements having been made or deemed to have been made between the Charter School and Revolution Schools.
- 1. Representations; Warranties and Covenants. Each of the parties represents, warrants and covenants to the other party as follows:
 - a. Organization. It is currently, or has timely submitted the requisite applications to become, a section 501(c)(3) non-profit corporation duly organized, validly existing, and in good standing under the laws of its respective jurisdiction of organization;
 - b. Authority. Subject to Section 4(d), it has all the requisite power and authority necessary to execute and deliver this Agreement and to perform its respective obligations hereunder;
 - c. Compliance. It agrees to conduct its business in compliance with all applicable local, state, federal laws and regulations, and this Agreement;
 - d. Regulatory Approval. It agrees to submit this Agreement, individually or jointly with the other party, for approval to all authorizers required in connection with the Charter School's charter

renewal application. If any amendments are required by the authorizers for final approval of this Agreement, the parties shall work together in good faith to effectuate such amendments. In the event of a disagreement that cannot be resolved between the Charter School and Revolution Schools after good faith negotiation, or if the authorizers fail to approve this Agreement, this Agreement will terminate automatically as if it was terminated pursuant to Section 7(c); and

- e. **Evaluation Criteria.** The performance of Revolution Schools in providing services and support functions to the Charter School pursuant to this Agreement will be evaluated by the Board or its designee(s) on an annual basis using evaluation criteria reasonably determined by the Charter School. Revolution Schools will, and will procure that its officers and employees, fully cooperate with and facilitate such evaluation, and work with the Board or its designee(s) in good faith to try to resolve or improve any areas in which the Board or its designee(s) believes Revolution Schools' performance could be improved. The parties acknowledge that the primary purpose of this evaluation is designed to maximize the Charter School's performance within any budgetary constraints. *Both parties understand that the duties of Revolution Schools will increase significantly between the starting year and full enrollment during the fourth year of WLA operation. Revolution Schools shall be reviewed in accordance with its increasing level of responsibility each year.*
2. **Trademarks; School Materials; Ownership and Use; New Intellectual Property.**
 - a. **Trademarks.** During the term of this Agreement, Revolution Schools grants to the Charter School a non-exclusive license to use the trademarks, service marks, slogans and logos set forth on Schedule A to this Agreement, together with such other trademarks, service marks, slogans and logos as Revolution Schools may in its sole discretion authorize, in writing, the Charter School to use (such trademarks, service marks, slogans and logos, collectively, the "Licensed Trademarks") in connection with the School Services (the "Licensed Services"), including use on school-related clothing and materials. For the purposes of this Agreement, "School Services" means: educational and related services, namely, providing classroom instruction to students and operating a public charter school.
 - b. **School Materials.** During the term of this Agreement, Revolution Schools grants to the Charter School a non-exclusive license to use the curriculum materials, including, scope, sequence, standards, do-nows, worksheets, exit tickets, exams, assessments, technology tools, progress reports and other materials that are part of its curriculum set forth on Schedule B to this Agreement (collectively, the "Licensed Curriculum Materials") in connection with the School Services.
 - c. **Quality Control.**

i. To protect and preserve the strength of the Licensed Trademarks, the associated goodwill, the nature and quality of the Licensed Services provided by the Charter School under the Licensed Trademarks, and all related advertising, promotional, and other related uses of the Licensed Trademarks by the Charter School, the Charter Schools' use of the Licensed Trademarks shall conform to the standards of quality maintained by other charter schools operating under the "Revolution Schools" name and utilizing the Licensed Trademarks. Without limiting the foregoing, the Charter School shall use the Licensed Trademarks only in the form and manner and with appropriate legends as prescribed from time to time by Revolution Schools and will not use any other trademark or service mark in combination with the Licensed Trademarks without prior written approval of Revolution Schools. So that Revolution Schools may monitor the nature and quality of the Licensed Services and the Charter School's use of the Licensed Trademarks, the Charter School shall, upon request: (A) permit Revolution Schools to reasonably inspect the Charter School's operations relating to the Licensed Services; and (B) supply Revolution Schools with specimens of all uses of the Licensed Trademarks in connection with the Licensed Services.

ii. The Charter School shall use the Licensed Curriculum Materials in connection with curricular systems and educational programs provided and supported by Revolution Schools that shall equal or exceed the standard of quality of those utilized by other charter schools operating under the "Revolution Schools" name and utilizing the Licensed Trademarks.

Revolution Schools shall assist the Charter School, if necessary and as reasonably requested, in maintaining the quality standards set out in clauses (i) and (ii) above.

- d. Intellectual Property Ownership. The Charter School acknowledges that it will not obtain any ownership interest in the Licensed Trademarks or Licensed Curriculum Materials, regardless of how long this Agreement remains in effect and regardless of any reason or lack of reason for the termination thereof. The Charter School shall not knowingly dilute or disparage the Licensed Trademarks.

The Charter School agrees that any and all goodwill associated with the use by the Charter School of the Licensed Trademarks shall inure to the sole benefit of Revolution Schools. The Charter School further agrees that any and all intellectual property rights in any improvements or modifications to the Licensed Curriculum Materials or in any new curriculum materials and related materials or content created, or provided to the Charter School, by or on behalf of Revolution Schools during the term of this Agreement (collectively, "New Curriculum Materials") will also be owned by Revolution Schools, but Revolution Schools hereby grants to the Charter School a non-exclusive license to use the New Curriculum Materials in connection with the School Services during the term of this Agreement. Any and all intellectual property rights in any improvements or modifications to the Licensed Curriculum Materials or New Curriculum Materials or in any new curriculum materials and related materials or content created by the

Charter School (including, as between Revolution Schools and the Charter School, the teaching staff, supervisory and other personnel employed by the Charter School) during the term of this Agreement (collectively, “Charter School Intellectual Property”) will be owned by the Charter School, but the Charter School hereby grants to Revolution Schools a non-exclusive, perpetual, royalty-free license to use the Charter School Intellectual Property in connection with School Services provided by Revolution Schools, whether during or after the term of this Agreement.

- e. Use of Intellectual Property Following Termination. Upon the expiration or earlier termination of this Agreement, the Charter School shall cease any further use of the Licensed Trademarks, Licensed Curriculum Materials and New Curriculum Materials.

3. Management Fee.

- a. Management Fee. As compensation for its services hereunder, Revolution Schools shall be entitled to receive a management fee (the “Management Fee”) from the Charter School in an amount equal to 9% of the Non-Competitive Public Revenue of the Charter School. The Management Fee shall be paid to Revolution Schools as and when the corresponding funds are actually received by the Charter School, within thirty (30) days following its receipt thereof. For the purposes of this Agreement, “Non-Competitive Public Revenue” means revenue derived from federal and state funds provided for a charter school, on a per pupil, titled funding, and special education funding basis, including, but not limited to, Start-up Grants, State Per Pupil Funding, Federal Title funding, Federal Individuals with Disabilities Education Act funding and Federal and State American Recovery and Reinvestment Act Funding, provided that doing so would not violate the contract terms of that grant.

If the Charter School is unable to pay any portion of the Management Fee when it is due (*i.e.* within 30 days following receipt of funds by the Charter School), it will contact Revolution Schools in writing and attempt to work out an arrangement with Revolution Schools. If by the 60th day after such payment is due a material portion thereof remains unpaid and no such arrangement has been made, Revolution Schools will have the right to terminate this Agreement under its right in Section 7(e)(i).

- b. Management Fee Adjustment. Notwithstanding the provisions of Section 6(a), in the event that the Charter School does not in any fiscal year receive Available Philanthropic Contributions in an amount at least equal to the amount of Philanthropic Contributions anticipated in that fiscal year’s budget, the Management Fee will be reduced by an amount equal to 50% of the shortfall, subject to any adjustment to such reduction as Revolution Schools and the Board may consider equitable due to special circumstances. The reduction in Management Fee will be made immediately following receipt by the Board of the audited financial statements for the fiscal year of the shortfall, through repayment of the excess Management Fee or reduction of the Management Fee

installments first due in the following fiscal year, as agreed between Revolution Schools and the Board.

If the Management Fee for any fiscal year is reduced and in any of the next three fiscal years Available Philanthropic Contributions received exceed the budgeted amount of Philanthropic Contributions, the Management Fee will be increased by 50% of the excess, up to the amount of the unrecovered prior reduction. Any increase in the Management Fee will be paid to Revolution Schools within thirty (30) days following receipt by the Board of the audited financial statements for the year in which the excess appears.

As used herein, the term “Philanthropic Contributions” means grants from charitable foundations and contributions from private sources, including without limitation individuals; and “Available Philanthropic Contributions” means Philanthropic Contributions which are received in cash and are unrestricted or the restrictions on which do not prevent their current expenditure.

c. Financial Reporting/Audits.

i. Within 30 days after the close of each fiscal quarter, Revolution Schools shall provide the Charter School with unaudited financial statements of the Charter School for the fiscal quarter most recently ended. Revolution Schools shall also cooperate with the auditors retained by the Board to prepare annual audited financial statements of the Charter School, so as to allow for the delivery of such audited statements within 90 days after the close of each fiscal year. Revolution Schools and the Charter School will each submit annual audited financial statements to account for the Management Fee and annual revenues, as an addendum to the school operating budget each year. The Charter School and Revolution Schools will reconcile any amount of the Management Fee owed based on the audited revenue of the Charter School for each fiscal year. The Charter School will be responsible for selecting its own independent auditor and shall cover all costs and expenses related to such audit.

ii. Revolution Schools will furnish the Board with written notice promptly (but in any event within seven (7) business days) after the discovery or receipt of notice of (A) any default under any material contract to which the Charter School is a party, which default would, individually or in the aggregate, reasonably be expected to have a material adverse effect on the Charter School, or (B) any other event which would, individually or in the aggregate, reasonably be expected have a material adverse effect on the Charter School (including the filing of any actions, suits, notices, hearings, proceedings, investigations, inquiries or audits (“Litigation”) against the Charter School or Revolution Schools or the existence of any dispute with any person which involves a reasonable likelihood of such Litigation being commenced), in each case, as determined in good faith by Revolution Schools’ board of directors, such notice will specify the nature and period of existence thereof and what actions Revolution Schools and/or Charter School has taken and propose to take with respect thereto, if any.

iii. Revolution Schools will furnish the Board with such other information and financial data concerning the Charter School as the Board may request from time to time.

- d. Access to Records. Revolution Schools shall afford the Charter School and its employees, counsel and other authorized representatives full access, during normal business hours (and, if the assistance of Revolution Schools' staff is required, upon reasonable advance notice), to all of the Charter School's books, records and properties (including all work papers of Revolution Schools' or Charter School's accountants directly related to the Charter School's budget and finances) for any and all lawful purposes.

4. Term & Termination.

- a. Initial Term. This Agreement shall be effective for one year, beginning July 1, 2015 and ending June 30, 2016 (the "Initial Term"), unless terminated pursuant to Section 7(c), 7(d) or 7(e).
- b. Renewal Terms. Following the Current Renewal Term, the term of this Agreement may be extended by agreement of the parties (as reflected in each case in a written renewal agreement) for successive one-year periods (each a "Subsequent Renewal Term"). At least 90 days prior to the expiration of the then- current Renewal Term, the CMO shall notify the Board of its intention to renew (a "Notice of Proposed Renewal") or not to renew (a "Notice of Non-Renewal") this Agreement and provide the terms of any proposed renewal. If the CMO delivers a Notice of Proposed Renewal, the Board shall respond within 60 days of receipt of the Notice of Proposed Renewal, accepting the CMO's proposed terms, proposing modified terms, or declaring its intent not to renew. If the CMO and the Board differ as to the proposed terms of renewal, they shall promptly meet to negotiate in good faith mutually acceptable terms of renewal. If both parties wish to renew this Agreement and are in agreement upon the renewal terms, they shall endeavor to execute a renewal of this Agreement prior to the expiration of the then-current Renewal Term. Should the parties reach an impasse, wherein they remain unable to agree upon the terms of a renewal following good faith negotiations during the 90-day window provided for above, this Agreement shall remain in full force and effect for a period of 30 additional days following the close of the then-current Renewal Term in order to accommodate continued dialogue between the parties. If, however, the CMO delivers a Notice of Non- Renewal or the Board responds to a Notice of Proposed Renewal by indicating that it does not intend to renew, then this Agreement will automatically expire at the end of the then-current Renewal Term.
- c. Mutual Termination. This Agreement may be terminated at any time prior to its expiration date by the parties, with or without cause, upon mutual written consent.
- d. Termination by the Charter School. This Agreement may be terminated prior to its expiration date by the Charter School if the Charter School delivers a written notice of termination (including the reasons therefor) to Revolution Schools, in the event that (i) Revolution Schools commences any

case or proceeding, or files any petition in bankruptcy, or for reorganization, liquidation or dissolution, or has been adjudicated insolvent or bankrupt, or applies to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property, (ii) an administrative or judicial body has suspended or revoked any license which may be required for Revolution Schools to carry on its business and perform its obligations under this Agreement, (iii) Revolution Schools violates any material provision of law with respect to the Charter School from which the Charter School was not specifically exempted and which results in material adverse consequences to it, (iv) Revolution Schools is found by a court of competent jurisdiction to have made fraudulent use of Charter School funds, or (v) Revolution Schools breaches any of the material terms and conditions of this Agreement, *provided* Revolution Schools has not cured the breach within thirty (30) days from receipt of a notice of breach from the Charter School. In the case of a termination pursuant to clause (iii) or (v), the notice of termination shall be delivered at least 60 days prior to the date of termination.

- e. Termination by Revolution Schools. This Agreement may be terminated prior to its expiration date by Revolution Schools if Revolution Schools delivers a written notice of termination (including the reasons therefor) to the Charter School, at least 90 days prior to the intended Termination Date, in the event that (i) a material portion of a Management Fee installment remains unpaid for 60 days after such payment is due without an arrangement having been made with Revolution Schools, as contemplated in the second paragraph of Section 6(a), (ii) Revolution Schools invokes its right to terminate this Agreement upon the occurrence of a disagreement with the Charter School over the removal of the school leader, as contemplated under Section 2(h), (iii) the Charter School materially breaches any of the material terms and conditions of this Agreement, *provided* the Charter School has not cured the breach within thirty (30) days from receipt of a notice of breach from Revolution Schools, (iv) the Charter School's charter is revoked or not renewed, or (v) the Charter School takes any action which materially interferes with the ability of Revolution Schools to provide services under this Agreement, *provided* that in the case of each of clause (i) through to (v) the Charter School has not cured the problem within thirty (30) days from receipt of a notice from Revolution Schools. The Charter School will have thirty (30) days from receipt of the notice to cure the breach of any of these events and avoid termination of this Agreement. Any termination by Revolution Schools pursuant to this Section 7(e) shall be effective as of the end of the then-current school year, *provided* that Revolution Schools and the Charter School shall endeavor to establish a transition plan for withdrawal of Revolution Schools and its replacement by another management company or internal Charter School personnel, as determined by the Charter School, within a shorter period of time to the extent practicable and in the best interests of the Charter School's students.
- f. Effect of Termination. Upon termination of this Agreement, whether with or without cause, Revolution Schools shall be entitled to a prorated Management Fee for the portion of the fiscal year up to the date of termination, computed based upon the number of days in the fiscal year up to the date of termination divided by the total number of days in the fiscal year. To the extent

Revolution Schools has received payments of the Management Fee in excess of the amount so due to it (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), it shall promptly refund the excess to the Charter School. To the extent Revolution Schools has received less than the amount so due (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), the Charter School shall pay the shortfall to Revolution Schools out of revenues as and when received by it. If this Agreement is terminated as permitted, then except as otherwise provided in this Section 7(f), such termination shall be without liability to any party or to any affiliate, shareholder, trustee, director, officer or representative of such party, and following such termination no party shall have any liability under this Agreement or relating to the transactions contemplated by this Agreement; *provided* that no such termination shall relieve any party from liability in respect of breaches by such party prior to such termination.

- g. Assistance with Dissolution and Closure. In the event the Charter School’s charter is revoked or not renewed, then, notwithstanding that Revolution Schools may invoke its right under Section 7(e) to terminate this Agreement, Revolution Schools shall assist the Charter School in its winding-up and dissolution and in the execution of a closure plan for the Charter School, which assistance shall include, without limitation, making available and assisting in the transfer of student and teacher records.

1. Indemnification; Insurance.

- a. Revolution Schools shall indemnify and hold harmless the Charter School, its trustees, directors, officers, agents, servants, and employees (each, an “Indemnatee”), from and against any and all damages, claims, liability, losses and expenses incurred by any Indemnatee in respect of, arising out of, or involving, a claim made by any third-party against any Indemnatee resulting from or arising in connection with any advice, guidance, act or omission on the part of Revolution Schools, its trustees, directors, officers, directors, agents, servants or employees, whether in connection with the services or support functions to be provided under this Agreement or activities undertaken by Revolution Schools on behalf of other charter schools, *excluding, however*, any liability resulting from or arising in connection with (i) actions taken by Revolution Schools at the express request or direction of the Board, (ii) any actions taken by the Charter School other than with the guidance, direction or advice of Revolution Schools or (iii) any liability to the extent arising as a result of negligence, intentional tort, fraud or criminal conduct on the part of the Charter School or any of its trustees, officers, agents, or employees.
- b. If a third party claim is made against an Indemnatee, and if such Indemnatee reasonably believes that such claim would give rise to a right of indemnification pursuant to this Section 8, then such Indemnatee shall give written notice to Revolution Schools of such claim as soon as reasonably practicable after such Indemnatee has received notice thereof (provided that failure to give timely notice shall not limit the indemnification obligations of Revolution Schools hereunder except to the extent that the delay in giving, or failure to give, such notice has materially prejudiced the

ability of Revolution Schools to defend the claim). Revolution Schools shall defend such claim, at Revolution Schools' own expense and with counsel selected by Revolution Schools and reasonably satisfactory to such Indemnitee, provided that an Indemnitee shall at all times also have the right to fully participate in the defense at its own expense (and may retain its own counsel at the expense of Revolution Schools if it shall reasonably determine that representation of it and Revolution Schools by the same counsel would materially prejudice the interest of such Indemnitee; provided that Revolution Schools will only be responsible under such circumstances for the expenses of a single additional counsel for all Indemnitees). If Revolution Schools shall fail to commence a defense against such claim within 30 days after notice thereof shall have been given by an Indemnitee to Revolution Schools or if Revolution Schools shall not diligently pursue such defense, such Indemnitee shall have the right, but not the obligation, to undertake the defense of, and to compromise or settle (exercising reasonable business judgment), the claim on behalf, for the account, and at the risk and expense (including the payment of reasonable attorneys' fees of such Indemnitee regardless of whether the Indemnitee prevails against the third party claim) of Revolution Schools. If Revolution Schools assume the defense of such claim, the obligation of Revolution Schools hereunder as to such claim shall include taking all reasonably necessary steps in the defense of such claim.

- c. Revolution Schools shall not consent to the entry of any judgment or settle or compromise any third party demands, claims, actions, suits or proceedings for which an Indemnitee has sought indemnification from Revolution Schools unless it shall have given such Indemnitee not less than 15 days prior written notice of the proposed consent, settlement or compromise, and afforded such Indemnitee an opportunity to consult with Revolution Schools regarding the proposed consent, settlement or compromise, and shall not consent to the entry of any judgment or enter into any settlement or compromise without the approval of such Indemnitee. An Indemnitee shall not unreasonably withhold or delay its approval of a proposed consent, settlement or compromise. In determining whether to give its approval, an Indemnitee may consider whether the proposed consent, settlement or compromise includes as an unconditional term thereof the giving by the claimant to such Indemnitee of a release from all liabilities and obligations of whatever kind or nature in respect of such claim except the liabilities and obligations satisfied by Revolution Schools.
- d. The rights to indemnification and reimbursement provided by, or granted pursuant to, this Section 8 shall continue as to an Indemnitee who has ceased to be a trustee, director, officer, agent, servant or employee of the Charter School (or other person indemnified hereunder). The provisions of this Section 8 shall be a contract between Revolution Schools, on the one hand, and each Indemnitee who served at any time while this Section 8 is in effect in any capacity entitling such Indemnitee to indemnification hereunder, on the other hand, pursuant to which Revolution Schools and each such Indemnitee intend to be legally bound. No repeal or modification of this Section 8 shall affect any rights or obligations with respect to any state of facts then or theretofore existing or thereafter

arising or any action, suit or proceeding theretofore or thereafter brought or threatened based in whole or in part upon such state of facts.

- e. During the term of this Agreement Revolution Schools shall at all times at its own expense maintain comprehensive general public liability insurance from an insurance carrier licensed in the District of Columbia and having a Best's rating of not less than A-VIII, covering acts and omissions of Revolution Schools and its employees, consultants and contractors and naming the Charter School as an additional insured. Such insurance shall have liability limits of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate. Revolution Schools will also maintain an umbrella liability policy of \$5,000,000 per occurrence. Such policy of insurance shall contain a clause that the same shall not be cancelled except on thirty (30) days' written notice to the Charter School.
1. To the extent permitted by law, the Charter School agrees that from and after the date hereof until twelve (12) months after the end of the fiscal year in which this Agreement is validly terminated or expires at the end of the then-current term, in each case, pursuant to Section 7 (the "Restricted Period"), it shall not solicit to hire, or hire, or cause or permit any of its Affiliates (as defined below), agents, or independent contractors to employ, directly or indirectly, in any capacity, any director, officer or employee of Revolution Schools who is, or has been during the term of this Agreement, engaged by Revolution Schools or any Affiliate of Revolution Schools to render services as an employee or independent contractor, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that the Charter School gives Revolution Schools prompt written notice of the name of each such individual and the Charter School's reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such officer, director or employee. Revolution Schools agrees that during the Restricted Period, it shall not solicit to hire, or hire, or cause or permit any of its Affiliates, agents, or independent contractors to employ, directly or indirectly, in any capacity, any person who is, or has been during the term of this Agreement, engaged by the Charter School as a school leader, teacher or administrator, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that Revolution Schools gives the Charter School prompt written notice of the name of each such individual and Revolution Schools' reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such school leader, teacher or administrator.

For the purposes of this Agreement, "Affiliate" of any Person means (i) any other Person which, directly or indirectly, controls or is controlled by that Person, or is under common control with that Person and (ii) in the case of Revolution Schools, all other charter schools (x) with which Revolution Schools or its Affiliates has management or operational agreements or management or operational arrangements or (y) which are otherwise part of the Democracy Builders' network. For

the purposes of this definition, (a) “control” (including, with correlative meaning, the terms “controlled by” and “under common control with”), as used with respect to any Person, shall mean the possession, directly or indirectly, of the power to direct or cause the direction of the operations, activities, management or policies of such Person, whether through the ownership of voting securities, by agreement or otherwise and (b) “Person” means any individual, partnership, corporation, limited liability company, trust, estate, association, unincorporated organization or other entity or association.

1. Miscellaneous.

- a. Severability. In the event that any provision of this Agreement or the application hereof to either party or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement and the application of such provisions to either party or circumstances other than those as to which it is determined to be invalid, unlawful, or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.
- b. Waiver. The failure by either party hereto to insist upon or to enforce any of its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such party’s right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power or remedy by any such party preclude any other or further exercise thereof or the exercise of any other right, power or remedy. No waiver by any party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.
- c. Amendment. This Agreement shall not be changed, modified or amended nor shall a waiver of its terms or conditions be deemed effective except by a writing signed by the parties hereto.
- d. Cooperation. The parties hereto acknowledge that the management of public charter schools by third parties is an area presenting numerous legal uncertainties and ambiguities, and that the arrangements contemplated by this Agreement are new and unique and in light of these factors agree to work together in good faith to resolve in manner consistent with the spirit and intent of the relationship created hereby, any new or unforeseen issues which arise in carrying out the terms of this Agreement.
- e. Assignment. This Agreement may not be assigned (whether by operation of law, merger, or otherwise) by either party without the prior written consent of the other party. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors and permitted assigns of the respective parties hereto.

- f. **Governing Law.** This Agreement shall be governed by, and construed and enforced in accordance with, the laws of the District of Columbia, without regard to the conflicts of law rules thereof.
- g. **Counterparts.** This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement.
- h. **Expenses.** Except as expressly provided in this Agreement, each of the parties hereto shall bear its own costs and expenses incurred in connection with the negotiation, execution and delivery of this Agreement.
- i. **No Third-Party Beneficiaries.** This Agreement does not confer any rights or remedies upon any person or entity, other than the parties hereto and their respective successors and permitted assigns.
- j. **Construction.** Whenever the context requires, the gender of all words used in this Agreement includes the masculine, feminine, and neuter. The words “hereof”, “herein” and “hereunder” and words of similar import when used in this Agreement will refer to this Agreement as a whole and not to any particular provision of this Agreement, and all references to Articles and Sections refer to articles and sections of this Agreement, all references to “including” or any variation thereof will be construed as meaning “including without limitation” and all references to Exhibits, Schedules or Appendices are to Exhibits, Schedules or Appendices attached to this Agreement, as amended pursuant to this Agreement from time to time, each of which is made a part of this Agreement for all purposes. All headings and captions contained in this Agreement and the table of contents hereto are inserted for convenience only and shall not be deemed a part of this Agreement. The Annexes are considered a part of this Agreement. The word “extent” in the phrase “to the extent” means the degree to which a subject or other thing extends, and such phrase does not mean simply “if”. The sign “\$” when used in this Agreement means the lawful money of the United States of America.
- k. **Directly or Indirectly.** Where any provision in this Agreement refers to action to be taken by any person or entity, or which such person or entity is prohibited from taking, such provision will be applicable whether such action is taken directly or indirectly by such person or entity.
- l. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements, understandings, negotiations, representations and statements, whether oral, written, implied or expressed, relating to such subject matter.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective officers thereunto duly authorized, as of the date first written above.

Charter Management Organization: Revolution Schools

Name: _____

Title: _____

Charter School: Washington Leadership Academy

Name: _____

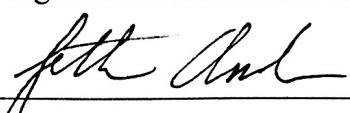
Title: _____

10. Assurances Form

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (D.C. Code § 38-1802.04(c)(16).)
2. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the DC Public Charter School Board. (D.C. Code § 38-1802.02(16).)
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (D.C. Code § 38-1802.04 (c)(15).)
4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools. (D.C. Code § 38-1802.04(c)(11)(B)(ix).)
5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (D.C. Code § 38-1802.06.)
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer. (D.C. Code § 38-1802.04 (c)(12),)
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB. (D.C. Code § 38-1802.11(a)(2).)
8. Collect and report academic and non-academic performance consistent with PCSB's data submission policies.
9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (D.C. Code § 38-1802.04 (c)(2).)
 - i.
10. Establish an informal complaint resolution process prior to the first date that the school accepts applications. (D.C. Code § 38-1802.04 (c)(13).)

11. Ensure that all relevant school personnel and Board of Trustee members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by PCSB. (D.C. Code § 38-1802.02(15).)
12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (D.C. Code § 38-1802.11(a)(2).)
13. Comply with the contract procurement requirements of the D.C. Code § 38-1802.04(c).
14. Comply with the following federal and local laws:
 - a. Health and Safety: Healthy Schools Act of 2010 (D.C. Code §§ 38-821.01 et seq.); federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse;
 - b. Building Safety: D.C Building and Fire Codes (D.C. Code § 5-501 et seq.); Maintenance and Dissemination of Student Records;
 - c. Family Education Rights and Privacy Act (20 U.S.C. § 1232g);
 - d. Certain Requirements of Education Institutions: Compulsory School Attendance (D.C. Code § 38-201 et seq.); Immunization of School Students (D.C. Code § 38-501 et seq.); Tuition of Nonresidents (D.C. Code § 31-301 et seq.); Non-Profit Corporations (D.C. Code § 29-401 et seq.);
 - e. Students with Disabilities: Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities;
 - f. English Language Learners: all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners;
 - g. Title I of the Elementary and Secondary Education Act;
 - h. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia: The Age Discrimination Act of 1975 (42 U.S.C. § 6101 et seq.); Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 et seq.); and the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 et seq.); and
 - i. Other: All other laws deemed applicable by PCSB (D.C. Code § 38-1802.11(a)(1)(B)).

Signature of Authorized Certifying Official		
		
Name (Printed)	Title	
SETH ANDREW	CO-FOUNDER	
Name of Proposed School		Date
WASHINGTON LEADERSHIP ACADEMY		2/28/15

H. Course Curriculum

The curriculum at WLA will be rigorous and based on the Common Core State Standards. Students will study grade level content but will also have the opportunity in the Mastery Hour and Office Hour to build important foundational skills and knowledge of standards that they did not have the opportunity to master during prior grades. The course scope and sequences for WLA students is as follows:

COURSES	9th Grade	10th Grade	11th Grade	12th Grade
English	9th Grade English Language and Composition	10th Grade English Language and Composition	AP English Language	AP English Literature
Math	Algebra Geometry	Geometry Trig/Algebra 2	Trig/Algebra 2 Pre-Calc	Pre-Calc AP Calc/Stats
Civics	World History	US History	Change the World/Service Learning	AP Government
Science	Biology	Chemistry	Physics	Earth Sciences
Computer Science	Intro to Comp Sci	Design Infrastructure Coding	Design II - Certifications Infrastructure II - Certifications Coding II - AP Computer Science	Data Visualization Data Visualization Data Visualization
Art		Intro to Art and Design		
Music			Intro to Music	
Life Skills	Social Entrepreneurship	Service Learning Preparation	College Preparation	College Success
Health	Health 1	Health 2		
Foreign Language	Spanish 1 Spanish 2 Spanish 3	Spanish 2 Spanish 3 AP Spanish	Spanish 3 AP Spanish College Enrollment	AP Spanish College Enrollment College Enrollment

As evidenced by the above chart, WLA students will have graduate with enough credits and Advanced Placement opportunities to be eligible for admission to competitive four-year college programs.

Course Credit Progression over four years

(in CUs)	Yr 1	Yr 2	Yr 3	Yr 4	Total Offered by WLA*	DCPS Grad Req.	WLA Grad Req.**
English	1.90	1.90	1.43	1.39	6.62	4	5
Math	1.90	1.90	1.43	1.39	6.62	4	5
Social Studies	1.27	1.27	0.95	0.93	4.41	4	4
Science	1.27	1.27	0.95	0.93	4.41	4	4

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Foreign Language	1.27	1.27	0.63	0.62	3.79	2	2
Health/ Physical Education	0.95	0.64	0	0	1.59	1.5	1.5
Art	0	0.31	0.33	0	0.64	0.5	0.5
Music	0	0	0.62	0	0.62	0.5	0.5
Electives (including CS)	2.21	2.22	1.58	1.55	7.55	3.5	4
Service Learning***	0	0	5.67	0	5.67	100 hrs (0.83 CU)	2 CUs (one trimester)
					TOTAL	24	26.5

As a curriculum sample, the Founding Team is providing an overview of the Algebra I 9th grade course curriculum. There are several important items to note with regard to this sample curriculum:

Further development: WLA has budgeted for support for curriculum development during the planning year to further develop the Algebra I curriculum, unit plans, lesson plans, and some playlists. WLA has relationships with many of the schools that are currently engaged in various forms of personalized learning,¹²² and plans to recruit from current and former staff to hire consultants to spend time during the planning year working with the WLA Founding Team. When teachers arrive for the three week orientation, professional development, and planning period, they will have a solid framework to build upon to deliver outstanding, rigorous academic content to WLA students. There is a detailed timeline for full curriculum development below.

Planning Year - Curriculum Development Tasks

<i>Date</i>	<i>Key Tasks</i>
July 2015	<ul style="list-style-type: none"> • Hire high school personalized learning curriculum specialists (may seek to hire teachers from Hybrid High or Summit to assist) • Engage with online curriculum teams to arrange for demonstrations to the Founding Team and acquire logins to test the ones we are most interested in • Conduct deeper research into common core aligned interim assessments and determine which one(s) to use; if no satisfactory assessments exist for use or purchase, contract for additional consultants to develop them
August 2015	<ul style="list-style-type: none"> • Engage in demonstrations of online materials, test them with the contractors and any prospective school staff and leaders • Develop detailed curriculum maps for 9th grade English, Algebra (add further detail to existing), World History, Biology, Intro to Computer Science, Spanish Language and Health; include formative assessments
September 2015	<ul style="list-style-type: none"> • Continue developing detailed curriculum maps for all 9th grade subjects, informed by extensive reviews of supporting online instructional and assessment materials and tools
October 2015	<ul style="list-style-type: none"> • Finish detailed curriculum maps for 9th grade subjects, including formative and interim assessments • Finish • Work on unit plans for all 9th grade subjects

¹²² Alpha Public Schools, Summit Public Schools, Aspire Public Schools, Ednovate's Hybrid High Schools.

November 2015	<ul style="list-style-type: none"> • Finish detailed curriculum maps for 9th grade subjects, including formative assessments • Work on unit plans for all 9th grade subjects
December 2015	<ul style="list-style-type: none"> • Work on unit plans for all 9th grade subjects
January 2016	<ul style="list-style-type: none"> • Finish unit plans for all 9th grade subjects
February 2016	<ul style="list-style-type: none"> • Develop lesson plans¹²³ for all 9th grade subjects including formative assessments • For ELA, Algebra I, Biology, and World History, develop playlists of potential assignments in order of difficulty/mastery required from which teachers can choose, and potential projects for each unit from which teachers can choose
March 2016	<ul style="list-style-type: none"> • Continue to develop lesson plans for all 9th grade subjects including formative assessments • For ELA, Algebra I, Biology, and World History, continue to develop playlists of potential assignments in order of difficulty/mastery required from which teachers can choose, and potential projects for each unit from which teachers can choose
April 2016	<ul style="list-style-type: none"> • Include newly selected teachers in the design of lesson plans, formative assessments, and playlists¹²⁴
May 2016	<ul style="list-style-type: none"> • Continue to develop lesson plans and playlists for all 9th grade subjects, including formative assessments
June 2016	<ul style="list-style-type: none"> • Finish proposed lesson plans and playlists for all 9th grade subjects, including formative assessments • Administer diagnostic assessments of incoming students - likely to be PARCC diagnostic, MAP diagnostic or an Achievement Network-created assessment¹²⁵
July 2016	<ul style="list-style-type: none"> • Adjust initial lesson plans and playlists as needed based on the results of the diagnostic assessments • Create plans for the initial few weeks of the Mastery Hour for students based on the results of their diagnostic tests; assign remedial learning programs to students as necessary
August 2016	<ul style="list-style-type: none"> • Implement curriculum
February 2017	<ul style="list-style-type: none"> • Evaluate effectiveness of 9th grade curriculum, revisit scope and sequence plan and make any necessary modifications • Hire curriculum specialist contractors if necessary (the Founding Team included this in the budget model) • Complete curriculum maps for 10th grade, building upon the content that has been or will be covered by the end of 9th grade
March 2017	<ul style="list-style-type: none"> • Develop unit plans for the 10th grade curriculum
April 2017	<ul style="list-style-type: none"> • Develop lesson plans for the 10th grade curriculum
May 2017	<ul style="list-style-type: none"> • Develop playlists for the 10th grade curriculum

¹²³ The lesson plans, project ideas, and playlists will be guideposts for teachers but Master Teachers will have the ability to modify these plans as needed to be teach students in their classrooms.

¹²⁴ Teachers will not yet be paid unless there is money left over from the amount budgeted for consultants. Teachers will be welcome to participate on a voluntary basis as part of the Founding Team, or they may decline and wait until July when they are formally added to the payroll.

¹²⁵ Achievement Network assessments are created for content through the 8th grade so these assessments will help us to understand the remedial needs of incoming students'. If the Founding Team knows which standards each students do not understand, we can tailor their Mastery Hour accordingly.

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August 2017	<ul style="list-style-type: none"> ● Implement the 10th grade curriculum
February 2018	<ul style="list-style-type: none"> ● Evaluate effectiveness of 10th grade curriculum, revisit scope and sequence plan and make any necessary modifications ● Hire curriculum specialist contractors if necessary (the Founding Team included this in the budget model) ● Complete curriculum maps for 11th grade, building upon the content that has been or will be covered by the end of 10th grade
March 2018	<ul style="list-style-type: none"> ● Develop unit plans for the 11th grade curriculum
April 2018	<ul style="list-style-type: none"> ● Develop lesson plans for the 11th grade curriculum
May 2018	<ul style="list-style-type: none"> ● Develop playlists for the 11th grade curriculum
August 2018	<ul style="list-style-type: none"> ● Implement the 11th grade curriculum
February 2019	<ul style="list-style-type: none"> ● Evaluate effectiveness of 11th grade curriculum, revisit scope and sequence plan and make any necessary modifications ● Hire curriculum specialist contractors if necessary (the Founding Team included this in the budget model) ● Complete curriculum maps for 12th grade, building upon the content that has been or will be covered by the end of 10th grade
March 2019	<ul style="list-style-type: none"> ● Develop unit plans for the 12th grade curriculum
April 2019	<ul style="list-style-type: none"> ● Develop lesson plans for the 12th grade curriculum
May 2019	<ul style="list-style-type: none"> ● Develop playlists for the 12th grade curriculum
August 2019	<ul style="list-style-type: none"> ● Implement the 12th grade curriculum
June 2020	<ul style="list-style-type: none"> ● WLA's first class graduates!
June 2020-2024	<ul style="list-style-type: none"> ● Evaluate the WLA curriculum's effectiveness by talking with scholars who are in college and by tracking how many successfully graduate from college ● Modify curriculum accordingly
2024+	<ul style="list-style-type: none"> ● Evaluate the WLA curriculum's effectiveness by determining whether scholars are living lives of public leadership ● Modify curriculum accordingly

Days per unit: The number of days per unit is approximate. Teachers will have the flexibility to modify the number of classes spent on each unit of material.

Standards: Each unit will cover multiple standards and the standards will be clearly explained at the beginning by the teacher via direct instruction.

Playlists: The playlists in this sample course contain a small fraction of the playlists that will actually exist for students on the first day of WLA. Over the course of the planning year, the Founding Team and the curriculum consultants will test and select a number of online materials that are login-only (and so unable to be used to create this sample curriculum) but will be accessible to the team after demonstrations and/or purchases. There will be ample sample assignments available from which teachers can choose to curate the best playlist for students in

each unit. The WLA Founding Team also fully expects Master Teachers to arrive with some number of favorite lessons or assignments that they will be encouraged to integrate into the playlist.

Projects: Most units will end with a full-class or small-group project. The WLA Founding Team, with the assistance of consultants, will generate ideas for projects that teachers can implement, or they may create their own projects based on the standards being taught. Teachers will be able to create and/or select other projects to use. Over time, WLA may standardize the projects as particular ones are proven to be more effective at promoting student mastery. During the planning year, the potential project list will be more fully developed as the Founding Team selects the appropriate materials to use and/or buy.

Total Approximate Days Per Unit	Topics and Approximate Number of Days	Common Core Standards Covered	Specific Examples for Tools for Playlist Curation (From Free/Open Tools)	Final Project Examples 1	Final Project Examples 2
20	TRIMESTER 1: UNIT 1 - ELEMENTS OF ALGEBRA A) Creating Equations/Graphing Stories (all parent functions - discussion of rate of change/slope) - 8 Days B) Properties of Equality Translating Verbal Expressions - 6 Days C) Solving one- and two-step linear equations (inverse operations) - 6 Days	Major Standards: A-CED.1, A-CED.3, A-SSE.1, A-REI.3, A- REI.10, A-REI.1 Minor/Supporting Standards: A-SSE.2, A-CED.4, F-LE.5, F-IF.7a, F- IF.8a, F-IF.9, N-Q.1, N-Q.2, N-Q.3, N-RN.2	https://www.khanacademy.org/math/algebra/solving-linear-equations-and-inequalities https://learnzillion.com/lessons/1016-solving-linear-equations-with-a-variable-on-each-side https://schoolyourself.org/learn/algebra/evaluate	"Linear Equation Battleship" from the Teach for America Lesson Library	"Hybrid Car Project" from the Teach for America Lesson Library
20	TRIMESTER 1: UNIT 2 - FUNCTIONS A) More Graphing Stories + Definition of Function - 4 Days B) Input-Output - 4 Days C) Domain and Range from graph/equation/table/verbal - 4 Days D) Increasing/Decreasing Intervals - 4 Days E) Interval Notation Parent Functions - 4 Days	Major Standards: A-SSE.2, F-IF.1, F-IF.2, F-IF.5, F-IF.6 Minor/Supporting Standards: F-IF.4, A-CED.3	https://learnzillion.com/lesson_plans/886 https://www.khanacademy.org/math/algebra2/functions_and_graphs/function-introduction/e/functions_1 https://schoolyourself.org/learn/precalculus/describing-functions	"Job Offers and Cell Phone Plans: Making Informed Decisions with Mathematics" from Better Lesson	"Manage a Record Label - Functions Project" from the Teach for America Lesson Library
20	TRIMESTER 1: UNIT 3 - SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES A) Solving Systems of Equations using Substitution and Elimination Methods (justifying the latter) - 5 Days B) Solving Systems of Equations Graphically - 5 Days C) Solving Systems of Inequalities Graphically - 5 Days D) Modeling real-world scenarios - 5 Days	Major Standards: A-REI.6, F-IF.9 Minor/Supporting Standards: A-CED.3, A-REI.11, A-REI.12, A-SSE.2, A-CED.2, N-Q.1, N-Q.2	https://schoolyourself.org/learn/algebra/inequality-1d	"Financial Aid" Real-World Application Lesson by Mathalicious	Solving Systems of Equations Related to Money from Better Lesson
5	TRIMESTER 1: UNIT 4 - PIECEWISE AND STEP FUNCTIONS A) Graphing stories - 5 Days	Major Standards: F-IF.4, A-CED.2	https://www.khanacademy.org/math/algebra2/functions_and_graphs/piecewise-functions-tutorial	Real World Applications of Piecewise Functions by Better Lesson	"Progressive Income Taxes and Piecewise Functions" from Better Lesson
24	TRIMESTER 2: UNIT 5 - EXPONENTS AND EXPONENTIAL FUNCTIONS A) Laws of Exponents/Radicals - 4 Days B) Determining and graphing Arithmetic and Geometric Sequences; Connection between arithmetic and linear/geometric and exponential - 4 Days C) Modeling using Exponential Functions - analytically and graphically - 4 Days D) Comparing Exponential and Linear Functions - 4 Days E) Identifying exponential and linear functions in a table/graph/etc. - 4 Days F) Exponential/linear growth v. decay - 4 Days	Major Standards: A-SSE.3c, A-CED.2, F-IF.7c, F-IF.8b, F-BF.1a, F- BF.2, F-LE.2 Minor/Supporting Standards: A-SSE.2, A-CED.1, A-REI.11, F-IF.3, F-IF.6, , F-IF.9, B-BF.3, F-LE.1a, F- LE.1b, F-LE.1c, F-LE.3, F-LE.5,	https://www.khanacademy.org/math/algebra2/exponential_and_logarithmic_func/exp_growth_decay	"Zombies - Exploring Exponential Growth" from Better Lesson	"The Cell Phone Problem" from Better Lesson
10	TRIMESTER 2: UNIT 6 - TRANSFORMATIONS A) Graphing Absolute Value Functions - 5 Days B) Parent Functions Vertical/Horizontal Translations on parent and non-parent functions - 5 Days	Major Standards: F-BF.3	https://www.khanacademy.org/math/algebra2/functions_and_graphs/piecewise-functions-tutorial/e/graphs-of-absolute-value-functions https://learnzillion.com/lessons/1398-describe-a-sequence-of-transformations	"Food Fight: Investigating Transformations of Equations" from the Teach for America Lesson Library	"Transformations: How-To Guide" from Better Lesson
5	TRIMESTER 2: UNIT 7 - POLYNOMIAL OPERATIONS A) Adding, subtracting, multiplying, dividing polynomials - 5 Days	Major Standards: A-APR.1 Minor/Supporting Standards: A-SSE.1a, A-SSE.1b, A-SSE.2, N- RN.1, N-RN.2	https://www.khanacademy.org/math/algebra-basics/quadratics-polynomials-topic/polynomial-basics-core-algebra/v/addition-and-subtraction-of-polynomials https://learnzillion.com/lessons/2833-subtract-polynomials-by-changing-subtraction-to-addition	"Product Design - Carry On Luggage" Maximum Volume of a Box Project Polynomial Functions from the Teach for America Lesson Library	"Selling Cake Pops" from Better Lesson
10	TRIMESTER 2: UNIT 8 - SPECIAL PRODUCTS AND FACTORING A) GCF B) Product-Sum Difference of Squares Splitting the Linear Term (Zero Product Property)	Major Standards: A-SSE.2 Minor/Supporting Standards: A-SSE.1a, A-SSE.1b	https://www.khanacademy.org/math/algebra/multiplying-factoring-expression/factoring-special-products/v/u09-12-11-we1-factoring-special-products-1 http://www.wyzant.com/resources/lessons/math/algebra/quadratic-equations	"Logs, Loans, and Life Lessons" by Better Lesson	"Algebra Jeopardy" from Better Lesson

Total Approximate Days Per Unit	Topics and Approximate Number of Days	Common Core Standards Covered	Specific Examples for Tools for Playlist Curation (From Free/Open Tools)	Final Project Examples 1	Final Project Examples 2
30	TRIMESTER 3: UNIT 9 - QUADRATIC EQUATIONS AND FUNCTIONS A) Solving quadratic functions - completing the square, quadratic formula - 8 Days B) Graphing quadratic functions from standard, vertex and factored form (key features) - 6 Days C) Modeling real-world situations using quadratic equations - more complicated ones where students need to consider which key feature of the quadratic they're looking for (roots, vertex, y-intercept). - 6 Days D) Determining appropriate domain and range of quadratic equations. - 6 Days E) Interpreting solutions (rejecting). - 4 Days TRIMESTER 3: UNIT 10 - INTERPRETING QUANTITATIVE AND CATEGORICAL DATA A) One-variable statistics (mean, median, mode, box plots, IQR, standard deviation). - 4 Days B) Comparing distribution and determining appropriate measures of spread and central tendency. - 4 Days C) Frequency Tables and Scatter plots. - 4 Days D) Function of best-fit (using technology) and their application in making predictions. - 4 Days E) Residual Plots. - 4 Days	Major Standards: A-REI.4, F-IF.4, F-IF.8a Minor/Supporting Standards: A-SSE.1a, A-SSE.1b, A-SSE.2, A-SSE.3a, A-SSE.3b, A-SSE.4, A-CED.3, A-CED.4, A-REI.7, A-REI.10, F-IF.5, F-IF.6, F-IF.7a, F-IF.9, F-BF.3, F-BF	https://www.khanacademy.org/math/algebra2/polynomial_and_rational	"Pounding Headache" Rear-word Application Lesson by Mathlicious	"Renovate a Park by Applying Radicals and Formulas" from Better Lesson
20		Major Standards: S-ID.C.7, S-ID.8, S-ID.C.9 Minor/Supporting Standards: S-ID.C.1, S-ID.C.2, S-ID.C.3, S-ID.C.5, S-ID.C.6, N-Q.2	https://learnzillion.com/lesson_plans/1024 https://www.khanacademy.org/math/probability/descriptive-statistics/central_tendency	"Super Mario's (Almost) Linear World" from Better Lesson	"Our City: Statistics Project" from Better Lesson
20	TRIMESTER 3: UNIT 11 - COMPARING AND MODELING EQUATIONS AND FUNCTIONS A) Comparing linear and exponential functions. - 10 Days B) Comparing rate of change of functions represented differently (i.e., one graphically and one analytically). - 10 Days	Major Standards: A-SSE.1, A-SSE.2, F-LE.1, F-LE.2, A-CED.1, A-CED.2 Minor/Supporting Standards: N-Q.2, N-Q.3, F-IF.4, F-IF.5, F-IF.6, F-LE.2, F-BF.1	https://www.khanacademy.org/math/algebra/algebra-functions/graphing_functions/v/graphing-exponential-functions https://learnzillion.com/lesson_plans/748	"Can the Dog Reach the Bone" from Better Lesson	"Explore the Rebound Height of a Ball" from Better Lesson

Appendices

- A. Letter to the DCPCSB re: 2014 Application Feedback**
- B. List of Planning Team Members**
- C. Letter of Support from Democracy Prep Public Schools**
- D. Letter of Support from Summit Public Schools**
- E. Letter of Support from USC Hybrid High Schools**
- F. Letters of Support from Community Leaders**
- G. List of Community Supporters**
- H. List of Organizations that Will Host Students for Service Learning**
- I. Technology Courses Scope and Sequence**
- J. Screenshots of the Summit Personalized Learning Platform**
- K. School Leader Candidate Resumes**
- L. Scheduling at WLA**
- M. 2016-2017 Academic Calendar**
- N. Resumes of Operations Staff**
- O. Letter of Next Generation Learning Challenges Grant Commitment from D.C.'s CityBridge Foundation**
- P. Anticipated Sources of Funds - Additional Detail**

A. Letter to the DCPCSB re: 2014 Application Feedback



WASHINGTON
LEADERSHIP ACADEMY

March 6, 2015

Dear DC Public Charter School Board:

It is with humility and gratitude that we resubmit to you an application for Washington Leadership Academy (“WLA”), a school that we hope will provide unparalleled academic opportunities for students in the District of Columbia. After significant reflection on your thoughtful comments and feedback from our initial application, we have undertaken a thorough revamp of the entire application and we have engaged a broad group of stakeholders, including community members, local experts including FOCUS and EdOps, and national leaders to improve the application for WLA. In short, we hope that this revised proposal meets your high bar to offer a high quality college-preparatory high school option for the children of Washington, D.C.

Per the requirements of the School Reform Act, we have extensively reviewed the feedback from last year’s application cycle and believe that we have addressed the Board’s concerns and resolved its cited deficiencies while improving the overall clarity and quality of the WLA Model.

1. The application lacked clarity and detail to fully understand how the proposed program would be implemented over time. The group plans to open the Upper Academy (grades 11 and 12) in year one and target students who are seeking an exceptional learning experience and are capable of taking advantage of the school’s high-level courses, and after four years of operation, open a Lower Academy that proposes to attract a different population to feed to the Upper Academy. The applicant group, however, did not establish demand for a residential school for the Upper Academy’s target population. While the applicant group stated that it was willing to reverse the opening of the academies at the public hearing, this willingness was not accompanied with detailed information regarding how this change would affect the application’s proposed program and what steps the applicant group would take to effectuate this change.

1. After careful consideration of the needs of the local community, WLA’s programmatic goals, and the Board’s feedback, ***the Founding Team has opted for WLA to open for ninth grade scholars in its first year***, recruiting students in need of a high quality high school in Wards 7 and 8. These students will receive intensive academic support and, if necessary, remediation, for two years before they begin the service learning experience as part of their third year at WLA. At this time, ***WLA will not offer a residential program.***

In addition to researching and writing an extensive analysis of the need for WLA, available in Section A(1): “Demonstrating a Need”, the Founding Team has collected letters of support (See Appendix F) and more than 300 signatures from families in Wards 7 and 8 demonstrating the need for and enthusiasm behind the school (See Appendix G).

2. The applicant group’s plan to merge the two academies, discussed in Number 1, above, was not developed. For example, the group did not know if it would always have available spots of 11th graders after the first year nor did they know whether students who were not academically ready for the civics internships would stay in the Lower Academy or be part of the Upper Academy.



2. As stated above, after careful consideration and conversations with the community, WLA determined that the ninth grade would be the best grade level for the school to start. WLA will operate as one continuous school for grades 9 through 12, opening in year one with only ninth graders and adding a grade each year. WLA will occupy one building holding all students. Families in Wards 7 and 8 are in dire need for high quality high school seats. Currently, there are enough students on waiting lists for the few available Tier 1 and 2 high schools to fully enroll WLA in its first year.¹ See Section A(3) for WLA's recruitment plan.

In the redesigned model, scholars will have two years at WLA to prepare for the service learning experience in 11th grade, including intensive academic instruction as well as explicit training in the skills and habits necessary for successful professional life. Students' placements will be determined by demonstrated mastery of both requisite academics and skills. Students who need greater support in 11th grade will be placed in service projects that allow for more structure and supervision.

The service learning component will also be sufficiently staffed to ensure programmatic success. A Service Learning Coordinator will engage with host organizations and organize the 11th grade teachers, who will each manage a small cohort of students for their service learning projects. More detail specific to the management of the service learning component is available in Section D(2)b: "Staffing Plan" and in B(4)c: "Safety, Order, and Discipline."

3. The application did not include sufficiently address the residential component of the Upper Academy and caused the board to question the program's plan for the safe and appropriate day-to-day supervision of the students and operations of the student residence, especially during weekends.

3. After careful consideration, **the WLA Founding Team decided not to move forward with the application for a residential component at this time.** WLA will be a strong academic, college preparatory program with an extended school day and school year typical of other high performing charter high schools.

4. The applicant group did not fully describe how the Upper Academy's academic program would accommodate a wide diversity of learners, and did not sufficiently address providing instructional supports to students behind academically that would not impact the students' ability to participate in civic learning, which is central to the school's mission.

4. WLA's revised academic model anticipates a very wide range of entering knowledge and skill levels, with the average learner entering substantially below a 9th grade level. The WLA differentiated classroom model means students are regularly re-grouped with students of similar levels of understanding on specific topics such that instructional methods and assignments can be more tailored to that student's individual needs. WLA will not "teach to the average," or "track"

¹ Although the need for a high performing high school in Wards 7 and 8 is clear from a proficiency-level and college graduation standpoint, the Founding Team has engaged with the team at Thurgood Marshall Academy and recognizes the enrollment challenges we will face. We will learn from Thurgood Marshall's experience and build on their best practices to ensure full enrollment.



our students but instead tailor instruction more closely to students' mastery levels. Students who are struggling will get extra support while students who have a more advanced understanding will have room to grow.

Students will have myriad opportunities built into the schedule to get extra help and address gaps in understanding including: Mastery Hour, Office Hour, after school tutoring, and summer school. More information on remediation strategies is available in Section A(1): "Demonstrating a Need" and throughout the Educational Plan.

In its revision of the application, the WLA Founding Team has also contemplated the needs of diverse learners with regard to the service learning experience. Service learning placements will be dependent on needs of the student, with higher-need students being placed in internships with increased levels of supervision and support. See Section B(3)(b) for additional information on service learning program differentiation and the detailed service learning portion of the Educational Plan.

5. The application relies on a relationship with Democracy Prep Public Schools (DPPS), the high performing charter network started by the leader of the applicant group for curriculum but the applicant group did not provide or state that it had an agreement with DPPS to use its high school curriculum and the application did not include a letter of support from DPPS.

5. WLA is a distinct and completely separate entity from Democracy Prep Public Schools (DPPS). The revised application does not rely on a relationship with DPPS. However, we have included a strong letter of support from the DPPS CEO in Appendix C and expect to continue our collaborative relationship, including through the support of key DPPS network leaders and sharing of High School Curricula from one of DPPS' four high school campuses to WLA. As an innovative model, DPPS hopes to learn from the experiences and innovation at WLA in order to expand its own blended learning offerings. Because WLA & DPPS share a founder, it is understandable that there would be some confusion; however, Seth Andrew is focused on WLA's creation and has had limited involvement with the DPPS expansion into Washington, D.C.

6. Revolution Schools, also created by leader of the applicant group, is a newly formed entity without a track record of academic and organizational performance but responsible for providing this to WLA. Being newly formed, Revolution Schools does not have a track record of success separate from the founder's history with DPPS and there was lingering confusion about whether WLA might contract with DPPS to provide human resources and other business operations services.

6. Revolution schools is a new **non-profit** charter management organization being built alongside of WLA to facilitate the efficient production of technological intellectual property and operations systems such that WLA can be replicated in D.C. and beyond if and when the model is proven effective. As a separate non-profit CMO, Revolution Schools is eligible for unique funding streams that WLA alone is not, such as those from the Charter School Growth Fund innovation portfolio. Because the educational tools supported by these funds are supplemental to the WLA budget, the students of WLA will only stand to benefit from having two non-profit entities



instead of just one working on their behalf. With only one initial school, the incentives of WLA and Revolution schools are perfectly aligned - to help make the first cohort of students as successful as possible as quickly as possible.

Given that the organizations will grow in parallel, in this revision of the application, the Founding Team has taken great care to map out exactly what services Revolution Schools will provide to WLA in which years. During the first year, Revolution Schools will spend the proposed 9% management fee on two senior operations professionals who will spend all of their time at WLA working with the Principal to develop efficient and scalable operational systems. The staffing growth that Revolution Schools provides to WLA will be directly linear to the amount of money the Board contracts to provide to Revolution Schools. Only supplemental funds from non PCSB sources will be used to accelerate the rate of research and development that will benefit WLA students.

Finally, the Business and Operations plans clearly detail the powers of the Board of Trustees of WLA to manage, curb, and/or terminate the relationship of Revolution Schools with WLA. Within the WLA design, the Board of Trustees has many levers and tools by which to hold both the Principal and the non-profit ESP accountable. Additionally, Revolution Schools pledges to be financially transparent, sharing publicly its 990 forms, financial audits, and other key financial documents.

7. The application does not include the standards or specific curriculum the school will use for music, art, electives/integrals, health/physical education, world language, or computer science, with is a required course in the Lower Academy.

7. The WLA Founding Team has included detailed descriptions of the standards and materials that will be used for music, art, health/physical education, and world language in the Curriculum section of the Education Plan (See Section B, Part 3).

8. There are aspects of the school that were mentioned and not sufficiently developed in the application or addressed in depth during the capacity interview and public hearing, such as:

- a. Creating the Massive Open Online Course and blended learning curricula;*
- b. Formalizing the relationships between the school, Congressional offices, other internship opportunities, and Democracy Builders; and*
- c. Using the Alumni Revolution recruitment network to recruit students.*

8. (a) In the revised version of this application and the design for WLA, the focus is squarely and wholeheartedly on improving academic achievement for students and preparing them for college.

(b) WLA has secured a list of more than 40 organizations, including Congressional offices, who have committed to hosting several students each for the 11th grade service learning placement. Please see Appendix H for the names of the primary points of contact at each organization that has agreed to host.

(c) WLA has mentioned Democracy Builders in the application in the context of potentially



WASHINGTON
LEADERSHIP ACADEMY

providing student recruitment services. The WLA Board of Trustees will have to determine whether it wants to use the services of Democracy Builders, another organization, or existing WLA staff to manage student recruitment. Democracy Builders is but one option for a service provider. Alumni Revolution may support alumni of WLA in 2020 and beyond, but there is no cost or programmatic element to their participation at this stage.

9. The job responsibilities of the Technology Manager is extensive and may be more than one FTE, particularly if this person is on call for technical support during residential evening and weekend hours.

Upon considering the feedback from the Board, FOCUS, and through extensive research of similar schools, the Founding Team has added significant operational and technical support. The WLA staffing plan now includes a Chief of Operations and a Technology Manager during the first year, supplemented by increasing numbers of operations and technology staff each year thereafter. Additionally, WLA has budgeted for technical support services on school infrastructure in the event that the operations staff and faculty determine that they need more support.

Thank you for reviewing our application so thoroughly and thoughtfully, and for your work to provide families with quality school choice in Washington, D.C.

Sincerely,

The Board of Washington Leadership Academy

B. List of Planning Team Members

Name and Link to LinkedIn Profile	How Assisted in WLA App Development	Future Potential Role with WLA	Quick Version of Areas of Expertise
Ada Alicia Gonzales	Strategic ideas/development	TBD	Recent high-performing charter high school graduate
Adam Barr	Wards 7 and 8 community engagement; advising	Wards 7 and 8 community engagement; advising	Community engagement for education specifically
Adam Scott	Strategic ideas/development re: tech	Advisor	Former teacher, now technologist
Andrew Pratt	Blended learning advisor	Potential staff member or contractor - blended learning expert	Blended learning expert; former teacher
Anne Herr	Application review; strategic guidance	TBD	Education expert; FOCUS
Antonio Vance	Discipline system development	Potential school leader	School leader in a Mastery school
Asha Aravindakshan	Strategic ideas/development	TBD	Operations, edtech, former Gates education
Beatriz Ceja	Strategic ideas/development	Board member	School leadership expert
Ben Davis	Strategic ideas/development	Advisor	Principal at public charter high school start
Ben Rayer	Advising on blended/mastery	Advisor	Blended, mastery, personalized learning expert; CMO founder
Bonnie Williamson	Writing/editing	TBD	Education policy
Brad Olander	Biz, ops and budget plan review; strategic guidance	TBD	Ed finance expert; EdOps
Bridget Claborn	Writing/editing	TBD	Education
Caroline Hill	Strategic ideas/development	Advisor	Education; Principal at E.L. Haynes High School
Charles Basden	Strategic ideas/development	TBD	Edtech; higher education; data; operations
Chris Willey	Advising on tech	Advisor	Deep tech expert; operations; finance
Clinton Dreisbach	Strategic ideas/development	TBD	Tech; teaching tech
Courtney Wright	Strategic ideas/development	Volunteer; service-learning host	Education management; program management w/ Urban Alliance
Dan Assael	Ideas/strategy re: blended learning	TBD	Alice Deal teacher, does blended learning in his classroom
Daniele Schiffman	Strategic ideas/development	Board member	ANC member; legal/lawyer
Darrell Scott	Strategic ideas/development	TBD	Working with underserved youth, social entrepreneurship training
Deon Clark	Strategic ideas/development	TBD	STEM programs for youth

Derek Frempong	Tech education advising	Volunteer; service-learning host	Tech expert
Devon Rollins	Tech curriculum development	Volunteer or contractor - tech curriculum development	Computer science; technology; STEM education
Drew Goltermann	Advising on blended/mastery	Advisor	Principal at Hybrid High, personalized learning; blended learning
Duane Rollins	Tech curriculum development	Volunteer or contractor - tech curriculum development	Computer science; STEM education for underserved youth
Duane Taylor	Civic engagement	Board Member	Successful doctor in DC area, former participant in House Page Program
Emily Rodriguez	Application review; strategic guidance	TBD	Education expert; FOCUS
Harvey Floyd II	Strategic relationships strategy	TBD	Leadership training, programming for underserved students
Hunter Oswalt	Advising on special education strategy	Advisor	SPED expert
Ian Connell	Advising on blended/mastery	Advisor	Blended learning education landscape
Jeanne Allen	Strategic ideas/development	Board member	Edtech; ed policy
Joel Goering	Biz, ops and budget plan review; strategic guidance	TBD	Ed finance expert; EdOps
Jonathan Howard	Talent recruitment	Advisor	Talent and HR expert at public charter school
Julia Kim	Strategic ideas/development	Volunteer; service-learning host	Learning science expert, tech expert, Presidential Innovation Fellow
Justin James	Design, logo	Volunteer	Designer, logo developer
Kalee Barbis	Curriculum development	Potential school leadership	KIPP teacher, curriculum developer; teacher
Karen Ihrig	Advising on special education strategy	Advisor	SPED expert at GW
Keelan Purcell	Advised/developed professional development plan	TBD	Alice Deal teacher, teacher professional development
Lana Zak	Strategic ideas/development	TBD	Communications and media expert
Margaret Marrer	Strategic ideas/development	TBD	Principal in public charter school
Michael Musante	Real estate and facilities research	TBD	FOCUS, DC school real estate knowledge
Miles Taylor	Strategic ideas/development	Founder, board member	Civic engagement
Natalie Gould	Strategic ideas/development	School staff	Education programming
Natasha Trivers	Strategic ideas/development	Advisor	Principal in public charter school
Nicole Isaac	Strategic ideas/development	TBD	Programs for underserved youth;

WASHINGTON LEADERSHIP ACADEMY – PUBLIC CHARTER SCHOOL APPLICATION

			community engagement; former White House legislative office
Nicole Klues	Strategic ideas/development	Volunteer; service-learning host	Edtech; needs of students for higher education; community college teacher
Oliver Sicut	Advising on blended/mastery	Advisor	CEO and President of Ednovate, CMO of Hybrid High Schools
Phillip Stephen	Computer science - infrastructure track curriculum development	Volunteer or contractor - tech curriculum development	IT - infrastructure; computer science education
Rachel Harrison-Gordon	Strategic ideas/development	Volunteer; service-learning host	Technologist; data analytics; Presidential Innovation Fellow
Rachel Sussman	Strategic ideas/development	Volunteer; service-learning host	College prep programming for underserved students, Ward 7 w/ Higher Achievement
Robert Pondiscio	Strategic ideas/development	Board member	Curriculum development expert; former teacher
Ryan Selvaggio	Writing/editing	TBD	Education
Scott Rechler	Service learning and social entrepreneurship curriculum advising	Potential volunteer or contractor	Service learning; experiential education for underserved students
Seth Andrew	Leadership	Founder, Board member	Democracy Prep Public Schools founder; Former teacher; school real estate experience
Stacy Kane	Strategic ideas/development	School staff	Tech, education; legal/lawyer
Tamara Cupples	Writing/editing	TBD	Education policy; former teacher
Travis Fox	Application drafting	Potential school staff	Education policy
Tyecia Powell	Strategic ideas/development	Potential school staff	DC public high school staff experience
Victor Kane	Strategic ideas/development	Volunteer; service-learning host	U.S. government grant funder; program operations

C. Letter of Support from Democracy Prep Public Schools



DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

March 1, 2015

To the DC Public Charter School Board:

The mission of Democracy Prep Public Schools is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. We operate schools in New York, New Jersey, and now Washington DC with the goal of serving students who need great schools the most. While this is some of the most difficult work in education reform, we are extremely proud of our results and our efforts to emphasize the academic growth of our scholars over time, even when they start so incredibly far behind.

Because we can't achieve success alone, our mission compels us to share what we've learned, both about what works and what doesn't work over the years, with aligned partners who seek to serve similar populations. Democracy Prep has a truly open-door policy for any visitors and we collaborate with academic researchers and policy makers to expand our leverage and impact. Now that we operate a school in Washington DC, we seek to learn from many of the schools that have been in this community for decades and intend to share what we learn as well so that the entire city, can thrive academically.

We strongly support the work of the founding team of Washington Leadership Academy (WLA) to open a ninth grade program in August of 2016. Because Democracy Prep and WLA share Seth Andrew as a founder, we are extremely confident in their ability to build a new school model in Anacostia that will both serve our students and the community well and that will break new ground on what the future of high school can be.

As a policy of our network, we share many of our resources to aligned school groups who request them and have done so for alumni of the Building Excellent Schools program such as Achievement Prep and Excel Academy in DC. As always, we hope that our support allows others to learn from the mistakes we've made and challenges we've faced as well as the successes. Additionally, we are also excited to learn from WLA as they iterate and grow. Their approach of building a more personalized, mastery-based, and technology-centered program is one that we are eager to see develop as the skills they will emphasize are becoming more essential to all students each and every day.

In short, we look forward to our continued engagement with the Washington Leadership Academy team and strongly support their application for a charter from the DC Public Charter School Board. We encourage you to approve their application to open in 2016 so that the City has another high-quality option to choose from in 9th grade.

Sincerely,

Katie Duffy
Chief Executive Officer

D. Letter of Support from Summit Public Schools



February 23, 2015

To the DC Public Charter School Board:

I am part of the leadership team of a high performing charter school in California that employs personalized and blended learning methods similar to those proposed by the Washington Leadership Academy.

The future of public education lies in the better utilization of personalized learning techniques facilitated by improved technologies. To realize that future, we need to keep testing and replicating best practices.

As such, we fully support the efforts of Seth Andrew and his team to found a new public charter school in Washington, D.C. with a more differentiated, personalized, tech-infused model that will provide the students of Wards 7 and 8 with an outstanding educational opportunity.

We have given the WLA Founding Team various types of support and will continue to do so to help ensure that WLA is a success.

We look forward to our continued engagement with the Washington Leadership Academy team and strongly support their application for a charter from the DC Public Charter School Board.

Sincerely,

A handwritten signature in black ink, appearing to read "Jan Deane", with a long horizontal line extending to the right.

Jan Deane
CIO, Summit Public Schools

E. Letter of Support from USC Hybrid High Schools

February 1, 2015

To the DC Public Charter School Board:

I am the President and Chief Executive Officer of Ednovate, a charter management organization founded in partnership with the University of Southern California that is redesigning the American high school experience by integrating more personalized learning, strong instructor talent, cutting edge technology and current research on young adult learning. At Ednovate, we're taking some of the most underserved youth in Southern California and providing them with the highest quality public college preparatory education in California.

I strongly believe that the future of public education lies in the better utilization of personalized learning techniques facilitated by improved technologies. To realize that future, we need to keep testing and replicating best practices. As such, we fully support the efforts of Seth Andrew and his team to found a new charter school in Washington, DC with a more differentiated, personalized, tech-infused model that builds on the success we have had at USC Hybrid High. Parents in Washington, DC should have the opportunity to choose between a number of excellent public high schools with different models to select the ones that will best serve their children.

We have provided support to the Washington Leadership Academy Founding Team up to this point, and will continue to do so throughout its development and growth. Ednovate has and will continue to provide curriculum, discipline policy plans, schedules, and more.

As WLA proves the success of personalized approaches and technologies in the high school environment, Ednovate may choose to implement some of them into our model as well. We look forward to our continued engagement with the Washington Leadership Academy team and strongly support their application for a charter from the DC Public Charter School Board.

Sincerely,

A handwritten signature in black ink, appearing to read 'OS' followed by a long horizontal stroke.

Oliver Sicat

Chief Executive Officer and President of Ednovate,
Charter Management Organization for Hybrid High Schools



February 23, 2015

To the DC Public Charter School Board:

I am part of the leadership team of a high performing charter school in California that employs personalized and blended learning methods similar to those proposed by the Washington Leadership Academy.

The future of public education lies in the better utilization of personalized learning techniques facilitated by improved technologies. To realize that future, we need to keep testing and replicating best practices.

As such, we fully support the efforts of Seth Andrew and his team to found a new public charter school in Washington, D.C. with a more differentiated, personalized, tech-infused model that will provide the students of Wards 7 and 8 with an outstanding educational opportunity.

We have given the WLA Founding Team various types of support and will continue to do so to help ensure that WLA is a success.

We look forward to our continued engagement with the Washington Leadership Academy team and strongly support their application for a charter from the DC Public Charter School Board.

Sincerely,

ANDREW GOLTERMAN

HYBRID HIGH SCHOOL EAST

PRINCIPAL

F. Letters of Support from Community Leaders



Brighter Day Ministries

"Teaching God's Word and Serving God's World"

March 3, 2015

DC Public Charter School Board
3333 14th Street NW
Washington DC, 20010

To the DC Public Charter School Board:

As the Senior Pastor of Brighter Day Ministries in Southeast Washington, I am writing to express my strong support for the Washington Leadership Academy charter proposal. As you are no doubt aware, our community is in great need of high quality high schools that will better prepare our young people for success in college and the ability to fulfill their dreams.

I fully support the efforts of Seth Andrew and his team to found a new charter school in Washington, DC with a more differentiated, personalized, and tech-infused model.

I have provided support to the Washington Leadership Academy Founding Team up to this point, and will continue to do so throughout the school's development and growth. I look forward to my continued engagement with the Washington Leadership Academy team and strongly support their application for a charter from the DC Public Charter School Board.

Sincerely,

Rev. Ernest D. Lyles, Sr.
Senior Pastor

ONE CHURCH IN TWO LOCATIONS

churchoffice@bdmdc.org
www.brighterdayministriesdc.org

A.P. Shaw Campus
2525 12th Place, SE
Washington, DC 20020
Office: (202) 889-3660
Fax: (202) 678-5213

Congress Heights Campus
421 Alabama Avenue, SE
Washington, DC 20019
Office: (202) 562-0600
Fax: (202) 562-1876

Brighter Day Family Life Center
421 Alabama Avenue, SE
Washington, DC 20032
Office: (202) 562-1874
Fax: (202) 562-1876

Reverend Ernest D. Lyles, Sr.
Senior Pastor/Overseer
pastorlyles@bdmdc.org

February 24, 2015

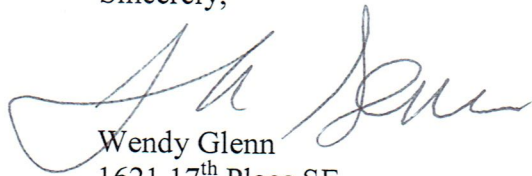
To the DC Public Charter School Board:

My name is Wendy Glenn, I am a Ward 8 resident, educational advocate, and District government employee. I have had the opportunity to advocate on behalf of parents and students who are in the fight for a higher, more enriching educational environment in Ward 8.

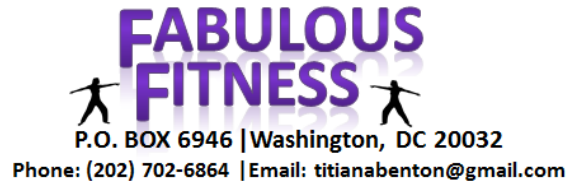
I am writing to express my strong support for the Washington Leadership Academy charter proposal. As you are no doubt aware, schools in Ward 8 are not getting the same resources that schools west of the river are getting, with that in mind, and thoroughly recognizing that Ward 8 schools have situations where we have schools that don't have PTAs, or the PTAs are in need of some serious capacity-building. With all of these ills in mind I fully support the efforts of Seth Andrew and his team to found a new charter school in Washington, DC with a more differentiated, personalized and tech-infused education model.

I look forward to continuing to work for Ward 8 school's development and growth. I look forward to continuing the engagement with the Washington Leadership Academy team and strongly support their application for a charter from the DC Public Charter School Board.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Wendy Glenn', written in dark ink.

Wendy Glenn
1621 17th Place SE
Unit 2
Washington, DC 20020
202-520-6075 cell



February 18, 2015

District of Columbia Public Charter School Board

My name is Titiana Benton-Ellis, I am writing this letter in support of Washington Leadership Academy public charter proposal. As a Ward 8 resident and parent, I feel we need more enriching educational programs and opportunities for our students in Ward 8.

My children, as well as Ward 8 Residents would definitely benefit from a new school with a more differentiated, personalized and tech-infused education model.

I am an active volunteer in the Ward 8 community. I look forward to working with Seth Andrews and the Washington Leadership Academy team. I strongly support their application for a charter from the DC Public Charter School Board to bring educational programs to help our youth develop and grow.

Sincerely,

Titiana Benton-Ellis

Titiana Benton-Ellis

Chief Executive Officer
Fabulous Fitness, LLC

MATTHEWS MEMORIAL Baptist Church

Bishop C. Matthew Hudson, Jr.
D.Min., Senior Servant

Howard A. Lee, Jr.
Chairman-Deacons Ministry

Roland Winston
Chairman-Trustees Ministry

Susie M. Everett-Horton
Executive Church Administrator

February 26, 2015

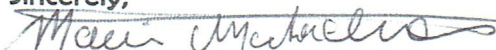
To the DC Public Charter School Board:

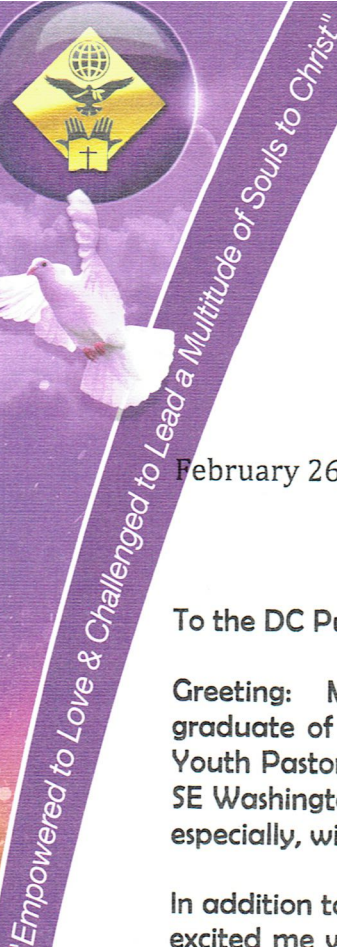
Greeting: My name is Min. Maurice Mack Murrow, Long time Ward 8 resident, graduate of Ballou Senior High School, Graduate of Bowie State University and The Youth Pastor of Education and Technology of the Matthews Memorial Baptist Church, SE Washington, DC. It brings me such honor to be able to support school choice in DC especially, with high schools age students east of the river.

In addition to supporting the cause of educating the youth of East of the River, it really excited me when I read about the technology infused module that would blend with today's 21st century learning. I also liked the Idea of bringing public policy and civic education to the classroom, giving more perspective on how to build the community through policy. I do believe that our children east of the river don't have many options to prepare them for today society. I do believe that a great opportunity as such would do just that. "Prepare our children east of the river to become successful citizens".

I look forward to seeing and supporting the development of the Washington Leadership Academy and in full support of this application.

Sincerely,


Minister Maurice Mack Murrow.



March 3, 2015

After speaking with the representative from the Washington Leadership Academy, I am truly interested in the academics and the college prep program that the academy is offering. After leaving high school, I realized that I was totally unprepared for college. Being college ready is very important to me, if the Washington Leadership Academy can offer a great curriculum, afterschool activities, a technical program and a dormitory style environment for the youth; I am all for it.

I truly appreciate the academy for reaching out to its neighbors across the city, I have not heard of any other school doing so. I am in hopes that the academy really changes the minds, the urgency to enter college, and the lives of the students that they will be serving.

Thank You

Elijah Fagan- Site Manager
elijah.fagan@dc.gov
Fort Davis Recreation
1400 41st street SE
Washington DC 20020
202-645-9212

GO-GOFITNESS,LLC
DA-GO GO FITNESS

P.O.Box31439
WASHINGTON,DC20
030

240-286-6284D.TUCKER
202-258-7929E.BERRY



February 25, 2015

DC Public Charter School Board

As a native Washingtonian, resident of Ward 8, a graduate of Benjamin Banneker Academic HS and now a business owner of Washington, DC, I am writing to express my strong support for the Washington Leadership Academy charter proposal. Our Ward 8 Community continues to be in desperate need of more top scale educational programs especially geared to our youth who by large masses are not receiving the balance of solid family values and strong educational programs like we received growing up East of the River in DC and because of this our young people in Ward 8 are dying young and fast due to lack of knowledge, proper life preparation and an intent focus on their educational needs.

The Washington Leadership Academy would greatly improve this extreme lack in or Ward and give our youth an opportunity to fully enhance their lives and become productive leaders to our community, their families and our city as a whole.

I fully support the efforts of Seth Andrew and his team to found a new charter school in Washington, DC with a more differentiated, personalized and tech-infused learning model. I will continue to support the Washington Leadership Academy Founding Team throughout its development and beyond to ensure all young people in Ward 8 will have the opportunity to become our future leaders and mentors instead of our current slackers.

But more than a Ward 8 business owner, as a Ward 8 divorced-single parent having successfully raised two of the finest emerging DC leaders who have matriculated through the DC Public Charter system and the DC Public School system and now are successful leaders in the United States Navy and in the fall of 2015, a freshmen at North Carolina Central University -- I strongly support the Washington Leadership Academy's application for a charter from the DC Public Charter School Board so that other young people in Ward 8-DC will be blessed with the opportunities to succeed as my children have.

I impress upon you all to please help our Ward 8 students and approve their application for charter and allow them to join the forces already dedicated and hard at work to educate our children of Ward 8 and give them a better future and an even greater hope for tomorrow.

Sincerely,
Danette C. Tucker
CEO, Go-Go Fitness, LLC.

G. List of Community Supporters

Washington Academy

By signing the petition below, I am enthusiastically expressing my support for opening a new rigorous choice high school in our community that prepares students with the knowledge, skills, and habits required for success in college and lives of public leadership.

Name	Phone	Email Address	Home Zip Code
Deles Smith	202 944 4154		20019
Katherine C Smith	202 944 4154		20019
Gilbert G. Moore	202 944 4154	gilbertgmoore@gmail.com	20019
JOCKE LINDSEY	202 944 4154		20019
Arion Thomas	202 944 4154		20019
Stanley Nelson	240 351 2006	StanleyNelson@yahoo.com	20019
Vernita Elmore	202 588 3148	vernita.elmore@gmail.com	20032
Michelle McQueen	202 529 3392	helenmcqueen@gmail.com	20019
Arnell Duncan	202 443 2884		20019
Ronald Duncan			20019
			20019

Washington Academy

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Name	Phone	Email Address	Home Zip Code
Lashawn Jackson	(240) 681-4371	Jharrie19@yahoo.com	20032
Shakacia Settles	(202) 705-3094	Shakacia32@yahoo	20020
Alexis Arrington	(202) 602-8771		20032
Nerisha & Gary Harrison	(202) 827-8694	Harrisonnerisha211@gmail	20032
Nicole Williams	(202) 7591-9941	Nikki 7676@gmail.com	20032
Ms. Rice	(202) 520-2676	Drasakus@gmail.com	20032
Mr. Cur 2		Josecur21042@gmail	20032
Jann Kittrell	(202) 829-1502	Jann.Kittrell@gmail	20002
Melissa Venable	(2) 373-1185	Campbelldonna@yahoo	

Washington Academy

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Name	Phone	Email Address	Home Zip Code
Tina N. Tillman	2710-0481	ms.tntillman@gmail	20019
GERNA HACKERSON	8553-3589	gernahackerson@gmail.com	20019
Derrick Wood	8431-0543		20019
Christine Nash	(240) 392-9033		20019
Seth Brown	202 805-0949	Seth.brown@gmail.com	20019
Gregory Hill	202 210-6148	nuharvest@hotmail.com	20019
Roy Francis	27830-9511	goave54Rah@gmail.com	20019
Cynthia Johnson	27420-6006	Cynthia-johnson@yahoo.com	20019

Washington Academy

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Name	Phone	Email Address	Home Zip Code
Antionette Ingraham	202-276-4607	ingrahamAntionette@gmail.com	20032
Saud Jabali-Nash	301-440-4984	snash@heuplus.com	20020
Donna Neal	301-747-5206	dnnneal326@gmail.com	20032
Jessica Galloway		jessicad.galloway@gmail.com	20032
Tanika Harrison-Williams	202-696-4800	wintersadvocate@gmail.com	20020
Sierra Long		SierraLong@gmail.com	20020
Rev. Bruce Johnson	202-563-2840	rev-johnsonbruce@gmail.com	20020
Diane Kelly	202 422-0361	Kelly-diane@yahoo.com	20020

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✱

Washington Academy

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Name	Phone	Email Address	Home Zip Code
Kimisha Seaberry	202 487-1583	kimisha.seaberry@gmail.com	20019
Holly Thurston	202 749-2829	Holly.brown95@yahoo.com	20019
Donnette Howard	202 425-4714	donnettehoward.dh@gmail.com	20019
Donna Chase	202 705-4533		20019
Robbyn Turner	(202) 499-9410	robbynchase@yahoo.com	20019
Renée Chase	24104155	Renée.Chase@yahoo.com	20019
Janelle Cameron	24235377	janelle.cameron@yahoo.com	20019
Donnatha Blackmon	202 957 1996	donnathablackmon2015@gmail.com	20019
Juanita Blackmon	202-5772467	blackmonj@yahoo.com	20019
Tanya Cox	202-744-3706	Nevshay7500@yahoo.com	20019
Rebecca Stamps	2-396-4150		20019
Jo Whitaker	202/652-7352		20019
Andy McPherson	2/706-1589		20019

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Name	Phone	Email Address	Home Zip Code
Charles Davis	202-390-7096		20019
Shelton Northern	252-555-2444		20014
Isela Williams	2/388-5637		20017
Antonio T. Gibbons	2/1214		2015
Dorothy Simon	703-248-4881		20019
Phillip Taylor	2/456 5513		20019
Deborah Davis	2/710-3150		20019
Janet Arnold	2/506-1938		20019
Johna Collier	2/520-1823		20019
Alicia Porter	2/739-7892		20019
Deborah	2/525-1214		20019
W. Carter	2/739-9071		20019
J. (Jennifer)	2/396-1939		20019

James Bell 2-915 7327 W. deede 77 egyptian room 20019
 Carl H. H. 2-897-8572

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Name	Phone	Email Address	Home Zip Code
Tiana Magruder	202-765-1223	Tiana.Magruder	20014
Shley Howard	242-701-3655	ShleyHoward@gmail.com	20019
Cheryl McClinton	202-399-7988		20019
Sharon Green	202-257-2264		20019
Barrell Hampton	202-589-0744		20019
Terrell Brown	202-641-8033	TerrellBrown@gmail.com	20019
Quantea Barnes	202-891-9778	QuanteaBarnes	20019

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Name	Phone	Email Address	Home Zip Code
CHRIS stepher	212-201-5344	CHRISstepher@yahoo.com	20019
Terrell here	212-201-5344		
A. Griffith	212-201-5344		
K. Simms	212-201-5344		
T. ELIE	212-201-5344		
C. Elie	212-201-5344		
W. Hall	212-201-5344		
D. Hall	212-201-5344		
T. Hall	212-201-5344		
GINNA HALL	212-201-5344	GINNA.HALL@gmail.com	20019
Jaenette Cross	212-201-5344	Jaenette.Cross@gmail.com	20032
Jaenette Hanagan	212-201-5344	jaenettef@gmail.com	20070
Jaenette Payne	212-201-5344	jaenettepayne@gmail.com	20032

Washington Academy

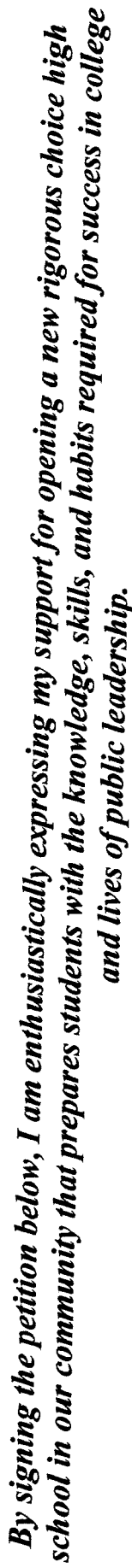
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Name	Phone	Email Address	Home Zip Code
Latanva Simpson	202-812-9924	lsimpson@cnationscapital.org	20017
Steven Soshug	202-393-9184	Steve.Soshug66@gmail.com	20032
Nakia Pearson	202-330-1398		20032
Marcian Jones	202-425-8435	MarcianJones93@gmail.com	20032
Breann Davenport	202-425-8435	Breann.davenport@aol.com	20032
D Baker	202-425-1167	DBaker49@yahoo.com	20032
Keturah Anderson	202-277-3321	K.anderson93@gmail.com	20032
Grace Smith	202-244-8892	Smith.shreeballislife@rocketmail.com	20032
Leroy Copeland 205 @gmail.com	240-281-9381	Anthony Copeland	20019
DJ Pre me 77@gmail.com		Dexter Wilson	20032
Mike McKend	301-735-8700	Mike@kaycedrugs.com	20032
Mrs. Rose	202-489-9641	losetattc@gmail.com	2002
Rhonda Brue		Rhonda.bruce11@gmail.com	2019

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Name	Phone	Email Address	Home Zip Code
Leatrice Jones	240 691	Leatrice.LJ@gmail	20032
Helen Jones	(202) 276-6249	Juicebabydoll@gmail	20032
James JOE	(202) 210-7840	LJLMET@yahoo	20032
Candice	(202) 390 9355	Cmclzler_84@yahoo	20032
Maya Da Conceicao	(609) 492-5821	MayaDaConceicao@gmail	20032
Latoya Williams	(202) 396-4254	IndialH@yahoo.com	20013
Karen Ford	202 277-9991	Miss-Karen-Ford@yahoo	20032
Wendell Stevens	202 246-4142	WStevens@live.com	20032
Rhonda Bruce	202 247-7372	Rhonda.bruce1@gmail	20002
Rose Marie	(202) 425-1018	Rosemarie.Parra@gmail	20002
Sheryl Mills	(301) 535-8284	SherylMills@gmail	
Wanda Reese	(240) 716-8035	Wandaful217@gmail	20002
Prophet Diedra	240 553-8638	Prophet@d.nh.gov	2017



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[illegible]

Washington Academy

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Name	Phone	Email Address	Home Zip Code
Dana Harris	202 746 5556	Wendy10@yahoo.com	20032
John Farmer	408 2933	JohnFar202@gmail.com	20020
ANAIKA WATERS	202 760-7331	WATSON EPHRAIM	20026
Wendy Jackson		202 760-7331	20026
Robert Jackson	202 671-1914	202 760-7331	20020
Lee	202 671-1914	202 760-7331	20020
Wendy Jackson	202 582-4918	202 760-7331	20032
Michael Jackson	202 582-4918	202 760-7331	20032
Branda Brandy	(202) 244-1010	202 760-7331	20032
John Farmer	202 582-4918	202 760-7331	20032

Washington Academy

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Name	Phone	Email Address	Home Zip Code
James G. Gray	202 491 8359		20019
A. Seelken	202 248-4988		20019
Randolph Luen	302-556-5805		20019
Tanya O. Spriggs	(202) 248-7880	TanyaSpriggs@aol.com	20019
Dawn Timmons	(202) 910-3134		20019
Larry Park	(202) 280-3184		20019
Delonte Craig	2/397-1191		20019
Channell Love	2/271-0795	channelllove93@gmail.com	20019
Renee Washley	210/863 6212		20019
Alicia York	399-1180		20019
Shanique Banks	301-5415		20019
Tonya Brown	2292-7594	405 5018 37	20019
Rozzy Banks	11	11	20019

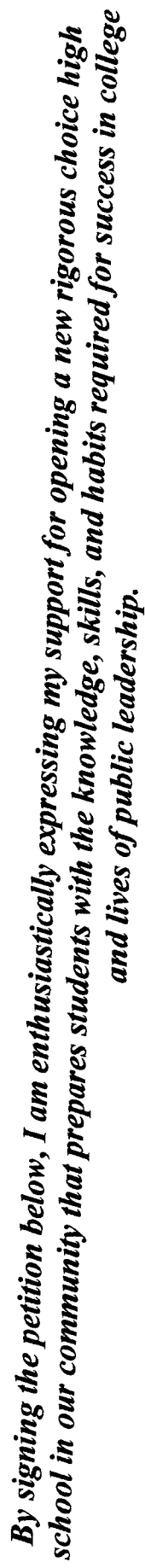
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[illegible]

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Name	Phone	Email Address	Home Zip Code
Nadia Curry	2/299-4917	nadiacurry95@gmail.com	20032
Rosetta Harrod	2/215-6143	Rharrod24@yahoo.com	20002
Iyanna Hill	2/652-6000	n/a	20032
Melissa Walker	301/920-6160	n/a	20020
Myeshia Walker	(301) 273-8753	walker-myeshia@gmail.com	20020
Monique Walker	(240) 437-9575	monique.walker4@gmail.com	20020
Michael Walker Jr.	(301) 605-0190	n/a	20020
Rochelle Weary	2/250-1482	n/a	20020
Greg Cromwell	2/487-2578	cromwell.gregory@gmail.com	20032
Domnick Bogan	2/707-7700	n/a	20020
Bakeshia Pringle	n/a	bakeshia.pringle@yahoo.com	20020
Pamela House	(301) 433-5131	pamela6935@yahoo.com	20020
Darnitra House	2/352-2094	darnitrajn@hotmail.com	20020

[illegible]

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Name	Phone	Email Address	Home Zip Code
Beige Ford	202 604 576	Beige.ford@gmail.com	20019
Tanya M. Mathis	-	tanya.mathis2@gmail.com	20019
Mia Robinson	202 450 3896	MIA.MROBINSON@DIELOUD.COM	20019
Beginald Paopao	202 759 1368	-	20019
Roscoe Smith	202 399 1304	-	20019
Anthony Smith	202 215 1151	-	20019
Adriane Wood	202 759 1368	woodadriane@yahoo.com	20019
Germaine Morgan	202 370 1789	GERMAINE.MORGAN700@yahoo.com	20019
Maddie Green	202 705 3834	1225 49th St. N.E # 303	20019

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Name	Phone	Email Address	Home Zip Code
Maurice Taber	202-460-9877	1505 TALLENT ST. S.E. 20020	20020
Maurice Taber		Maurice Taber 667@gmail.com	
DASHAWN GRIFFIN	202-986-1379	DASHAWN.GRIFFIN@gmail.com	20020
Linda Bussey	202-494-4513	Bussey Linda@yahoo.com	20020
LYRICA BELZ	202-912-0090	LYRICA.BELZ22@gmail.com	20020
LaTeesha Terrell	919-907-8810	1508 Hubbard Rd	20020
Daf Taylor	215-632-4654	3233 15th St. S.E.	20020
Laura Pearce	240-508-8711	Nadia Pearce	20020
Karen Halperin	202-300-4643	Nadia	20020
Kamela Plessie	215-882-5180		20020
JAMES FLOWERS		Timmy Flowers 99@gmail.com	20020
Timmy Fowler	716-98-4219	Timmy Fowler	20020
Nashia Davis	202-560-5335	Hydman R.O. 1889	20020
Tiffany Stokes	202-772-4050	Alca Ave SE Washington	20020

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Name	Phone	Email Address	Home Zip Code
K. Wonder Karto	(267) 325-7771	Kaw.Wonder.Karto@gmail.com	20020
Lucy Garner	202/562-3015		20032
Queenie Walker	202/522-5812		20032
Emilio Brown	202-779-4155		20019
Clifford Vaino	202-69-0777		20020
William Miller	202-441-3906		20020
William	202-200-3014		20020
Paula	2/903-3827		20020
Cliff	202-4903		20020
Brittany Hill	202-491-1747		20032
Thomas Afrisiani	2-400-4754		20020
Joseph Owens	2-332-1015		20020
Mark Roath	410-804-3090		20020

Washington Academy

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Name	Phone	Email Address	Home Zip Code
Michael Phillips	202-296-9370	Michael Phillips - michael123@yahoo.com	20032
Mike Adams	202-296-9410		20020
Andrew Ad	202-716-1023		20020
Ray Furtheston	202-239-9913	Ray.Furtheston@yahoo.com	20014
Rick Davis	202-607-6876		20024
Shantai Hunter	202-478-1748		20020
Robert Williams	202-202-1004		20020
William Foreman	214-98-7364	Foreman34@gmail.com	20019
John S. Piles	214-28-1005		20020
Sherril Pendergraph	246-372-7349	Stylsherril@gmail.com	20020
Cori Hawkins	290-919-8788	Hawkins.Cori@yahoo.com	20020
Elliott Hawkins	301-920-6246	ElliottHawkins@rocketmail.com	20020

By signing the petition below, I am enthusiastically expressing my support for opening a new rigorous choice high school in our community that prepares students with the knowledge, skills, and habits required for success in college and lives of public leadership.

Abstract

Washington Academy

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Name	Phone	Email Address	Home Zip Code
JAMES WILLIAMS	202-809-1595	HONOWILLIAMS670@yahoo.com	20744
Sarah Ogden	202-251-8416	Sarah.Ogden@4m4.com	20032
DeLonda Wyane	202-667-8832		20032
Junice Moore	240-352-3343		20745
Judy Col Dring	201-537-0470		20032
Engineer P. J. C.	202-678-9134	1001 15th St NW #300	20009
Coach Zoltan	202-678-9134	11812nd Street@gmail.com	20032
Junice Moore	202-678-9134	Harry mai clay.com	20032
Lucere Chetka	240-471-7004		20019
Georgina Ferrins	202-7517-541		20032
Ricki B. Hock	240-351-2009		20038
Subir - adron	202-754-0591	callany4th2education.com	20032

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Name	Phone	Email Address	Home Zip Code
Hattie Lambert	21525-4673	Hattie Lambert	20019
W. Bowser	757-535-6556	w2bowser@yahoo.com	20019
Ashley Sneed	202-9663		20019
Mikea Legion	202-713-4670	Mikea.Legion.ml@gmail.com	20019
Michelle Jones	202-907-3196	MichelleJones@gmail.com	20019
Josephine Riebard	202-584-1957		20019
Mervin Jenkins	202-705-6411	jenkins.mervin@gmail.com	20019
Carl Anderson	202-575-2092		20019
Michael Dow	202-525-0611	Tony Dow 1971@yahoo.com	20019
Louis Dalling	202-377-1237		20019
Alondra Bell	202-699-1800		20019
Kelli Johnson	202-404-2744	Kelli Anderson @ me. com	20032
Todd Johnson	202-210-6409	sportsstrategies@yahoo.com	20020

Washington Academy

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Name	Phone	Email Address	Home Zip Code
Bernard Greene	202-702-6823		20017
Mustafa Daby	(202) 361-8122	Mustafa.Daby@gmail.com	20017
Michael Whitted	240-330-3687	MichaelWhitted@gmail.com	20002
Charlette Alston	240-701-4991	C.Alston@yahoo.com	20017
Shemice Braddy	(202) 651-0321	shemice.braddy@yahoo.com	20017
Carlotta Jordan	(202) 705-7763		20017
Cynthia Vale	2) 702-7027		20017
Kisha Smith	2) 484-9251		20017
Andrew Pateliffe	2) 749-5650		20017
Zina Haggan	2) 749-5453	andrewpateliffe@gmail.com	20017
Diana Carter	51722-6027		20017
Sharon Brown	202-9497280		
Angela Watson	(202) 425-4542	Angela.Watson@dc.gov	

Academy

I am enthusiastically expressing my support for opening a new rigorous choice high school in my community that prepares students with the knowledge, skills, and habits required for success in college and lives of public leadership.

Phone	Email
Judson	

Academy

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Phone	Email
Judson	

[illegible]

By signing the petition below, I am enthusiastically expressing my support for opening a new rigorous choice high school in our community that prepares students with the knowledge, skills, and habits required for success in college and lives of public leadership.

[illegible]

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Name	Phone	Email Address	Home Zip Code
Delvon Bullock	202-425-2567	-	20019
Vicky Bordeaux	240-601-3944	-	20019
Leevon McClain	202-749-4298	-	20019
Brenda Johnson	202-587-7822	-	20019
Brittney Gaskin	202-910-0468	-	20017
Mr. Gaither	202-749-6800	-	20017
Ronald Boston	301-257-1513	-	20017
Greeth Isley	202-489-8552	-	20017
Janet V. Starke	202-476-8349	-	20020
Jakija Hargrove	301-318-6072	-	20001
Kendra Avery	202-491-8220	k.d.avery@spartans.nsv.edu	20032
Greggory Edelin	301-367-2765	-	20020
Betty House	202-280-3883	-	20001
			20003

Washington Academy

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Name	Phone	Email Address	Home Zip Code
Mrs. Nasa Jackson	202-368-7084		20032
Mrs. Felicia Jackson	202-368-7084	F.Parhamora@gmail.com	20032
Tracy Head	240-843-0287	tracy.head@indiana.gov	20032
Clifford	240-455-2077	ms. Tyson ament @ gova	
Brittany Miles	240-883-8468	Brittany Miles @ gova	20032
Consuela Jones	2/285-7076	Consuela Jones @ gmail.com	20032
Shawn Jackson	2-910-5138	Shawn Jackson 310 @ gmail	20032
Chuck Johnson	1-408-3-0030	Chuck Johnson @ gmail.com	20045
Karende Adams	240-474-1871	1050 Smalley @ 209 @ gmail.com	20745
*Karende Adams	202-422-0244	Shawn Jackson	20745
Karende Adams	202-945-7350	for more info 720 @ gmail.com	20032

20

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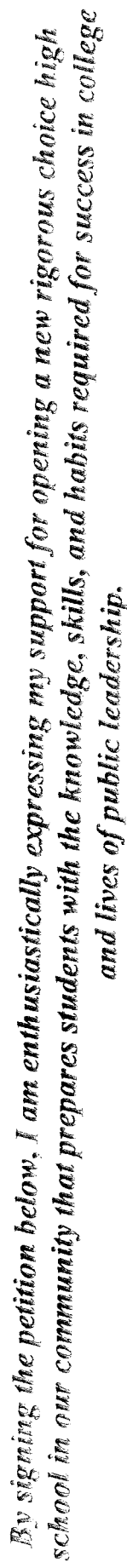
By signing the petition below, I am enthusiastically expressing my support for opening a new rigorous choice high school in our community that prepares students with the knowledge, skills, and habits required for success in college and lives of public leadership.

Name	Phone	Email Address	Home/Zip Code
Michael Brown	202 294-0709	mjmjbmic@aol.com	20020
Charlotte Sims	602 500-7667	meda_skye-07@yahoo.com	20020
ERESLINE SHERTON	202-563-1770		20020
KEVIN SHERTON	202-563-1770		20020
TRACIE JOHNSON	202-889-4072		20020
Cordell Jackson	202-834-5967		20020
Paul Brittingham	202-717-0922	5422	20019
Jaym Jones	202-421-7937		20020
Sevan Burroughs	2/ 910-8487		20020
JAYVING HAWKINS	2/ 749-5137		20020
Jada Johnson	2/ 553-4578	Jada94johnson@aol.com	20020
Carol Watts	2/ 733-5646	Carol.Watts@johnson.com	20020
Michael Thompson	2-704-3680		20020

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Name	Phone	Email Address	Home Zip Code
Claudia King	202-581-8174	Claudia.King@theleasignmail.com	20019
Queen Thomas	408-2508		20019
Paula King		Lady5416@gmail.com	20019
Angela Miller-King	202-486-8870		20019
Martina Hughes	202-444-9333	theleasignmail.com	20019
Cynthia Pope	202-212-2128		20020
William King Sr.	202-486-8870		20020
Deborah Harrison	202-494-3210		20019
Sika Akaba	202-321-8334		20011

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Name	Phone	Email Address	Home Zip Code
JAMES WILLIAMS	202-809-1595	HONOWILLIAMS670@yahoo.com	20744
Sarah Ogden	202-251-8416	SarahCoxan10@gmail.com	20832
DeLonda Wyano	202-667-8832		20832
Emilee Moore	240-350-3343		20745
Judy Colodring	201-537-0470		20832
Engineer Prince	202-678-9134	1001 15th St NW #300 Capitol Hill	20004
Carla Holt	202-678-9134	11812nd Street, N.W. Capitol Hill	20032
M. Moore	202-678-9134	11812nd Street, N.W. Capitol Hill	20032
Lucas Chelka	202-678-9134	11812nd Street, N.W. Capitol Hill	20032
Georgina Ferrine	202-7517-341		20032
Rick B. Hock	240-351-2004		20032
Suzanne Adams	202-7517-0891	callany4th2education.com	20032

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Name	Phone	Email Address	Home Zip Code
Hattie Lambert	21523-4423	Hattie Lambert	20019
W. Boose	252-535-6556	wzboose@yahoo.com	20019
Kathy Sneed	202-906-6063		
Mikea Legion	202-713-4670	Mikea.Legion.ml@gmail.com	20019
Michelle Jones	202-907-3196	MichelleJones@gmail.com	20019
Josephine Richard	202-584-1951		
Mervin Jenkins	202-705-6411	Jenkins.Mervin@gmail.com	20019
Carl Overton	202-575-2092		20019
Michael Dow	202-525-0611	TonyDow1971@yahoo.com	20019
Leah's Dalling	202-371-3711		20019
Alanna Bell	202-699-1800		20019
Kelli Johnson	202-404-2744	Kelli.Landman@me.com	20032
Todd Johnson	202-210-6409	sportsmanagement@yahoo.com	20020

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Name	Phone	Email Address	Home Zip Code
Bernard Greene	202-702-6823		
Mustafa Dabry	(202) 361-8122	Mustafa.Dabry@gmail.com	20017
Michael Whitted	240-330-3687	Michael Whitted@gmail.com	20017
Charlette Alston	240-701-4991	C. Alston@yahoo.com	20002
Shemice Braddy	(202) 651-0031	shemice.braddy@yahoo.com	20017
Carlette Jordan	(202) 705-7763		20017
Cynthia Vane	2) 702-7027		20017
Kisha Smith	2) 484-9251		20017
Andrew Patellife	2) 744-5650		20017
Zina Heggan	2) 749-5953	andrewpatellife@gmail.com	20017
Shemice Braddy	(202) 705-7763		20017
Shemice Braddy	202-749-1220		
Angela Watson	(202) 425-4542	Angela.Watson@dc.gov	

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Jared Pollard
p 1 of 2

By signing the petition below, I am enthusiastically expressing my support for opening a new rigorous choice high school in our community that prepares students with the knowledge, skills, and habits required for success in college and lives of public leadership.

Name	Phone	Email Address	Home Zip Code
RUPERT BRADY	202-847-4531		20032
Zikra Richards	902-323-3927	Zikra.Richards@wpa.com	20020
Kareem Smith	757-537-5691	skareem@gmail.com	20032
Washida L. Clark	217-749-4645	washtashida@gmail.com	20032
Wendy Payne	844-612-7201	wendypayne@gmail.com	20030
Kellynn Durrant	217-717-3818	mileni.kellynn@gmail.com	20019
Theresa Allan	517-779-5820	Theresa.allan-123@yahoo.com	20032
Kevin Cooper	21378-3908	Kevincooper2323@gmail.com	20034
Dalaira Ewing	21826-0097	Tash8787@gmail.com	20032
Charneetta Barthe S	21316-3637	Charneetta.barthe@wpa.com	20032
Deborah Jackson	240-602-2389	MsMetcodes550@yahoo.com	20747
Carland Simpkins	21859-0558	carland-simpkins.com	20020
Sidney Campbell	202-714-6197	SidneyCampbell821@yahoo.com	20032

Tara Pollard
Page 2 of 2

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By signing the petition below, I am enthusiastically expressing my support for opening a new rigorous choice high school in our community that prepares students with the knowledge, skills, and habits required for success in college and lives of public leadership.

Name	Phone	Email Address	Home Zip Code
Robert Boyd	240-707-4446	rboyd118@gmail	20020
Vickie Bawers	202-477-7004	vickie.bawers@gmail	20022
Chloe Chalk Van	202-488-6182	thequirkgroup@gmail	20010
Tiffany Johnston	202-467-3329	la55cgygirled@gmail	20019
Patrick Casey	202-327-3244	patrickcasey402@yahoo	20019
Pedro Gomez	773-818-4050	petrogomez773@hotmail	20009
Samone Grant	202-487-3548	samonegrant@aol	20011
Angel Burnett	202-717-6984	a.culberath@gmail	20020
Cinoma Gilmer	202-446-6830	cinoma.gilmer@gmail	20019
Victoria Thompson	240-441-2011	Doesn't have an email	20020
Shayana Branner	202-705-3266	bshayana@gmail	20020
Robert Boyd	240-707-4446	rboyd	20020
Sadie Way Staff	202-322-1228	sadie.waystaff1@gmail.com	20032

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By signing the petition below, I am enthusiastically expressing my support for opening a new rigorous choice high school in our community that prepares students with the knowledge, skills, and habits required for success in college and lives of public leadership.

Name	Phone	Email Address	Home Zip Code
Tuesday Pence	302-621-7027	tuesdaypence@hotmail.com	20019
Jane Goldsmith	2/678-7548		20019
MARION RAWLINGS	11		20019
Angela Laffinore	3/833-2124		20019
Cornelia Santos		ladibaby95@yahoo.com	20019
Rubia Brundage		rubia.brundage@gmail.com	20019
Kenneth Waight	2/969-2020		20019
Theresa Miller	2/916-2112		20019
Shelby Glover	2/676-6497	shelbyglover@yahoo.com	20019
Julia Edwards	2/222-5718	edwardsjulia@gmail.com	20019
Eugene T. Hogan	2/525-5251	EugeneHogan@hotmail.com	20017
Monique Williams	202/526-3253		20017
Monique Williams	202/667-1311	MoniqueWilliams2@gmail.com	20017

H. List of Organizations that Will Host Students for Service Learning



March 2016,

To the DC Public Charter School Board,

We are excited to learn of the efforts of Seth Andrew, Miles Taylor, Stacy Kane, and others, to found the Washington Leadership Academy. The Founding Team has created a model in which scholars recruited primarily from Wards 7 and 8 will have the opportunity to participate in a unique service-learning experience on-site at partner organizations in the DC area.

We are very interested in hosting one or more WLA students for a service-learning placement during their 11th grade years. We understand that becoming a partner organization will mean the following:

- We will engage in interview experiences with the students prior to their start dates.
- We will host one or more students at our offices two to three times per week.
- We will prepare substantive work for students to do while they are on site.
- We will include the students in enriching meetings and experiences whenever possible.

We look forward to being a partner in the creation of a program that will develop deep college and career readiness skills for DC students.

Sincerely,

Rep. Charles Rangel
13th Cong. District of NY
U.S. House of
Representatives

Xavier Hughes
Chief Innovation Officer
U.S. Department of Labor

Jeanne Allen
President-Emeritus
The Center for Education
Reform

Steve Ressler
Founder
GovLoop

Billy Corriher
Director of Research for
Legal Progress
Center for American
Progress

Lynn McGee
Vice President
Center for Organizational
Excellence

Andrew Trueblood
Chief of Staff
Dept. Mayor for Planning
and Econ. Development

Jeff Rezmovic
Counselor to the Deputy
Secretary; Chief of Staff
U.S. Department of
Homeland Security

Steve Bumbaugh
Director
Breakthrough Schools
DC, CityBridge

Jake Brewer
Director of External
Affairs
Change.org

Adam Zuckerman
Director of Innovation
Discovery
Communications

Eric Westendorf
Founder and CEO
LearnZillion

Ross Baird
Executive Director
Village Capital

Olivier Kamanda
Founder
Ideal Impact

Fernando Ascencio
Executive Director
Nueva Vida

Luke Squire
Co-Founder
Launch Progress Action
Fund

Doug Taylor
Vice President
HaystaqDNA

Marcus Noel
ConnectED Fellow
Office of Secretary, U.S.
Department of Education

Asha Aravindakshan
Operations Director,
Global Talent
Ashoka

Charles Basden
CEO
DUVTALE LLC



WASHINGTON

LEADERSHIP ACADEMY

Enlai Weng
*Vice President of Client
Services*
5AM Solutions

Jeff Raderstrong
Program Associate
Living Cities

David Naffis
President
Intridea, Inc.

Matthew Makai
Developer Evangelist
Twilio

Sarah Gillespie Ellis
Research Associate
The Urban Institute

Jerome Axle Brown
UX Designer
UaXle

Dan Birdwhistell
CEO
Daniel M, LLC

Latoya Watson
*Technology and Data
Strategist*
Groundswell.org

Tan Ly
President
Visually Dynamic

Dr. Tyrone Grandison
CEO
Proficiency Labs

Marvin Figueroa
*Healthcare and
Legislative Policy Staff*
U.S. Senate

Stephanie Schmit
*Senior Policy Analyst and
Legislative Coordinator*
Center for Law and Social
Policy

Kersha Deibel
Patient Educator
Planned Parenthood

Kate Gruchawka
Staff Accountant
Opower

Cory Wilson
Creative Director
The Collaborative

Nathan Saucier
Architect
CrowleyHall

Julia Romano
Instructor
EmPower Yoga

Marie Mainil
*International
Development Consultant*

Kris Hart
CEO
The Universal Strategic
Network

Chris Willey
Founder
Ideality Mode

Tobin Van Ostern
*Advisor for Strategic
Partnerships*
Young Invincibles

Dan Desai Martin
*Director of Special
Projects*
Collaborative for Student
Success

Adam Barr
D.C. Regional Director
Democracy Builders

Rebecca Harrington
National Field Director
Population Connection



Congress of the United States House of Representatives

February 11, 2015

D.C. Public Charter School Board
3333 14th Street, N.W., Suite 210
Washington, DC 20010

To the D.C. Public Charter School Board,

I am pleased to learn about the efforts of Seth Andrew, Miles Taylor, Stacy Kane, and others to found the Washington Leadership Academy. I appreciate Seth Andrew's commitment to education as the Founder of Democracy Prep Public Schools, located in our congressional district that includes Upper Manhattan. Mr. Andrew has a track record of establishing initiatives that enable students to reach their highest potential. I am confident that he and the Founding Team will make the Washington Leadership Academy a great resource for students in Washington, D.C.

I am very interested in hosting one or more WLA students for a service-learning placement during their 11th grade year. I understand that becoming a partner organization will mean the following:

- We will engage in interview experiences with the students prior to their start dates.
- We will host one or more students at our offices two to three times per week.
- We will prepare substantive work for students to do while they are on site.
- We will include the students in enriching meetings and experiences whenever possible.

I look forward to being a partner in the creation of a program that will give D.C.'s students the resources needed to develop deep college and career readiness skills.

Sincerely,

A large, stylized handwritten signature of Charles B. Rangel in black ink, written over a light blue circular background.

CHARLES B. RANGEL
Member of Congress

I. WLA Technology Courses - Scope and Sequence

The technology course described below is constructed with a *students first* mentality. The Washington Leadership Academy (WLA) is preparing an unforgettable experience for students from underserved communities in the nation's capital. WLA's ambitious mission attracted STEMLY¹²⁶ to lend our services in developing a culturally retrofitted curriculum for a student population that aligns with the student profile WLA will take responsibility in educating. It is with great excitement that we embark on the journey of demystifying technical concepts and integrating them a tool for students to solve meaningful problems.

Should the charter be granted, STEMLY will continue to work in lockstep with WLA to further refine the units and lesson plans to assist teachers in delivering this customized content in a captivating way. The below outline is just the beginning, we will work with curriculum specialists and technologists in the coming year to continue to develop it so that it becomes the best high school computer science curriculum in the country!

¹²⁶ STEMLY is a DC-based non-profit organization dedicated to increasing STEM education for disenfranchised populations. <http://www.stemly.org/>

Preparing students to solve the problems of tomorrow requires us to equip them with the right tools today. Those tools along with the right methodology for approaching unforeseeable challenges will ensure each student can:

- *Define problems and resource constraints*
- *Identify solutions and prioritize them based on their viability*
- *Develop a roadmap for successful implementation*
- *Acquire any new skills necessary to ensure the idea materializes into a product*

Ownership leads to confidence building at WLA. The curriculum promotes at every tier that students own aspects of their experience and gradually obtain more responsibility in applying the instruction taught in class. The duality of both traditional learning methods and practical experience ensures students are not only prepared to pass standardized tests, but also to impact their communities.

Creation is the highest order of learning and WLA will promote project-focused work in computer science as part of navigating each year of high school. Students will leave equipped with a set of skills, a structured way to approach problems, and a portfolio of their previous work that will serve them as they seek to lend their abilities to addressing the problems of tomorrow.

After graduation, each WLA student will be able to:

- *Practically apply technical concepts to aid in civic engagement activities*
- *Showcase confidence while presenting information to people at all decision-making levels*
- *Exhibit a desire to learn outside of the classroom*
- *Differentiate themselves and display their skills through a digital showcase*

Computer Science Primer

An exploratory view into the most viable teaching methods for computer science to underrepresented students at the high school level requires first an eradication of assumptions about the capabilities of these students. Starting fresh, this curriculum operates from the position that computer science concepts are foreign to WLA target population students despite the digital native tagline associated with their generation. Secondly, we recognize that statistically, students from certain neighborhoods born to parents whose incomes measure below that of the median for households in D.C. are suggested to perform below grade in subjects considered foundational to computer science. Despite this harsh reality, computer science as a discipline inherently levels the playing field by virtue of its requirement for immersion, like language, to deepen the learning necessary to become fluent. The best programmers are as much artists as they are technicians.

Beyond clicking away on the keyboard, software engineers construct mental models to solve tough problems as only an artisan could. To persist in conceptualizing and prototyping such projects, the adage still rings true; *the whole is not greater than the sum of its parts*. Central to problem solving, and particularly to problems requiring significant computation is the notion of problem deconstruction. Problems are broken down to simplified parts that are more familiar and linear, stripping away layers of complexity to something one can readily identify. We do this in many aspects of our lives. It is a function of how our brains work and is rightfully applied to modeling problems and the sequences to solving them. Delegating the bulk of the computational

lift to computers is in part our genius and our laziness. With this in mind, the digital curriculum will focus heavily on two critical components: *problem definition* and *modeling*. Unsurprisingly, these steps are vital to mentally approaching problems and addressing the needs of each individual problem encountered.

Before learning computer science, students, must become familiarized with technology more broadly and its applicability to solving the ills of today.

This primer will be taught as part of the WLA student orientation session. The purpose of the primer is to allow students to learn rudimentary computer application skills needed to perform with dexterity at WLA.

Unit 1

We first start off with a light introduction to typing (*mastering home row key placement*) and invite students to discuss the benefits of gaining proficiency in this skill. Generally, you find full courses dedicated to stepping through procedurally each key and finger combinations that make for the most efficient use and speed.

Reference:

- <http://www.typing.com>

Unit 2

Critical to digital literacy is the ability to search the Internet and determine credible sources of information. In other classes, students will quickly implement the lessons from this unit to better prepare academic papers, gather raw data for statistics, and analyze and develop policies to aid in civic engagement initiatives they deem important. The objectives for this lesson will be to ensure students:

- Can distinguish the credibility rating between academic journals, newspaper articles, social media posts, and wikipedia.
- Know where they can find sources of information to support the research components of assigned projects.
- Support the development of crowdsourced knowledge management tools in order to lend to the credibility of information found on the web.
- Learn about top-level domains and their meanings.

Reference:

- <https://owl.english.purdue.edu/owl/resource/588/02/>
- <https://docs.google.com/a/google.com/viewer?url=www.google.com/goodtoknow/pdfs/class-1-become-an-online-sleuth.pdf>

Unit 3

Using an Internet Search Scavenger Hunt, we will acclimate students to Google operators and best practices for searching across the web. These hardened rules generally apply to other search engines and an introduction to other searching options, such as Bing, Wolfram, and Duck Duck Go will also be presented. Students will answer a series of questions that require basic research. How students construct their keyword searches in combination with boolean terms and other operators will ensure success and highlight the feature capabilities of these internet services.

Reference:

- Internet Search Scavenger Hunt

Use the Internet to find the following items. For each item, include the keywords or operators used to find the information needed to answer each question. Also note why the source of the information is credible.

- A picture of the mayor of DC
- A bus schedule
- The address of the Chamber of Commerce for DC
- A map of DC
- A copy of the front page of your DC's website
- Something in writing that tells how many people live in DC
- A picture of a historical landmark in Southeast DC
- A picture of DC's Congressional Representative
- A program or flyer from a local arts event
- The names of all the city council members
- Something that gives information about your local hospital
- A list of schools in DC
- The phone number of the local police department
- Anything with the colors or mascot of a local college or community college
- A picture of the state flag
- A picture of the state bird
- A schedule of activities or a pamphlet from a local nursing home
- A sticker or button from a local election
- A list of safety tips from the local fire department
- A speech by a local elected official

Unit 4

An exploration of the ways technology impacts our lives individually and as a society at large is reflective and allows students to see the role they play in the development of software. Everyday companies are trying to determine how best to leverage technology to resolve some human need.

We want to shape the mindset of the students to consider the following:

- What needs do students feel go unaddressed that technology can solve?
- What role do students play in the making of technology?
- Does the information companies gather on users infringe on privacy, even if it makes software better or advertisers more meaningful?
- How can data captured from an Internet-enabled car be used to harm the passenger?
- How likely is it that the *theory of technological singularity* will come to pass?

References:

- http://en.wikipedia.org/wiki/Technological_singularity

Unit 5

Teaching basic computer concepts will be vital for students to speak the language of computer science with any authority. Knowing theoretically how computers work, how data is stored, and where files are located will greatly empower our students to get a sense of the underpinnings of the computer and how all these components work together to provide an end user experience they have hardly come to appreciate.

Reference:

- <http://alison.com/courses/MSDL-M1/content/scorm/793/computer-basics>

Unit 6

Modeling and manipulating data will be mainstays in curriculum going forward. The best tool to simulate the thinking around this task is Excel. We want to usher students through a series of problem sets that set the tone for cleaning data, shaping data into models for problem solving to uncover interesting findings.

Year 1 (9th Grade): Computer Science/Design/Programming Fundamentals

Year 1 End Goal Project: Class Blog Site

Year 1 focuses on learning basic fundamentals of Computer Science/Design/Programming. The goal of Year 1 is to give students a primer on large concepts, ideas and techniques related to CS and more importantly the current tech environment as well as showing them a clear pathway on how they can apply these recently learned skills.

Trimester 1: Basics 101

Trimester 1 of Year 1 is meant to focus on getting all students to a level playing field regardless of background. This trimester would ideally mimic modern tech learning bootcamps. Students will learn the fundamentals of three major tech areas:

- Design
- Coding
- Infrastructure

Students will focus on basic coding skills as well as learning infrastructure and design principles and theory.

Trimester 1 will open with a two-week Computers Basics Primer course to help ensure that all students have a base level of understanding of the tools needed to be successful in their course work.

Trimester 1 Final Project

Students will be expected to build a basic “About Me” web page from scratch, hosted on their local machine that incorporates the basics of HTML, CSS, and a local web server.

Trimester 2: Basic Application

Trimester 2 of Year 1 is meant to serve as students’ further introduction into real world application of the skills they learned in Trimester 1. During Trimester 2, students will continue to focus on learning basic principles required to be successful in the tech industry. Additionally classes will be divided into teams of students working together to deliver a working web application at the end of the Trimester. With the guidance of staff, each team will use a basic application template to build out a fully functional web application. Each team will be responsible for the design, buildout, and high level coding of the application.

Trimester 2 Final Project

Building off of Trimester 1’s project, students would work as a group to start creating an internal digital student directory combining everyone’s about me pages into a single web app.

Trimester 3: School Blog

The goal of Trimester 3 will be to pull together all of the subjects students have been learning so far into a fully functional School Blog. Students will be responsible for designing, coding and deploying a fully functional and full featured blog site for their class, to be maintained and updated by them going forward for the next 3 years.

Trimester 3 Final Project

Pulling together everything students have learned over the course of the year, they will now be expected to design, code, and deploy a fully functional and full-featured blog site for their class. Requirements for the blog will include aspects such as: High availability, a load balanced application stack with a Web Layer, Service Layer, and Database Layer.

The key areas of study for Year 1 will focus on the following:

Exploring Computer Science		
Trimester 1		
1.0		Human Computer Interaction
	1.1	Explore the concepts of a computer and computing.
	1.2	Demystify and learn the function of the parts of a personal computer. Learn the terminology of hardware components necessary for the purchase of a home computer.
	1.3	Explore the world wide web and search engines. Experiment with a variety of search techniques, internet resources, and Web 2.0 applications. Evaluate websites.
	1.4	Examine the implications of data on society and how computers are used for communications.
	1.5	Tell a story with data.
	1.6	Explore how computers are used as a tool for visualizing data, modeling and design, and art in the context of culturally situated design tools.
	1.7	Introduce the concept of a computer program as a set of instructions.
	1.8	Explore the idea of intelligence – especially as it relates to computers. Explore what it means for a machine to “learn.” Discuss whether computers are intelligent or whether they only behave intelligently.
2.0		Problem Solving Unit
	2.1	Introduce data collection and problem solving.
	2.2	Introduce the four steps of the problem solving process.
	2.3	Apply the problem solving process. Use different strategies to plan and carry out the plan to solve several problems.
	2.4	Reinforce the four steps of the problem solving process.
	2.5	Count in the binary number system. Convert between binary and decimal numbers in the context of topics that are important to computer science.

	2.6	Introduce the linear and binary search algorithms.
	2.7	Explore sorted and unsorted lists and various sorting algorithms.
	2.8	Introduce minimal spanning trees and how graphs can be used to help solve problems.
	2.9	Final projects and presentations.
3.0		Web Design Unit
	3.1	Explore issues of social responsibility in web use as well as the relative merits of the influence of the web on society, personal lives, and education.
	3.2	Introduce the use of basic html.
	3.3	Introduce the basic formatting in html.
	3.4	Explore image editing for the web using Photoshop or an image editor of choice.
	3.5	Introduce basic css.
	3.6	Explore the concept of separating style from structure by keeping separate html and css files.
	3.7	Add hyperlinks to other websites.
	3.8	Introduce a variety page layout styles.
	3.9	Practice the use of various design elements.
	3.10	Introduce several enhancements for website design, including web user interface elements combining Javascript, html, css, and Photoshop; accordion menus; lightbox; and sliding image.
	3.11	Final projects and gallery walk.
Trimester 2		
4.0		Introduction to Programming Unit
	4.1	Introduce the Scratch programming language, including basic terms utilized in the language.
	4.2	Practice using the basic features of Scratch in the context of creating a simple program.
	4.3	Create a dialogue between two sprites.
	4.4	Introduce the methods of moving sprites in Scratch.

	4.5	Practice the concept of event driven programming through the creation of an alphabet game.
	4.6	Introduce the concept of broadcasting via role play.
	4.7	Write Scratch stories and present them to the class. Conduct peer reviews.
	4.8	Introduce the concept of a variable.
	4.9	Introduce the concept of conditionals.
	4.10	Introduce Boolean concepts – and, or, and randomness.
	4.11	Apply knowledge of conditionals to develop a Rock, Paper, Scissors program in Scratch.
	4.12	Build on previous programming concepts to create a timer.
	4.13	Create a timing game in Scratch and present it to the class. Peer reviews are conducted.
	4.14	Investigate two types of games that may provide ideas for final project.
	4.15	Explain final project and grading rubric.
	4.17	Write Scratch programs for either My Community or Game project. Conduct peer reviews.
	4.18	Complete final projects.
	4.19	Presentations of final projects.
5.0		Computing and Data Analysis Unit
	5.1	Review how data can be used for making a case/discovery and provide an overview of the final project.
	5.2	Discuss photo ethics and student safety related to smartphone use.
	5.3	Distribute phones. Create groups. Discuss group roles and responsibilities. Navigate the Android application. Navigate the online system.
	5.4	Data check-in: discuss issues that arise (aggregating data, etc.)
	5.5	Introduce R/Deducer. Create maps using the latitude and longitude of a location and then create maps from a file of data.
	5.6	Create maps with student data and related data set.
	5.7	Discuss bar plots, categorical and continuous data, and mosaic plots as a vehicle for comparing categorical data, and looking at trends in data.

	5.8	Create bar plots and mosaic plots with student data and related data set.
	5.9	Review mean, median, minimum, maximum. Discuss various ways to subset data. Represent data with box plots and histograms.
	5.10	Identify mean, median, minimum, maximum, create subsets, and create box plots and histograms with student data and related data set.
	5.11	Use a variety of filters and queries to create subsets of text data. Create bar plots to graphically display the information.
	5.12	Analyze text in student data and related data set.
	5.13	Finalize data analysis for final project.
	5.14	Develop website or Scratch program to present data analysis campaign.
	5.15	Final project presentation.
6.0		Robotics Unit
	6.1	What is a robot? Identify the criteria that make an item a robot.
	6.2	Evaluate robot body designs and create algorithms to control robot behavior.
	6.3	Set up LEGO Mindstorms NXT kit.
	6.4	Build robot base.
	6.5	Introduce the features of NXT Brick – the “brain” of the robot.
	6.6	Introduce the features of the Mindstorms NXT software.
	6.7	Program the robot using Mindstorms Robot Educator Software tutorials.
	6.8	Introduce RoboCup real life robotic competition and write instructions for Tic-Tac-Toe.
	6.9	RoboTic-Tac-Toe Tournament and introduction to RoboCupJunior Dance Challenge.
	6.10	Build, program, and present a dancing robot.
	6.11	Build, program, and present a rescue robot.
	6.12	Final projects and presentations.

*From Exploring Computer Science v4: <http://www.exploringcs.org/>

Trimester 3		
1.0		Algorithms, Graphics and GUIs
	1.1	Algorithms and Agile Development
	1.2	Mobile App Design
	1.3	Algorithms in Python
	1.4	Images and Object-Oriented Libraries
	1.5	GUIs in Python
2.0		The Internet
	2.1	The Internet and the Web
	2.2	Shopping and Social on the Web
	2.3	Security and Cryptography
3.0		Raining Reigning Data
	3.1	Visualizing Data
	3.2	Discovering Knowledge from Data
4.0		Intelligent Behavior
	4.1	Moore's Law and Modeling
	4.2	Intelligent Agents

**From PLTW Computer Science and Software Engineering Course Outline.*

Year 2 (10th Grade): Developing Tech Skills

Year 2 End Goal Project: “Commercial Ready” Mobile App

Year 2 focuses on specialization of skill sets that students learned over the course of Year 1. During Year 1 activities, the goal is to expose all students to as many aspects of tech as possible within our large 3 “paths:”

- Design
- Coding
- Infrastructure

The main goal of Year 2 is to help students find a particular path they want to follow and then start to specialize on skill sets required to excel on the selected path. Again, we would use a trimester approach.

Trimester 1: Specialization

Trimester 1 of Year 2 will focus on essential classroom learning, however at this point classes will be divided based on interests in one of the 3 paths listed above. In these more specialized settings each group will take a much more immersive dive into the subject of their choosing. Students will be expected to harden their skill sets as related to Design, Coding, and Infrastructure.

Trimester 2: Application of Skills

Following a similar model to Year 1, in Trimester 2 of Year 2 students will continue their classroom learning while they break off into separate teams to start working on an end-of-the-year project. The goal of Year 2’s project will be to give individuals as well as teams greater freedom in their choice of work and more opportunity to apply the skills they have been working on all year. Year 2’s project will still have guidelines but will be more open ended allowing for more creativity on each student’s part.

An example of a project guideline for Year 2

Design, Code, and Build a mobile app that uses the following:

- Web-based API (Twitter, Google Maps, YouTube, Flickr, etc)
- Authentication
- Document store
- Multi-Master DB

The core curriculum will cover the following material:

- Design
 - UX Design - Intro to Research Methods (Conducting Interviews and Surveys and interpreting the results)
 - Visual Design - Principles of Visual Design (Basic graphic design principles and how to use Adobe Creative Suite [Photoshop, Illustrator, Indesign] or equivalent software)
- Coding
 - Programming - Intro to Web Development (HTML, CSS, Javascript)
 - Data Science - Intro to R Programming
 - Data Analysis - Cleansing, Processing, and Visualization

- Information Everywhere - A Crash Course on JSON, XML and APIs
- Infrastructure
 - Advanced Databases and Knowledge Discovery
 - Linux Fu (learn to navigate Linux-based OSes)
 - Artificial Intelligence

Year 3 (11th Grade): Refining Tech Skills

Year 3 End Goal Project: Certification

In Years 1 & 2 students will have focused on learning skills and specializing in a particular area of interest of their choosing. Year 3 will focus on mastery of those skills. The main goal of Year 3 will be to help students achieve certification in one of the 3 major paths. Students will be expected to sit for one of the following Industry Certifications by the end of the year:

- RHCSA - Red Hat Certified Systems Administrator
- CCNA - Cisco Certified Network Associate
- CSSLP - Certified Secure Software Lifecycle Professional (could add in AP Computer Science)
- Adobe ACE - Adobe Certified Expert

Three tracks:

- Design - prep for Adobe ACE
- Coding - takes AP Computer Science
- Infrastructure - prep for RHCSA/ CCNA

Year 4 (12th Grade): Tech Capstone

Capstone Year

Students have the option to do a capstone project for their senior year or work with a local organization during their class time as their final project.

The partnership with a local organization for the Tech Capstone has to be approved and students will still be responsible for writing a Final Project Brief at year end.

Senior CompSci Course

Intro to Data Science/ Data Visualization.

This will be a class that all students take. Goals include learning how to gather data, clean and manipulate data, visualize data, and tell a story with data.

Final project will be a data visualization product that makes a data set come to life. We will provide a number of set projects (and data sets) or students have the option to choose their own data set to work with. The goal will be for the them to describe a defensible position and use data to support their argument. The data visualization portion can either be digital or static (an infographic) and would be supported with a report that talks about the project in depth (background, data set, sources).

References:

<https://www.udacity.com/course/ud359>

http://vis.berkeley.edu/courses/cs294-10-sp11/wiki/index.php/CS294-10_Visualization

<http://had.co.nz/stat645/>

<https://www.coursera.org/course/datavisualization>

Further details of the course to be explored during the curriculum development process.

Final Capstone Project Presentation and Report

The final capstone project will have students research, define, and create a solution to solve a problem in their communities. The problem should involve a tech solution that improves the community or increases civic engagement. The final capstone projects can be individual or group based.

Core concepts (things students should understand and be able to do after successfully completing capstone project):

- Understand how to identify problems based on Evidence-Based Research methods
- Understand how to scope a project based on time, resources, and skills available
- Understand the design process of turning an idea into a product
- Understand how to present findings and justify solutions

Capstone Project Components:

- Defining Area of Interest to Explore with Project
- User Research (Interviews and Surveys and Secondary Research to reveal user needs, pain points, and project goals)
- Defining the Problem/Scoping a Project
- Drafting Project Brief
- Building Prototype
- Testing with Users
- Revising Prototype
- Presenting Final Project

Major Deliverables

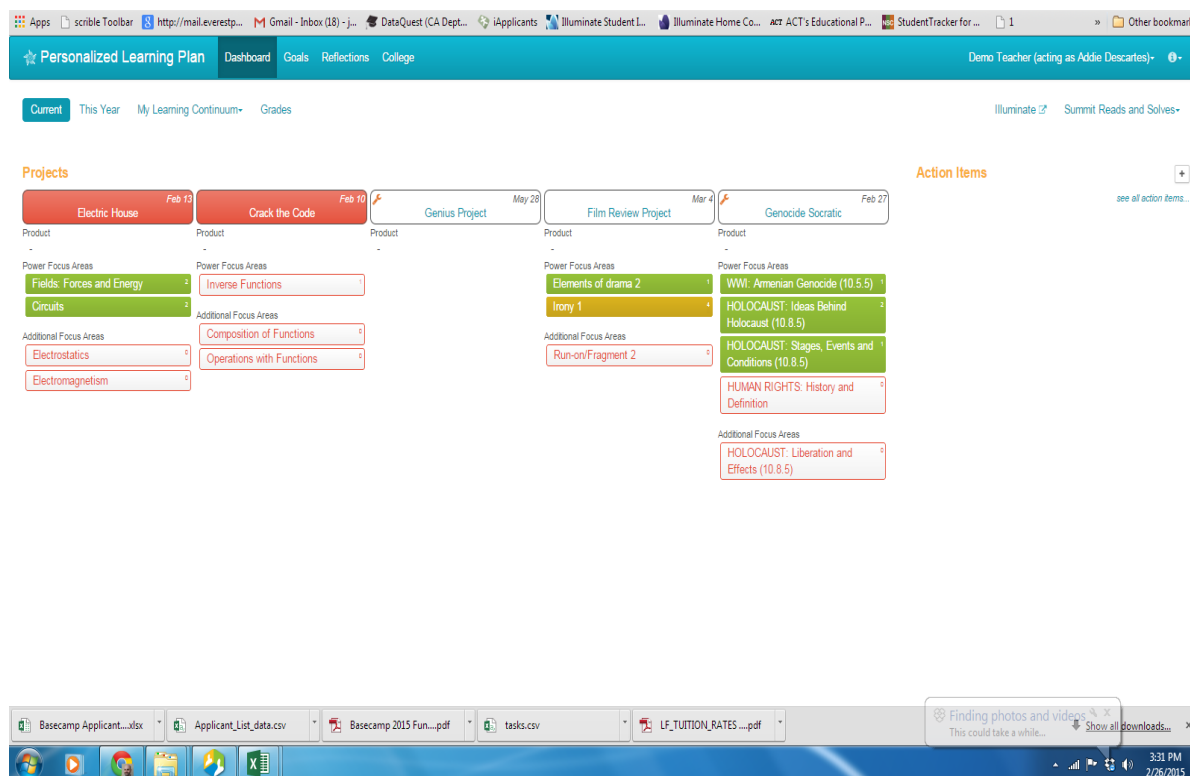
- Research Summary
- Project Brief (Research Summary + Problem Statement + Product Features)
- User Testing Report (Students build and test a prototype of their design, report findings, and suggest recommendations moving forward)
- Final Capstone Project Presentation and Report

For groups:

- One of the first tasks is to define roles and responsibilities and come up with a plan for how each member should be evaluated.
- Students will receive a project grade for quality of the overall project and an individual grade based upon the parts they were responsible for. The two grades will be averaged to give them a final grade for the capstone.

J. Screenshots of the Summit Personalized Learning Platform

Summit Public Schools is a network of eleven high performing charter schools in California. Summit was the pioneer in personalized learning. Their system for managing personalized learning is one of the best, and they are making it available to other schools that want to implement the model via their Summit Basecamp Program. The Summit Personalized Learning Platform is a sophisticated but user-friendly system designed by Summit that facilitates the smooth execution of their personalized model. Screenshots of the system are available here, with associated explanations.



The dashboard above is the view that a student sees every day when he/she accesses his/her personalized learning program. The “Power Focus Areas” are the concepts that all students must master. The green color shows the student the focus areas that he/she has already studied and taken an assessment to show mastery. The “Additional Focus Areas” may be assigned by the teacher if the student is on an accelerated path and/or if the student chooses to learn more about the subject matter. The Project line shows the project-based assignments that the student is working on; the red indicates those assignments that are overdue.

WLA’s dashboard will be similar in some ways but not all. Scholars at WLA will see entire assignment playlists for each unit, but they will not be assigned to complete all of them. Some scholars will be assigned to more basic assignments to help bridge existing skill gaps and provide scaffolding for the lesson while others will be assigned more complex problem sets or projects to provide them with a more accelerated experience.

The screenshot displays a 'Personalized Learning Plan' dashboard for a student. The dashboard is organized into three main subject areas: English 10, Math 10, and Modern World 2. Each section provides a detailed view of the student's progress, including a list of projects and power focus areas. The English 10 section shows projects like 'Poetry Comparison', 'Film Review Project', and 'Genius Project'. The Math 10 section includes projects like 'Crack the Code' and 'Design Your Own...'. The Modern World 2 section features projects like 'Genocide Socratic' and 'Genius Project'. The dashboard also includes a progress bar for each section, indicating the number of projects completed out of a total. The interface is designed to be user-friendly and provide a clear overview of the student's learning plan.

In the above view, the student can see all of the topics he/she needs to master and all of the projects he/she needs to complete before the end of the year at any given time. Teachers, advisors, school leaders and parents also have access to this information.

For grade level work, students will likely have access only to the current unit's material, which will be highly differentiated based on student level of mastery. However, for remedial work, in some circumstances the student might have a dashboard showing all of the standards he/she can work to master throughout the year during Mastery Hour, Office Hour, or other free work time.

WASHINGTON LEADERSHIP ACADEMY – PUBLIC CHARTER SCHOOL APPLICATION

The screenshot displays a web application interface for a personalized learning plan. At the top, a navigation bar includes links for 'Personalized Learning Plan', 'Dashboard', 'Goals', 'Reflections', and 'College'. Below this, a row of buttons allows users to select their level of selectivity, ranging from 'Minimally Selective' to 'Extremely Selective'. The main content area is divided into three columns. The left column contains a sidebar with links to 'Courses', 'Grades', 'Test Scores', 'Letters of Recommendation', and 'Your Essay'. The middle column, titled 'Colleges look at what your teachers and mentor think of you.', explains that this information is used for letters of recommendation and lists several skills categories: 'Self-Awareness & Self-Management Skills', 'Social Awareness & Interpersonal Skills', and 'Decision-Making Skills and Responsible Behaviors'. The right column, titled 'What will you do to work on your habits of success?', provides a list of habits and actions for success, such as 'Write at least one high quality reflection each week' and 'Ask for feedback on my habits of success areas of focus'. At the bottom of the dashboard, there is a 'Demo Teacher (acting as Addie Descartes)' button and a 'Make this my goal' button. The bottom of the image shows a Windows taskbar with several open applications, including 'Basecamp Applicant...', 'Applicant_List_data.csv', 'Basecamp 2015 Fun...', 'tasks.csv', and 'LF_TUITION_RATES ...pdf', along with a system clock showing 3:33 PM on 2/26/2015.

The above dashboard shows student progress on skill and habit building and other college preparation. WLA students will also have access to data and feedback about how they are progression on skill and habit development.

K. School Leader Candidate Resumes

Amanda Simson

EDUCATION

PH.D. EARTH AND ENVIRONMENTAL ENGINEERING

Columbia University, New York, NY, Conferred May 2013

Advisors: Dr. Marco Castaldi and Dr. Robert Farrauto

Cumulative GPA of 3.85

M.S. EARTH AND ENVIRONMENTAL ENGINEERING

Columbia University, New York, NY, October 2008

B.S. AEROSPACE ENGINEERING, MINOR IN HISTORY

University of Virginia, Charlottesville, VA, December 2002

SCIENTIFIC WORK EXPERIENCE

RESEARCH SCIENTIST/ENGINEER

Watt Fuel Cell, Port Washington, NY, October 2013 – Present

- Increased responsibilities from purely research related to overseeing all research and production activities related to the fuel processor. The fuel processor is responsible for converting commercial fuels like propane or natural gas to hydrogen for use in the solid oxide fuel cells.
- Assisted in the transition of the company from research and development to production of a commercial product. Assisted in creation of new research and production facilities in Mt. Pleasant, PA.
- Oversees the operation of eight chemical reactors and all related instrumentation.
- Developed company methods, procedures and documentation for the production of catalysts and created measures for quality control.
- Supervises technicians on the synthesis of catalysts and maintenance and operation of equipment.
- Works collaboratively with each technical team to integrate the components of the product.
- Worked with IT to create library services for scientific staff at the company. Created a safety committee and a materials recycling program.

POSTDOCTORAL RESEARCH SCIENTIST

Columbia University, Catalysis for a Sustainable Environment Laboratory,

New York, NY, February 2013 – October 2013

- Developed new oxygen storage materials for the vehicle's catalytic converter. Identified materials that had high oxygen adsorption and desorption rates and used advanced characterization methods to understand their composition and structure.
- Developed research goals and presented updates to industrial partner at quarterly meetings at Columbia University and CBMM headquarters in Arexa, Brazil.
- Supervised undergraduate research assistants and PhD students and oversaw all laboratory activities including purchasing and maintenance of equipment and ensuring safe practices.

GRADUATE RESEARCH ASSISTANT

Columbia University, Combustion and Catalysis Laboratory (BASF sponsored student)

New York, NY, January 2008 – February 2013

- **Doctoral thesis work:** Developed an energy-efficient process to convert ethanol and other transportation fuels to hydrogen. Independently created an automated chemical reactor to collect performance, kinetic, and durability data. Utilized advanced materials characterization including TEM, XPS, XRD, RAMAN, TPR/TPO, TGA, CO chemisorption and BET surface area to study catalyst stability.
- **Masters thesis work:** Evaluated commercial BASF catalysts for activity and stability during the conversion of ethanol to hydrogen. Completed energy efficiency analyses to determine optimum operating conditions.

GRADUATE STUDENT INTERN

BASF, Iselin, NJ, July 2007 – December 2007

- Repurposed a chemical reactor to study the conversion of biofuels to hydrogen.

TEACHING EXPERIENCE

LECTURER

Columbia University, September 2010 – May 2013

- Prepared and presented lectures in courses including Chemical Thermodynamics, Industrial Catalysis, and Pollution Control and Abatement

TEACHING ASSISTANT AND GRADUATE STUDENT ADVISOR

Columbia University, January 2008 – December 2011

- Provided teaching and curriculum support for undergraduate courses in: *Particle Technology* and *Catalysis for Emissions Control*.
- Mentored undergraduate students in the course: *A Better Planet by Design* (2 semesters)

FOUNDING MATH TEACHER

Democracy Prep Charter School, Harlem, NY, June 2006 – July 2007

- Created and taught the school's sixth grade math curriculum.
- Created a school math competition attended by over 120 children. After its success created a citywide competitive math league with over 25 participating middle school and high schools, currently in its ninth year of existence.
- Coached the school math team and co-hosted the annual math competition (2007-2010).

CHAIRMEN OF MATH DEPARTMENT, EIGHTH GRADE MATH TEACHER

Jose de Diego Middle School, Miami, FL, May 2003 – June 2005

- Served as the chair of a 12-person department, drafting budgets, assisting in hiring decisions, and providing mentoring and curriculum support to teachers.
- Students achieved 2.5 years of growth in math skills per year.
- Awarded a grant from the Mochary foundation to work with the Miami Heat basketball team to create an incentive program for top performing eighth grade students.
- Created and coached the school's math, softball and soccer teams.

PEER REVIEWED SCIENTIFIC PUBLICATIONS, PATENTS

- Simson, A., Farrauto, R., Castaldi, M., “Changes in carbon formation and catalyst chemistry and morphology during steam reforming of E85” *In preparation*
- Simson, A., Isenberg, M., “Sulfur removal system for commercial fuels” *Patent pending*
- Simson, A., Roark, K. Farrauto, R., “Niobium containing oxygen storage materials for the three way catalyst” *Applied Catalysis B: Environmental* Volume 158-159, October 2014, Pages 106-111
- Simson, A., Farrauto, R., Castaldi, M. “Steam reforming of ethanol/gasoline mixtures: Deactivation, regeneration and stable performance” *Applied Catalysts B: Environmental* Volume 106 Issues 3-4, August 2011, Pages 295-303
- Simson, A. Waterman, E., Farrauto, R., Castaldi, M. “Kinetic and Process study for ethanol reforming using a Pt/Rh Washcoated monolith catalyst” *Applied Catalysis B: Environmental* Volume 89, Issues 1-2, June 2009, Pages 58-64

SELECTED ORAL PRESENTATIONS AND PUBLIC LECTURES

- “Niobium containing ceria-zirconia complexes for oxygen storage” *North American Catalysis Society Meeting*, June 6, 2013, Detroit, MI
- “Steam reforming of ethanol/gasoline mixtures: Deactivation, regeneration and stable performance” *American Institute of Chemical Engineers Annual Meeting*, October 19, 2012, Minneapolis, MN
- “The impact of sulfur during steam reforming of ethanol” *American Chemical Society Annual Meeting*, June 8, 2010, Boston, MA
- “Conversion of commercial biofuels to hydrogen using a commercial BASF catalyst” BASF monthly lecture series, November 11, 2011, Iselin, NJ.
- “Fuel cells and other ways to get off the grid” public lecture at the Trash Pony science series. January 30, 2010, Brooklyn, NY

AWARDS

- North American Catalysis Society Kokes Award, 2009, 2011, 2013
- Best Paper Award, 2010 American Chemical Society Meeting, Environmental Chemistry
- International Precious Metal Institute Graduate Student Award, 2009
- First place in NASA National Aviation Design Competition, 2002
- Recipient of NASA Space Grant Fellowship, 2000

ADDITIONAL EXPERIENCE

- Consultant on *Science Ninjas*, a comic book series promoting STEM (2014-present).
- Participant and scholarship winner at the ICDD’s *Advanced Methods in XRD* clinic (2013).
- Volunteer scientist on the *Oceanus* research boat after *Deepwater Horizon* oil spill (2010).
- Founder and curator of *FRED Talks* (www.fredtalks.org), a monthly community lecture series on science and the arts (2010-current).
- Co-op engineer at Boeing on the Delta IV rocket design team (2001).

Kalee Willingham Barbis

EDUCATION	VANDERBILT UNIVERSITY, PEABODY COLLEGE Master of Public Policy, <i>Expected May 2015</i>	Nashville, TN
	LIPSCOMB UNIVERSITY COLLEGE OF EDUCATION Master of Education, Dec 2010 Specialization: Educational Administration and Supervision <i>GPA: 4.0</i>	Nashville, TN
	UNIVERSITY OF TENNESSEE Bachelor of Arts, May 2009 Major: Psychology; Minor: Adolescent Health <i>Magna Cum Laude</i>	Knoxville, TN
EXPERIENCE		
2012 – Current	KIPP ACADEMY <i>5th Grade Founding Writing Teacher at KIPP Nashville College Prep</i> <i>8th Grade Reading Teacher at KIPP Academy Nashville</i> <ul style="list-style-type: none">Led students to an increase in 1.67 average reading levels by December of 2014.Represented school at national conference on new curriculum, which allowed me to collaborate with educators across the country. Using the information learned, led team around adopting new standards and aided in transition to rigorous curriculum for all fifth graders for first module.Scored Level 5 on TVAAS for 5th grade ELA student growth after taking over for underperforming teacher half way through the year showing highest potential of growth in three months.Scored Level 5 on TVAAS showing large levels of growth by increasing the number of students reading on grade level by 200% from the beginning year.Partnered with the KIPP to College program director to create writing portfolios so that students could compete and attend highly selective private schools in the Nashville Area.	Nashville, TN
Summer 2014	BUILDING EXCELLENT SCHOOLS <i>Summer Leader Internship</i> <ul style="list-style-type: none">Received training in Boston on leading a high-performing charter school and completed 20 days intensive, hands-on residency at Freedom Prep Academy, which prepared me to found and lead a school.Created science curriculum, aligned with Next Generation Science Standards so that the charter school network could implement it across multiple campuses. Also, created K-1 science curriculum.	
2013- 2014	STATE COLLABORATIVE ON REFORMING EDUCATION (SCORE) <i>Graduate Fellow for nonprofit, nonpartisan, advocacy group</i> <ul style="list-style-type: none">Led research and writing on “The State Board of Education Taking Note” policy memo, which prevented a vote from the Tennessee legislation on the current State Board structure.Interacted with state education reform leaders from government, business, philanthropy, and education with the Common Core Legislative Hearings, SCORE institutes, and other events.Transformed highly technical research and data reports into fact sheets geared towards a general audience to increase awareness in Tennessee citizens about what is going on in education.	Nashville, TN
Summer 2013	TENNESSEE DEPARTMENT OF EDUCATION <i>Special Projects Assistant</i> <ul style="list-style-type: none">Created central database of Common Core tasks that is used on a daily basis by teachers across the state of Tennessee to align their lesson to the Common Core State Standards.	Nashville, TN
2009 - 2012	HILLWOOD HIGH SCHOOL <i>Biology I and Biology II AP.IB Teacher</i> <ul style="list-style-type: none">Wrote ACT grant and led team of teachers for an intensive after-school ACT tutoring program resulting in students raising their ACT score by over a point in both Reading and Science.Supervised Biology Department during the 2011- 2012 school year and disaggregated school wide data for all students. Created school-wide biology review questions, review power points, and workbooks for end of course test review, which allowed the department to focus on borderline and exceptional education students.	Nashville, TN
	TEACH FOR AMERICA <i>Aspiring School Leaders Program, 2013 – 2014</i> <ul style="list-style-type: none">Participated in year- long cohort focused on visiting schools, setting a vision of excellence, and developed leadership skills needed to lead a school. <i>Nashville Charter Corps Member, 2009 -2011</i>	Nashville, TN

M. Antonio Vance

Overview

An innovative forward thinking educator experienced in “turning around” under performing school operations through strategic planning, curriculum and program development, and facilitating effective faculty interactions and communication. Documented success in meeting the needs of at-risk and high-need students by creating a stimulating and challenging learning environment conducive to the highest level of achievement.

Education

The University of Pennsylvania, Philadelphia, PA

Master of Science in Education – May 2011

2010-2015 *Robert Noyce Scholar*

The University of North Carolina at Chapel Hill, Chapel Hill, NC

Bachelor of Science – Biology – Chemistry (minor) - May 2001

Certifications

K – 12 Administrative I – anticipated May, 2015

Cabrini College, Philadelphia, Pa.

PA Instructional Level I Certification – 2011

Subject Certification – Biology

Leadership Experience

Mastery Charter Schools

Philadelphia, Pa

2013/2014

Summer School Principal

- ❖ Managed, evaluated and supervised effective and clear procedures for the operation and functioning of summer school consistent with the regular school year instructional program.
- ❖ Lead a team of 15 staff members to coordinate the summer school operation for 480 high school students by maintaining discipline systems to ensure a safe and orderly climate, building maintenance, personnel management, office operations, and emergency procedures.
- ❖ Created the summer school budget and master schedule for instructional programs, ensuring a sequential and meaningful learning experiences for students.

Mastery Charter Schools

Philadelphia, PA

2011 -present

Teacher Leader

- ❖ Serve as the curriculum leader for math and science by assisting in the review of lesson plans, and in the development and implementation of curriculum, goals and assessments.
- ❖ Coach teachers in the development of strategies to improve instruction, including classroom management techniques, and serve as a resource through real-time coaching, video analysis, etc.
- ❖ Perform formal and informal observation of teachers and provide feedback on instructional effectiveness and progress toward mid-year and end of year goals. When necessary initiated and monitored Performance Improvement Plan (PIP) for struggling teachers.
- ❖ Developed and lead Teacher development for *Think Through Math* and *Read Naturally* blended learning programs
- ❖ Work closely with district level leadership to analyze student assessment data, develop strategies and use data to inform and improve instruction.

Teaching Experience

Founding Master Level Instructor

Philadelphia, PA

2011 -present

- ❖ Coordinate departmental duties including preparation of reports, agendas, minutes and surveys.
- ❖ Collaborate in grade level teams to discuss student work, share best practices, and ensure student mastery of standards. As needed developed action plans for students at risk.
- ❖ Facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units through developing rigorous lesson plans, homework assignments and assessments

Roxborough High School**Philadelphia, PA****2009 - 2011***Science Department Lead*

- ❖ Designed and executed comprehensive planning and assessments in multiple science content areas (AP Biology, Chemistry, Biology, Physical Science)
- ❖ Utilized predictive benchmark assessments to forecast student proficiency rates on State standardized assessments, AP exams and Keystone exams, while adjusting curricular timelines as indicated by assessments.
- ❖ Documented, and monitored academic goal plans, Individualized Education Plans and participated in the Comprehensive Student Assistance Process (CSAP).

Professional Experience**Glaxo-Smith-Klein****Wayne, Pa****2005-2009***Manager, Regulatory Operations*

- ❖ Responsible for managing complex timelines from planning to delivery of finalized Investigational New Drug Application to End Product Development
- ❖ Lead a staff of 75 employees and contractors in the formulation and execution of a complex budget totaling \$15 million.
- ❖ Created a more efficient functional alignment between regulatory affairs and operations, allowing an increasing staff productivity by 23 percent and improving positive feedback from our external partners by 48 percent.

Activities

AmeriCorps – Active member, Urban Teacher Residency, Alpha Phi Alpha Fraternity, Inc., Philadelphia Community and Schools, Student's Run Philly Style, Tennis Coach, Indoor Cycling trainer

Additional strengths

- Strong Leadership/mentoring skills
- Excellent organizational skills
- Budget development and management
- District/State assessment coordination
- Curriculum planning and implementation
- Creative problem-solving techniques

L. Scheduling at WLA

Sample 9th/10th Grade Curriculum

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	OPEN	BREAKFAST	OPEN	BREAKFAST			OPEN	BREAKFAST	OPEN	BREAKFAST
7:00AM - 7:45AM	OPEN									
7:45AM - 7:57AM	Advisory	ADVISORY	Advisory	ADVISORY			Advisory	ADVISORY	Advisory	ADVISORY
8:00AM - 8:57AM	Block 1	English Foundation	Block 8	LEAD		Whole Staff Meeting	Block 2	Math Foundation	Assembly	ASSEMBLY
9:00AM - 9:57AM	Block 2	Math Foundation	Block 9	MASTERY		Grade Level Meeting	Block 3	Civics	Block 9	MASTERY
10:00AM - 10:57AM	Block 3	Civics	Block 1	English Foundation		Prep	Block 4	Computer Science	Block 1	English Foundation
11:00AM - 11:57AM	Block 4	Computer Science	Block 2	Math Foundation		Dept. Meeting	Block 5	Civics	Block 2	Math Foundation
11:30 AM						Foreign Language				
12:00PM - 12:27PM	LUNCH	LUNCH	LUNCH	LUNCH			LUNCH	LUNCH	LUNCH	LUNCH
12:30PM - 1:27PM	Block 5	Science	Block 3	Civics		Health	Block 6	Foreign Language	Block 3	Civics
1:30PM - 2:27PM	O.H.	OFFICE HOUR	O.H.	OFFICE HOUR		LEAD	O.H.	OFFICE HOUR	Block 4	Computer Science
2:30PM - 3:27PM	Block 6	Foreign Language	Block 4	Computer Science		MASTERY	Block 7	Health	Block 5	Science
3:30PM - 4:27PM	Block 7	Health	Block 5	Science		English Foundation	Block 8	LEAD	Block 6	Foreign Language
4:30PM - 5:27PM	END	ACTIVITIES	END	ACTIVITIES		ACTIVITIES	END	ACTIVITIES	END	ACTIVITIES

Sample 11th Grade Weekly Schedule

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
7:00AM - 7:45AM	OPEN	BREAKFAST	OPEN	BREAKFAST		SERVICE LEARNING	OPEN	BREAKFAST	OPEN	BREAKFAST
7:45AM - 7:57AM	Advisory	ADVISORY	Advisory	ADVISORY			Advisory	ADVISORY	Advisory	ADVISORY
8:00AM - 8:57AM	Block 1	English Foundation	Block 9	Music			Block 5	Science	Assembly	ASSEMBLY
9:00AM - 9:57AM	Block 2	Math Foundation	Block 1	English Foundation			Block 6	Foreign Language/ Elective	Block 1	English Foundation
10:00AM - 10:57AM	Block 3	MASTERY	Block 2	Math Foundation			Block 7	Music	Block 2	Math Foundation
11:00AM - 11:57AM	Block 4	Computer Science	Block 3	MASTERY			Block 8	LEAD	Block 3	MASTERY
12:00PM - 12:57PM	Block 5	Science	Block 4	Computer Science			Block 9	MASTERY	Block 4	Computer Science
1:00PM - 1:27PM	LUNCH	LUNCH	LUNCH	LUNCH			LUNCH	LUNCH	LUNCH	LUNCH
1:30PM - 2:27PM	Block 6	Foreign Language/ Elective		SERVICE LEARNING				SERVICE LEARNING	Block 5	Science
2:30PM - 3:27PM	Block 7	Civics							Block 6	Foreign Language/ Elective
3:30PM - 4:27PM	Block 8	LEAD							Block 7	Music
4:30PM - 5:27PM	END	ACTIVITIES							END	ACTIVITIES
			END	ACTIVITIES	END	ACTIVITIES	END	ACTIVITIES		

**Though unmarked, staff professional development will occur from 8am to 11am.*

Sample 12th Grade Weekly Schedule

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
7:00AM - 7:45AM	OPEN	BREAKFAST	OPEN	BREAKFAST			OPEN	BREAKFAST	OPEN	BREAKFAST
7:45AM - 7:57AM	Advisory	ADVISORY	Advisory	ADVISORY			Advisory	ADVISORY	Advisory	ADVISORY
8:00AM - 8:57AM	Block 1	English Foundation	Block 9	Elective	PREP	Whole Staff Meeting	Block 5	Science	Assembly	ASSEMBLY
9:00AM - 9:57AM	Block 2	Math Foundation	Block 1	English Foundation	PREP	Grade Level Meeting	Block 6	Foreign Language/ Elective	Block 1	English Foundation
10:00AM - 10:57AM	Block 3	MASTERY	Block 2	Math Foundation	PREP	Dept. Meeting	Block 7	Elective	Block 2	Math Foundation
11:00AM - 11:57AM	Block 4	Computer Science	Block 3	MASTERY	LUNCH	OPTIONAL LUNCH	Block 8	LEAD	Block 3	MASTERY
12:00PM - 12:57PM	Block 5	Science	Block 4	Computer Science		TECHNOLOGY	Block 9	MASTERY	Block 4	Computer Science
1:00PM - 1:27PM	LUNCH	LUNCH	LUNCH	LUNCH		CAPSTONE	LUNCH	LUNCH	LUNCH	LUNCH
1:30PM - 2:27PM	Block 6	Foreign Language/ Elective		TECHNOLOGY				TECHNOLOGY	Block 5	Science
2:30PM - 3:27PM	Block 7	Civics		CAPSTONE				CAPSTONE	Block 6	Foreign Language/ Elective
3:30PM - 4:27PM	Block 8	LEAD							Block 7	Elective
4:30PM - 5:27PM	END	ACTIVITIES	END	ACTIVITIES	END	ACTIVITIES	END	ACTIVITIES	END	ACTIVITIES

**Blue indicates staff professional development and collaboration time.*

M. 2016-2017 Academic Calendar

WEEK#	SUN	MON	TUES	WED	THUR	FRI	SAT	
			AUGUST					Federal Holiday - No School
								Break - No School
TEACHER ORIENTATION			1	2	3	4	5	Trimester Starts/Ends
STAFF DEVELOPMENT	6	7	8	9	11	12	13	Staff Development
STAFF DEVELOPMENT	14	15	16	17	18	19	20	Family Orientation
LEADERSHIP PREP ACADEMY	21	22	23	24	25	26	27	Scholar Leadership Academy
1 - T1 Starts	28	29	30	31				Summer School
	SEPTEMBER							
1					1	2	3	
2	4	5	6	7	8	9	10	
3	11	12	13	14	15	16	17	WLA Days in School
4	18	19	20	21	22	23	24	Trimester 1: 70
5	25	26	27	28	29	30		Trimester 2: 67
	OCTOBER							Trimester 3: 63
5							1	Summer Academy 17
6	2	3	4	5	6	7	8	
7	9	10	11	12	13	14	15	
8	16	17	18	19	20	21	22	
9	23	24	25	26	27	28	29	
10	30	31						
	NOVEMBER							
10			1	2	3	4	5	
11	6	7	8	9	10	11	12	
12	13	14	15	16	17	18	19	
13	20	21	22	23	24	25	26	
14	27	28	29	30				
	DECEMBER							
14					1	2	3	
15 - T1 Ends	4	5	6	7	8	9	10	
16 - T2 Starts	11	12	13	14	15	16	17	
17	18	19	20	21	22	23	24	
18	25	26	27	28	29	30	31	
	JANUARY							

19	1	2	3	4	5	6	7
20	8	9	10	11	12	13	14
21	15	16	17	18	19	20	21
22	22	23	24	25	26	27	28
23	29	30	31				
	FEBRUARY						
23			1	2	3	4	
24	5	6	7	8	9	10	11
25	12	13	14	15	16	17	18
26	19	20	21	22	23	24	25
27	26	27	28				
	MARCH						
27			1	2	3	4	
28	5	6	7	8	9	10	11
29	12	13	14	15	16	17	18
30 - T2 Ends	19	20	21	22	23	24	25
31 - T3 Starts	26	27	28	29	30	31	
	APRIL						
31							1
32	2	3	4	5	6	7	8
33	9	10	11	12	13	14	15
34	16	17	18	19	20	21	22
35	23	24	25	26	27	0	29
36	30						
	MAY						
36		1	2	3	4	5	6
37	7	8	9	10	11	12	13
38	14	15	16	17	18	19	20
39	21	22	23	24	25	26	27
40	28	29	30	31			
	JUNE						
40					1	2	3
41	4	5	6	7	8	9	10
42	11	12	13	14	15	16	17

[illegible]

N. Resumes of Operations Staff

STACY R. KANE

EXPERIENCE

Washington Leadership Academy, Washington, DC

Co-Founder. January 2014-Present

- Proposing a new, mastery-based, tech-enabled, college preparatory high school in Washington, D.C.

White House Presidential Innovation Fellows Program, Washington, DC

Deputy Director. April 2014-November 2014

- Led program development and hiring to bring the nation's top technologists into the government.
- Led staffing of different White House priority technology projects across the Federal Government.

Consumer Financial Protection Bureau, Washington, DC

Program Founder and Manager; Presidential Management Fellow. April 2012-April 2014

- Led the creation and implementation of the innovative and highly lauded Design and Technology Fellows program.
- Established and managed Bureau-wide legal compliance program; built team and processes; hired successor.

Department of Homeland Security, Washington, DC

Program Manager/Special Assistant in the Secretary's Office; Presidential Management Fellow. August 2010-May 2012

- Led a team of 30+ as manager of Secretary Janet Napolitano's initiative to combat human trafficking.
- Led the creation, finalization, and execution of DHS's first anti-human trafficking strategy.

Universal Declaration of Human Rights Conference, Atlanta, GA, February 2008-October 2009

Co-Coordinator. Developed conference - managed budget and 42 speakers, including two Nobel Peace Prize Laureates.

College Summit – Improving College Access for Low-Income Students, Washington, DC, June 2007-July 2007

Operations Associate. Developed new systems and processes for large organization that were adopted by leadership.

Vanderbilt “Exploring Corporate Social Responsibility” Course, Nashville, TN, November 2005-May 2007

Co-Founder and Co-Instructor. Developed syllabus and taught class on CSR, the only course taught by students.

Education Without Borders International Conference, Abu Dhabi, United Arab Emirates, October 2005-March 2007

Executive Organizing Team Member. Co-organized international conference to share innovations in education.

Ashoka: Innovators for the Public, Washington, DC, May 2005-August 2005

Marketing Associate. Organized and completed multiple web, marketing, and organizational development projects.

Synergy College Preparatory and Mentoring Program, Nashville, TN, August 2003-August 2005

Program Creator/Founder/President/Consultant/Mentor. Researched, created, and implemented scalable program as part of a HUD grant to mentor and provide college prep to at-risk high school students. Program exists 10 years later.

Rapid Academy Elementary and Middle School, Kumasi, Ghana, West Africa, May 2004-July 2004

Teacher. Initiated curriculum to encourage creative thinking. Lived with a Ghanaian family. Founded the school library.

Northeast Community Challenge Coalition (Community Organizing Group), Cincinnati, OH, August 1999-July 2003

Project Lead/Board Member. Presented workshops at statewide conferences; organized leadership conferences for peers.

ADDITIONAL EXPERIENCE

National Idealist.org Conference (a.k.a. IMPACT), Student Director, Nashville, TN, April 2005-March 2009

Emory Public Interest Committee, President, Program Founder, Atlanta, GA, April 2009-May 2010

Senator Harry Reid's Press Office, Research Assistant, Washington, DC, May 2006-August 2006

Harold Ford, Jr. Campaign for U.S. Senate, Communications Assistant, Nashville, TN, January 2006-May 2006

Clinton Global Initiative, Inaugural and Second Summit, Volunteer, New York, NY, September 2005 and 2006

Atlanta Volunteer Lawyers– Domestic Violence Project, Client Advocate, Atlanta, GA, August 2009-December 2009

Bredhoff & Kaiser, P.L.L.C., Summer Associate, Washington, DC, May 2009-August 2009

Georgia Innocence Project, Case Manager, Atlanta, GA, January 2009-April 2009

International Humanitarian Law Clinic/Human Rights USA, Legal Intern, Atlanta, GA, August 2008-December 2008

Health Law Partnership, Legal Intern/Case Worker, Atlanta, GA, May 2008-April 2009

EDUCATION

Emory University School of Law, Atlanta, GA

Juris Doctor, *with honors*, May 2010

Honors: Highest grade in class for the following: Torts, Legal Writing, Research, and Advocacy, Advanced International Negotiations, and Child Advocacy; Emory Law School Scholarship (*half tuition*), 3L Outstanding Commitment to Public Interest Award, Equal Justice Works Summer Corps Education Award, Emory Ethics in Servant Leadership Summer Program (*funding and weekly programming for students engaged in public service for the summer*), Judge Albert Thompson Scholarship (*funding award for outstanding commitment to public interest*)

Activities: Faculty Curriculum Committee (*implemented elective for 1L's based on my advocacy*); Founder of the Public Interest Career Dinner Series; Street Law Co-Founder; Election Protection Volunteer; Highlighted in Emory Alumni Magazine

Vanderbilt University, Nashville, TN

Master of Public Policy, Concentration in Education Policy, August 2007

Honors: James Lawson Leadership Award, William Aaron Pathfinder Award for Outstanding Community Service, Outstanding Community Service Leader of the Year Award

Activities: Vanderbilt Institute of Public Policy National Program Evaluation Committee (*evaluating education projects*)

Vanderbilt University, Nashville, TN

Bachelor of Science in Sociology and Human and Organizational Development, *summa cum laude*, December 2006

Honors: Ingram Scholar (*full tuition, 30-50 hours of socially responsible work each month all 4 years of college*), Recipient of four school-wide service awards, Published in *Vanderbilt Magazine* (distributed to 60,000 alumni), Featured on the Vanderbilt University Home Page – “A Day in the Life of Stacy Tolos”

Activities: Dean Selection Committee; Community Service/Philanthropy Reporter for the Vanderbilt Newspaper; Student Government Association; Alternative Spring Break Site Leader; Habitat for Humanity Spring Break

FELLOWSHIPS

- Front Lines Leadership Academy: Young Candidate Training, Phoenix, Detroit, DC, January 2006-May 2006
- Starting Bloc – Fellowship to Launch Socially Responsible Careers, New York, September 2005-May 2006
- Young People For The American Way Fellowship, Nashville, TN and Washington, DC, January 2006-2007

BOARD OF DIRECTORS SERVICE

- Equal Justice Works, Washington, DC, October 2008-October 2011
- K.I.P.P. Academy Charter School, Nashville, TN, September 2006-May 2007

SELECT PRESENTATIONS

- Idealist.org National Social Change Conference, March 2005, Berkeley, CA
- U.S. Housing and Urban Development Department Community Outreach Conference, April 2005, Chicago, IL
- Engaging Our World: A Southeastern Global Leadership Conference, October 2005, Berea, KY
- International Civic Education Conference, January 2006, Orlando, FL
- Equal Justice Works Conference, October 2009, Washington DC
- Women and Children in Disasters, March 2012, Washington DC
- Excellence in Government, May 2014, Washington DC
- ContraryCon, September 2014, Washington DC

OTHER

- Licensed to practice law in the State of Maryland (currently inactive status).
- White House Fellows, Regional Finalist in Spring 2010.
- *The Change the World Team* Online Community. Founded and moderate an online community of over 450 members from around the world who share a common goal of social justice. Founded in March 2004.

**O. Letter of Next Generation Learning Challenges Grant
Commitment from D.C.'s CityBridge Foundation**



February 9, 2015

To Whom It May Concern,

I am writing this letter on behalf of Revolution Schools. In May, 2014 Revolution Schools was awarded a Breakthrough Schools: DC grant for the development of the Washington Leadership Academy. Breakthrough Schools: DC is a project run out of CityBridge Foundation and funded by the Broad and Gates Foundations. WLA's grant payments are divided into two tranches:

- a. An initial payment of \$100,000 has been awarded to WLA for planning purposes; and
- b. When WLA is awarded a charter through the Public Charter School Board they will be eligible to submit a launch plan to CityBridge. If this launch plan is approved, WLA will be awarded an additional \$300,000.

I am happy to discuss further questions you may have.

Steve Bumbaugh
Manager
Breakthrough Schools: DC
CityBridge Foundation

P. Anticipated Sources of Funds - Additional Detail

Section C(3)a: “Anticipated Sources of Funds” includes detail about the sources of revenue in the budget model. The below provides a more detailed explanation, similar to that requested for Section C(3)c: “Anticipated Financial Outlays.”

Line	Category	Explanation																																																
REVENUES																																																		
01	Per-pupil charter payments	<p>We used the FY2015 foundation level of \$9,492 per student and then assumed a 2% increase each year.</p> <p>In Years 1 and 2, the budget reflects the following PPF revenue:</p> <table> <tr> <th></th><th>Year 1</th><th>Year 2</th></tr> <tr> <td>Grades 9-12</td><td>100</td><td>200</td></tr> <tr> <td>\$ / Student</td><td>\$12,048</td><td>\$12,289</td></tr> <tr> <td>SpEd Level 1</td><td>12</td><td>24</td></tr> <tr> <td>\$ / Student</td><td>\$9,579</td><td>\$9,771</td></tr> <tr> <td>SpEd Level 2</td><td>2</td><td>5</td></tr> <tr> <td>\$ / Student</td><td>\$11,851</td><td>\$12,088</td></tr> <tr> <td>SpEd Level 3</td><td>1</td><td>2</td></tr> <tr> <td>\$ / Student</td><td>\$19,455</td><td>\$19,844</td></tr> <tr> <td>SpEd Compliance</td><td>15</td><td>31</td></tr> <tr> <td>\$ / Student</td><td>\$1,560</td><td>\$1,592</td></tr> <tr> <td>LEP/NEP</td><td>2</td><td>4</td></tr> <tr> <td>\$ / Student</td><td>\$4,839</td><td>\$4,936</td></tr> <tr> <td>At-Risk</td><td>45</td><td>90</td></tr> <tr> <td>\$ / Student</td><td>\$2,163</td><td>\$2,206</td></tr> <tr> <td>Revenue</td><td>\$1,493,320</td><td>\$3,060,052</td></tr> </table> <ul style="list-style-type: none"> We assumed 15% overall SpEd enrollment, higher than DC PCS average of 12%, because of our expected location in Ward 7/8. Other high schools in Ward 7/8 average 22% SpEd enrollment. We assumed 2% LEP/NEP, lower than DC PCS average of 7%, because of our expected location in Ward 7/8. Other high schools in Ward 7/8 average 0% LEP/NEP enrollment. We assumed 45% At-Risk enrollment, which is based on 60% of the school’s projected free- and reduced-lunch enrollment of 75%. The 60% figure is a proxy for direct certification students and has been found to be a reasonable predictor of At-Risk enrollment. 		Year 1	Year 2	Grades 9-12	100	200	\$ / Student	\$12,048	\$12,289	SpEd Level 1	12	24	\$ / Student	\$9,579	\$9,771	SpEd Level 2	2	5	\$ / Student	\$11,851	\$12,088	SpEd Level 3	1	2	\$ / Student	\$19,455	\$19,844	SpEd Compliance	15	31	\$ / Student	\$1,560	\$1,592	LEP/NEP	2	4	\$ / Student	\$4,839	\$4,936	At-Risk	45	90	\$ / Student	\$2,163	\$2,206	Revenue	\$1,493,320	\$3,060,052
	Year 1	Year 2																																																
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Revenue	\$1,493,320	\$3,060,052																																																
02	Per-pupil facilities allowance	<p>We used the FY2015 foundation level of \$ 3,072 per student and kept it flat for the duration of the financial projections.</p> <table> <tr> <th></th><th>Year 1</th><th>Year 2</th></tr> <tr> <td>Facilities</td><td>100</td><td>200</td></tr> <tr> <td>\$ / Student</td><td>\$3,072</td><td>\$3,072</td></tr> <tr> <td>Revenue</td><td>\$307,200</td><td>\$614,400</td></tr> </table>		Year 1	Year 2	Facilities	100	200	\$ / Student	\$3,072	\$3,072	Revenue	\$307,200	\$614,400																																				
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Facilities	100	200																																																
\$ / Student	\$3,072	\$3,072																																																
Revenue	\$307,200	\$614,400																																																

WASHINGTON LEADERSHIP ACADEMY – PUBLIC CHARTER SCHOOL APPLICATION

03	Federal Entitlements	<p>No Child Left Behind (Title funds) and IDEA</p> <table> <tr> <th></th><th>Year 1</th><th>Year 2</th></tr> <tr> <td>Title I</td><td>75</td><td>150</td></tr> <tr> <td>\$ / Student</td><td>\$920</td><td>\$920</td></tr> <tr> <td>Title II</td><td>100</td><td>200</td></tr> <tr> <td>\$ / Student</td><td>\$174</td><td>\$174</td></tr> <tr> <td>IDEA 611</td><td>100</td><td>200</td></tr> <tr> <td>\$ / Student</td><td>\$202</td><td>\$202</td></tr> <tr> <td>Revenue</td><td>\$106,601</td><td>\$213,202</td></tr> </table> <p>We assumed that 75% of our students will be eligible for free and reduced price meals. This is lower than many of the high schools in Ward 7/8, but slightly higher than Thurgood Marshall PCS's (~70%), which we believe we'll be closer to.</p> <p>LESS \$22,995 cash flow adjustment in Year 1 due to expected delay in receipt of grant payments from OSSE.</p> <p>Title V-b Funding – Charter Start-up</p> <ul style="list-style-type: none"> Years 1 and 2 = \$260,000 and \$260,000 per year, respectively PLUS \$4,444 cash flow adjustment in Year 1 resulting from delay in receipt of payments from OSSE carrying over from the planning year. <p>There is no assumption of revenue from other competitive federal grants.</p>		Year 1	Year 2	Title I	75	150	\$ / Student	\$920	\$920	Title II	100	200	\$ / Student	\$174	\$174	IDEA 611	100	200	\$ / Student	\$202	\$202	Revenue	\$106,601	\$213,202
	Year 1	Year 2																								
Title I	75	150																								
\$ / Student	\$920	\$920																								
Title II	100	200																								
\$ / Student	\$174	\$174																								
IDEA 611	100	200																								
\$ / Student	\$202	\$202																								
Revenue	\$106,601	\$213,202																								
04	Other Government Funding/Grants	<p>National Food Program</p> <ul style="list-style-type: none"> Year 1 = \$50,155; Year 2 = \$102,316 <p>Healthy Schools Act</p> <ul style="list-style-type: none"> Year 1 = \$3,819; Year 2 = 7,638 																								
05	Total Public Funding	Total Public Funding = \$2,202,545 (Sum of lines 1 thru 4 with noted cash flow adjustments)																								
06	Private Grants and Donations	Assuming \$0 from private grants and donations in Years 1 and 2.																								
07	Activity Fees	No revenue assumed. Any fees for field trips and other activities will be covered by the school.																								
08	Loans	Not applicable.																								
09	Other Income	No revenue assumed. Any fees for uniforms or paid lunches will be covered by the school.																								
10	Total Non-Public Funding	Total non-public funding = \$0																								
14	Total	Year 1 = \$2,202,545																								

	Revenues	Year 2 = \$4,235,918 (Sum of lines 5 and 10)
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