

Appendix A

DISTRICT OF COLUMBIA BOARD OF EDUCATION
PUBLIC CHARTER SCHOOLS OFFICE

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL
A FIVE-YEAR REVIEW
SY 1998-1999 THROUGH SY 2002-2003

FINAL REPORT

Section	Page
Executive Summary.....	1
I. Directory Information.....	3
II. Background Information.....	4
A. Legislative Mandate	4
B. Historical Perspective.....	4
C. Special Education Status	5
D. Monitoring and Review Process.....	5
E. The Charter.....	9
III. Report of Findings – The Education Program and Student Performance.....	10
A. The Education Program.....	13
B. Special Education and Related Services.....	15
C. Accountability.....	16
D. Academic Goals and Student Performance.....	23
E. Non Academic Goals and Objectives for Student and School Performance.....	

- A. Establishment and Functioning of the Board of Education 27
- B. Accountability 27
- C. Annual Reporting 29
- D. Accreditation 30
- E. Facilities Acquisition and Management 32
- F. Human Resources Management 34
- V. **Report of Findings – Fiscal and Assets Management** 34
 - A. Fiscal and Assets Management 34
 - 1. Summary of Revenue 34
 - 2. Summary of Expenses 34
 - 3. Summary of Assets and Liabilities 34
 - B. Independent Audits of the Financial Statements – Key Findings 34

APPENDICES

- A. Contract Between the District of Columbia Board of Education and the
(July 1, 1998)
- B. Certificate of Incorporation of the Community Academy Public Charter School
- C. Articles of Incorporation of the Community Academy Public Charter School
- D. Bylaws of the Community Academy Public Charter School
- E. Registered Agent for the Community Academy Public Charter School
- F. Official Notice of Accreditation of the Community Academy Public Charter School

1	Projected/Planned Enrollment Over the Initial Five-Year Period.....	7
2	Official Student Enrollment.....	9
3	Average Daily Membership and Average Daily Attendance.....	9
4	Student Achievement in Reading as Measured by the Stanford 9 Achievement Test.....	17
5	Student Achievement in Mathematics as Measured by the Stanford 9 Achievement Test.....	18
6	Percentage of Students Achieving on the <i>Below Basic, Basic, Proficient and Advanced Levels</i>	19
7	Performance Standards – Reading and Mathematics.....	19
8	Report Card – 2003.....	20
9	Student Promotion Rates.....	20
10	Summary of Revenue.....	33
11	Summary of Expenses.....	33
12	Summary of Assets and Liabilities.....	34

LIST OF CHARTS

Page

<u>Chart</u>		
1	Academic Goals and Objectives for Student Performance.....	15
2	Non Academic Goals and Objectives for Student and School Performance.....	22

The D. C. School Reform Act of 1995, as amended, provides:

Section 31-2853.22

(3) Review -- An eligible chartering authority that grants or renews a charter pursuant to paragraph (1) or (2) of this subsection shall review the charter --

(A) at least once every five years to determine whether the charter should be revoked for the reasons described in subsection (A)(1)(A) or (b) of 31-2853.23 in accordance with the procedures for such revocation established under 31-2853.23 (c); and

(B) once every 5 years, beginning on the date that is five years after the date on which the charter is granted or renewed, to determine whether the charter should be revoked for the reasons described in 31-2853.23(a)(1)(B) in accordance with the procedures for such revocation established under 31-2853.23(c)

The five-year review of the Community Academy Public Charter School (School) was undertaken pursuant to the mandate of the D. C. School Reform Act of 1995, as amended. Based on the findings reported herein, recommendation is made for continuation of the School.

On October 3, 1997, the Urban Family Institute (UFI) responded to the District of Columbia Board of Education's (Board) request for applications/petitions for establishing public charter schools in the District of Columbia. On July 1, 1998, the Board authorized the establishment of the School which opened for faculty and staff in August 1998 and for students in September 1998. Over the initial five-year period, the School has met the challenges of a new enterprise and celebrated an effective educational program with gains in student achievement. A review of the Stanford 9 Achievement Test results for SY 2001-2002 revealed that the combined reading and mathematics score was highest among the Board of Education's fifteen (15) public charter schools.

The School began with a three-member Board of Trustees, and subsequently elected the first full Board of Trustees, many of whom continued in service over the five-year period. On July 20, 2000, the Chairperson of the Trustees assumed the role of Registered Agent for the School. (See Appendix E). Such continuity, as well as stability among the management team, over the five-year period appears to be an important factor in the effectiveness of governance, management and educational outcomes. The School's success also is due to management's active fostering and engagement of parents and community as partners in the educational enterprise.

The School has implemented a standards-based curriculum designed to meet student needs and has expanded and strengthened the educational program. School-wide instructional targets have been developed; the curriculum and standards are aligned; and the performance standards and high expectations, particularly in the core subject areas, provide the framework for accountability and continued improvement. Additionally, a number of co- and extra-curricular activities and support programs contribute to the overall development and enrichment of youngsters enrolled in the school. Professional development programs and activities are based on identified faculty and staff needs related to the needs of students; and the School engages in extensive analysis of student performance data in assessing progress toward goals and objectives, identifying student needs, and overall instructional and program planning. Most importantly, student achievement has shown improvement over the five-year period.

2003, received a certificate of appreciation for numerous awards and citations for excellence.

It should be noted, however, that the Trustees, seemingly in an effort to meet the challenges of facilities acquisition for multiple campuses as outlined in the charter, incurred liabilities that resulted in a working capital deficiency over a period of three years as outlined in reports of the independent auditor on December 10, 2002. The reader should note that the fiscal deficiency declined over the period cited and continued to decline subsequent to the period for which this review was undertaken.

Organization of the Report

This report is organized in five sections:

- Section I: Directory Information
- Section II: Background Information
- Section III: Report of Findings: The Education Program and Student Performance
- Section IV: Report of Findings: Governance and Management
- Section V: Report of Findings: Fiscal and Assets Management

Address of School:

300 Allison Street, N. W. (Prek – Grade 4)
100 Peabody Street, N. W. (Grades 5-8)

Telephone No.
(202) 723-4100

Fax No.
(202) 723-6867

Website
famos@unf.edu

Period of Charter: July 1, 1998 – June 30, 2013
Years of the Five-Year Review: 2003; 2008; 2013
Chairperson - Board of Trustees: Sue Marshall

Key Administrators/Manager (At the time of data collection for the five-year review – SY 2003-2004):

- Chief Executive Officer:** Kent Amos
- Chief of Staff:** Wendell Butler
- Academy Leader:** Leonard Upson
- Associate Academy Leader (1):** Ashaki Goodall
- Assistant Academy Leaders (4):** Beryl Hager, Elaine Hobson, Kyle Williams, and Tracee Branch
- Accountant:** David Valdez

Incorporators of the School: Kent Amos, Fonda Sutton, Caitlin Wood Sklar, February 5, 1998

Date of Incorporation:

Mission: *To create a child and family-centered community learning environment which offers world class preschool through twelfth grade education to neighborhood children while serving the diverse educational and social needs of their families. The School will be based on academic accountability, flexibility, innovation, parental choice, parent-teacher involvement, and public-private partnerships*

Focus: *The school's focus is on (1) academic achievement; (2) family involvement; and (3) building neighborhood and community. (Vocational programs for adults and adjudicated youth were available in auto technology and computer technology during the first two years.)*

Board of Trustees

(Interim)	SY 1998-1999	SY 1999-2000	SY 2000-2001	SY 2001-2002	SY 2002-2003
Kent Amos	T. Wendell Butler, Chair	T. Wendell Butler, Chair	T. Wendell Butler, Chair	T. Wendell Butler, Chair	Sue Marshall, Chair
Fonda Sutton	Rhonda Harvell (Parent)	Myrna Petalia	Archie Prioleau	Archie Prioleau	Archie Prioleau
Caitlin Wood Sklar	Myrna Petalia	Glegg Watson	Glegg Watson	Leonard Upson	Glegg Watson
	Archie Prioleau	Archie Prioleau	Melvin Scott (Parent)	Rev. Mark Cooper	Leonard Upson
	Commander Melvin Scott (Parent)	Maurice Sykes	Rhonda Harvell (Parent)	Mary Touissant Grey	Rev. Mark Cooper
	Maurice Sykes	Melvin Scott (Parent)	George Starke, Jr.	Suzy So	Mary Touissant Grey
	George Starke, Jr.	Nancy Doda			Suzy So
	Glegg Watson				Arnold Montgomery

(Monitors noted an even number of members in the following years: Interim; 1998-1999; 2000-2001; and 2002-2003. An odd number of members is required.)

FINAL REPORT

A. Legislative Mandate

The D. C. School Reform Act of 1995, as amended, provides:

Section 31-2853.22

(4) Review -- An eligible chartering authority that grants or renews a charter pursuant to paragraph (1) or (2) of this subsection shall review the charter --

(A) at least once every five years to determine whether the charter should be revoked for the reasons described in subsection (A)(1)(A) or (b) of 31-2853.23 in accordance with the procedures for such revocation established under 31-2853.23 (c); and

(B) once every 5 years, beginning on the date that is five years after the date on which the charter is granted or renewed, to determine whether the charter should be revoked for the reasons described in 31-2853.23(a)(1)(B) in accordance with the procedures for such revocation established under 31-2853.23(c)

B. Historical Perspective

On October 3, 1997, the Urban Family Institute (UFI) responded to the District of Columbia Board of Education's (Board) request for applications/petitions to establish public charter schools in the District of Columbia. Following the Board's review of the petition, applicant interviews and information, and the submission of additional information by UFI, the Board authorized the establishment of the Community Academy Public Charter School. On July 1, 1998, the Board and the Trustees signed the charter contract which, with the approved application/petition, constituted the Charter for the Community Academy Public Charter School (School). (See Appendix A).

In correspondence of July 30, 1998, the Board advised the Trustees of the timeline for meeting accountability requirements as outlined in the contract, inclusive of submission of the accountability plan for the School.

The School was organized in accordance with the District of Columbia Nonprofit Corporation Act (D. C. Code sec. 290501, et. seq.) on February 5, 1998. (See Appendices B and C). Bylaws of the School appear as Appendix D of this report.

Incorporators of the school were Kent Amos, Caitlin Wood Sklar, and Fonda D. Sutton who also served as the interim Board of Trustees (Trustees). The School officially opened in September 1998 and completed the five-year period for which this review was undertaken on June 30, 2003.

C. Special Education Status

For purposes of Part B of the Individuals With Disabilities Act (IDEA) and Rehabilitation Act of 1973, the School elected to be treated as a Local Education Agency (LEA) and, over the five-year period, has taken the necessary action to ensure that identified students were provided an appropriate education. As provided in the contract with the Board of Education, the School submitted *The Community Academy Special Education Plan* that outlined the process for full delivery of services from the point of referral through evaluation/assessment, development of Individualized Educational Plans (IEPs), and delivery of special education and related services to identified students.

During the period of February 2004 through May 2004, a monitoring team of nine (9) persons collected data and information which indicated that the 2003-2004 annual monitoring and the five-year review. The governance body, management team, faculty, staff, parents and students were very cooperative and open in providing information about all aspects of the School. Moreo long-range planning and the vision for students and the school were evidenced particularly in discussions with the management and governance teams. Subsequent discussions between the monitor and the School leadership were conducted, and requests for additional information were met with timely and complete responses. The final face-to-face meeting for discussion of the draft report was conducted in December 2004 with subsequent telephone conferences.

Project Coordinator: Sheila G. Handy, Ph.D., The Green-Handy Group, Management and Education Consulting

E. The Charter

The Charter establishing the Community Academy Public Charter School is comprised of two sections: (1) the approved petition for establishing the School and (2) the Contractual Agreement Between the Board and the Trustees.

Key elements of the charter are presented in this section.

1. The Approved Application/Petition (Excerpts)

Vision:

Raising children to become responsible adults is our fundamental vision. The Community Academy will provide inner-city families with the education and support systems necessary to help them ensure their children's development into healthy, well-educated, productive adults. The most effective response to the magnitude of problems which devastate the children, families, and neighborhoods of Washington, D. C. is a system of neighborhood charter schools rather than a single public charter school. These schools, known collectively as the Community Academy, will be networked to maximize the strengths of each neighborhood.

Core Principles:

- academic excellence in core subjects;
- an understanding of and appreciation for service to the world community;
- an understanding of the importance of family and community involvement in the lives of children;
- character development;
- second language acquisition;
- an understanding of business principles;
- an emphasis on integrated technology;
- an understanding of and appreciation for art, music, physical activity; and
- motivation and skills for life-long learning;

The Community Academy will target three neighborhoods in Washington, D.C.: Petworth, Columbia Heights, and Shaw/LeDroit. The Community Academy will be located conveniently to three public housing communities or concentrated risk factors for children, including: very low levels of household income; low levels of employment; single parent families; and high levels of neighborhood crime. One outcome of these stresses is low educational achievement. The Lower Campuses will target these neighborhoods in order to address the risk factors and to reverse the poor educational outcomes. Each of these neighborhoods will eventually be the site of two Lower Campuses, each serving 350 children in preschool through sixth grade. The Lower Campuses will be neighborhood-based, mixed use facilities offering a world class education as well as after school enrichment activities and family/community services. These community learning centers will feed into two Upper Campuses - each of which will serve 720 students in grades seven through twelve.

Both the Lower and Upper campuses will focus on academically rigorous and well-focused core subject curricula. Students will achieve literacy in language (both English and a foreign language, technology, science, math, and social studies. In order to reach the "whole child," appropriate emphasis on physical education, dance, playtime, nutritious meals, art, music, and health education will be included in the curriculum. Every curriculum will integrate state-of-the-art technology. Additionally, after-school tutoring and mentoring will be included in the form of Kids Houses which will be run primarily through the efforts of community, parents, and other volunteers. The Upper Campuses will also include: college/career counseling, career internships, and advanced placement courses. Conflict resolution training, parenting classes, and ESL classes for students and/or family members are some examples of special services which may be offered at a Community Academy Campus. Parent involvement will be strongly emphasized at the Community Academy through parent-teacher student contracts, frequent parent-teacher meetings, numerous parental volunteer opportunities, and the Parent Council (an advisory committee to the Community Academy Board).

In addition, two vocational centers will be open to high school students. One vocational program will target two hundred (200) at risk-high school-age students, with an emphasis on out-of-school youth. This program will teach young people the latest techniques in automotive technology in preparation for careers in the automotive industry. The second vocational center will serve seven-hundred seventy (770) high school students by year five. This program will focus in five areas of technology: (1) Communications/Telecommunications; (2) Computer Technologies; (3) Media Technologies; (4) Science Technologies; and (5) Technologies for the Arts. Both of the Vocational Centers represent public partnerships with Ford Motor Company, Novell, IBM, and others.

Learner Outcomes (Academic Goals for Student Performance)

- By the time students have attended the Community Academy for two years, they will have acquired skills in reading, writing, verbal and mathematical proficiency that meet or exceed those expected of students in the District of Columbia.
- By the time students have attended the Community Academy for five years, they will acquire skills in reading, writing, verbal proficiency, and mathematics which meet or exceed national and international expectations at the world's top kindergarten through twelfth grade schools.

Non Academic Goals for Student Performance

- Students will participate in community service activities beginning in the third grade, students will perform a minimum number of hours of community service per year.
- Students will participate regularly in at least two non-academic activities each year (for example: sports team, music, art, and business internships.)

School Performance Goals (Academic)

- The Community Academy will demonstrate that a diverse population of urban students can be educated to the level of academic achievement traditionally associated with private, college preparatory schools.
- The Community Academy will demonstrate student improvement on standardized test scores that equal or exceed schools with comparable student populations (with regard to race, gender, socioeconomic status).

Non Academic Goals: School Performance

- The Community Academy will:
 - provide professional development opportunities for teachers and create opportunities to tap the expertise and experience of qualified professionals who are not recruited by the school system;
 - eventually increase the minimum number of school days from the traditional 180 days to at least 210 days per year;
 - extend the school day beyond the traditional 8:00 a.m. - 3:00 p.m. schedule;
(The Community Academy will be open at a minimum from 7:30 A.M. - 7:30 p.m. offering education, enrichment, job training, recreational and other opportunities to students and their parents.)
 - offer tutoring and mentoring opportunities such as Kids House for children;
 - maintain organizational and financial viability; and
 - have a governance structure which provides both efficient operation and active involvement of parents, teachers, and members of the community; and
 - offer several special programs to assist high school students pursuing careers in computer technology or automotive technology

Table 1

Projected/Planned Enrollment Over the Initial Five-Year Period

SY 1998-1999	SY 1999-2000	SY 2000-2001	SY 2001-2002	SY 2002-2003
760 students in grades 1, 3, 5, 7, 9 and vocational	2,590 students in preschool through grade 10	3,985 students in preschool through grade 11	4,400 students in preschool through grade 12	4,570 students in preschool through grade 12

2. Contract Between the Trustees and the Board of Education

The contract between the Trustees and the Board was signed by the following Trustees on July 1, 1998:

- Wendell Butler
- Kent Amos
- Fonda Sutton

Major sections of the contract are presented below, and a copy of the contract is presented as Appendix A of this report.

- General Terms of the Agreement*
- Focus of the Community Academy Public Charter School, Incorporated*
- Board of Trustees (composition/role pursuant to the D. C. School Reform Act)*
- Educational Program*
- Student Assessment*
- Tuition, Fees and Payments*
- Accountability*
- Facility*
- Background Checks*
- District of Columbia Public School System Services*
- Articles of Incorporation*
- License and Accreditation*
- Reporting Requirements*
- Census*
- Compulsory School Attendance*
- Membership/Calculation of Number of Students*
- Annual Report*
- Annual Audits*
- Fees*
- Contracting Authority*
- Application for Charter Renewal*
- Annual Payments*
- Revocation*

In accordance with the School's charter (contract with the Board) the School developed an accountability plan with annual and multi-year goals and objectives.

The academic goals/objectives and the nonacademic goals and objectives for students and the school as a whole were outlined on pages 6 and 7 of this report and are discussed in *Section III: Report of Findings: The Education Program and Student Performance*.

4. **Memorandum of Agreement**

On April 9, 2001, the Board and the Trustees entered into a letter of agreement relative to issues cited during the monitoring visits in SY 2000-2001.

SECTION III: REPORT OF FINDINGS – THE EDUCATION PROGRAM AND STUDENT PERFORMANCE

102.

Official Enrollment Over the Five-Year Period

SY 1998-1999	No.	SY 1999-2000	No.	SY 2000-2001	No.	SY 2001-2002	No.	SY 2002-2003	No.
Prek -	38	Prek	69	Preschool	3	Preschool	23	Preschool	25
K	28	K	68	K	78	Prek	52	Prek	72
1 st	47	1 st	52	1 st	75	K	65	K	49
2 nd	35	2 nd	64	2 nd	72	1 st	79	1 st	65
3 rd	26	3 rd	45	3 rd	57	2 nd	71	2 nd	72
4 th	23	4 th	43	4 th	66	3 rd	41	3 rd	63
5 th	16	5 th	31	5 th	48	4 th	61	4 th	41
6 th	31	6 th	22	6 th	45	5 th	48	5 th	58
7 th	38	7 th	31	7 th	24	6 th	51	6 th	42
8 th	--	8 th	33	8 th	27	7 th	26	--	--
Adult & Adjudicated Youth	16	Adult & Adjudicated Youth	3	--	--	8 th	17	--	--
SY 98-99 Total	298	SY 99-00 Total	461	SY 00-01 Total	518	SY 01-02 Total	534	SY 02-03 Total	487
Official Enrollment	289	Official Enrollment	494	Official Enrollment	515	Official Enrollment	515	Official Enrollment	487

In SY 1998-1999 and SY 1999-2000, the school implemented programs for adults and adjudicated youth, and in SY 1998-1999 through SY 2001-2002, the school program included students in grades 7 - 8.

Table 3.

Average Daily Membership and Average Daily Attendance					
Year	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Average Daily Membership	246	460	Data needed	460	464
Average Daily Attendance	220	440	Data needed	93% More data needed	91% More data needed

Source: Community Academy

The approved charter for the Community Academy Public Charter School provided for the use of the Core Knowledge Sequence. The School submitted the Core Knowledge Sequence: *Content Guidelines for Grades K-6, Revised 1995*, and a working draft of the *Preschool Sequence*. The charter also provided that the School would follow a curriculum for the kindergarten level that emphasized phonics, reading skills, and direct instruction methods for teaching basic mathematics skills. Moreover, the charter provided that students in grades 1-9 would master the Core Knowledge curriculum sequence with an emphasis on critical thinking, writing, reading, the classics, and proficiency in languages

- 1998-1999

During monitoring visits, observations such as the following were reported:

- ✓ *The administrative team appears to have a clear sense of direction for the school, and members of the team are working toward attainment of stated goals.*
- ✓ *Developmentally-appropriate learning environment was observed.*
- ✓ *Each center was equipped with materials that accommodated many learning levels and styles.*
- ✓ *Discovery learning was evident.*
- ✓ *Functional charts were displayed in the early childhood classrooms.*
- ✓ *Daily plans were available.*
- ✓ *Observation of the instructional program revealed a number of positive indicators: planning, functional and attractive room environment, and developmental teaching in most classrooms.*

Observers also stated the following:

- ✓ *The school is not using the Core Knowledge Sequence discussed in the charter.*
- ✓ *The school is using the DCPS curriculum and Houghton-Mifflin language arts and mathematics textbooks and supplementary materials.*
- ✓ *The school team reported that the school was using the DCPS standards and national standards.*
- ✓ *There was no evidence that a technology plan had been developed.*

- 1999-2000

In 1999-2000, the school elected to use the National Center on Education and the Economy model to develop its own standards-based curriculum. Monitors noted in SY 1999-2000, that the standards and curriculum were aligned. Teachers were using the curriculum, and performance standards in the core subjects were posted in classrooms. Included in the curriculum were English/language arts, science, social studies, and mathematics. Additionally, students received instruction in integrated arts (art and music) and physical education. Students in grade three and above also studied a world language (Spanish).

Reports of classroom observations included notations such as the following:

- ✓ School-wide instructional targets have been developed, and the curriculum and standards are aligned.
- ✓ All students in each class were actively engaged in the class activity.
- ✓ In all classrooms observed, the performance standards had been posted for the core subjects.
- ✓ Writing in response to literature and the mechanics of writing were major areas of focus.
- ✓ Integrated instructional units based on reading themes were in use.
- ✓ All classrooms were attractive and reflected the grade level and curriculum.
- ✓ All classrooms had reading/library, mathematics, science, and choice-time activity centers.
- ✓ In all classrooms observed, teachers used some form of The Responsive Classroom Model, rules and consequences, and student contract models.
- ✓ Arrangement of furniture in most classes facilitated cooperative learning and group work.

- 2000-2001

Reports of monitoring visitations included the following notations:

- ✓ The National Center on Education and the Economy (NCEE) is the curriculum source. Performance standards are being used.
- ✓ The classroom environment included bulletin boards in the core subject areas, a writing center with poetry, standards, and computers for student and teacher use. Bulletin boards displayed students' work and reflected the areas of study.
- ✓ Daily plans were on the chalkboard.
- ✓ There are several teachers whose effective teaching strategies and functional classroom environments should be shared with other teachers.
- ✓ State-of-the-art computers and a variety of software were available to students.
- ✓ Students used the computers with ease, were focused, and engaged in the interactive lessons.
- ✓ The classroom has games for all levels, flash cards, manipulatives for mathematics, and a picture file to assist in teaching the special needs population.

- 2001-2002

The review of the educational program revealed the school met the requirements in the review areas and stated the following:

- ✓ Needed instructional materials and supplies have been distributed to classrooms at every grade level.
- ✓ Classrooms are appropriately furnished and arranged for instruction
- ✓ Necessary equipment, including educational technologies, is installed and operational.

- 2002-2003

Findings of the instructional program review included the following:

- ✓ Instruction was aligned to DCPS standards.
- ✓ Instruction demonstrated effective teaching strategies in functional environments.

- ✓ The students were engaged.
- ✓ During each observation, students received positive reinforcement through verbal praise and encouragement.
- ✓ The curriculum mapping guide is clear and structured, but does not include Prek and K programs.
- ✓ The curriculum has its origins in the standards-based framework developed by NCEE and emphasizes early literacy.
- ✓ The "best practices" approach allows for individualized program structure to reinforce strengths and specifically address weaknesses of each child.

B. Special Education and Related Services

The School's charter provided, "for purposes of Part B of the Individuals With Disabilities Act (IDEA) and the Rehabilitation Act of 1973, the school elected to be treated as an LEA and shall take the necessary action to ensure that identified students are provided an appropriate education. Not later than June 15, 1998, the school shall submit a plan that outlines the process for full delivery of services from the point of referral through evaluation/assessment, development of Individualized Education Plan (IEPs) and delivery of special education and related services to identified students."

Implementation of the special education program was somewhat challenging for the School as with other new charter schools for several reasons. (1) There was lack of clarity with respect to the relationship between the DCPS special education office (SEA) and the public charter school as an LEA; (2) DCPS lacked the capacity to respond to public charter schools when assistance was requested; and new public charter schools lacked the capacity initially to provide the full range of special education services. Subsequently, the two chartering authorities and the DCPS special education office collaborated in providing clarity to the special education issues.

Notwithstanding the above, each public charter school was held accountable for ensuring that identified special education students were educated and provided the services outlined in their IEPs and in accordance with applicable laws. Findings relative to the special education program over the five year period are presented in this section.

- 1998-1999

During the first year of the School's operations, monitors stated that :

- ✓ The School met the requirements, to some extent, in providing special education services that met students' needs (assessment, development of IEPs, provision of required services, and implementation of a program consistent with IDEA other pertinent legislation).
- ✓ The School had not developed the Special Education Plan.

- 1999-2000

Observations made during the second year of the school's operation revealed improvement in the delivery of special education services, and findings included the following:

- ✓ Current IEPs had been developed for identified students.
- ✓ Records were well organized and secured.

- ✓ Student files contained pertinent information on the level of services required and provided.
- ✓ The School has a clinical psychologist, special education teacher, and counselor on staff.
- ✓ Although some related services were being provided, a review of the service logs revealed that some students were not receiving required related services.
- ✓ Three students had IEPs that required 80% to 100% special education services which could not be met in a total inclusion program such as the School was implementing.
- ✓ The School was not providing special education services in accordance with each student's IEP and was, therefore, out of compliance with IDEA.
- ✓ Monitors also reported that the School had not developed the Special Education Plan.

- 2000-2001

Monitors who observed the special education program during SY 2000-2001 stated the following:

- ✓ The School has hired the following service providers for the special education program: 3 special education teachers (including a coordinator); one half-time speech therapist; full-time psychologist; full time social worker, and a full-time occupational/physical therapist contracted with Sharpe Health School for adapted physical education.
- ✓ A number of students have transferred to the School from DCPs, and all accompanying IEPs are current. All files are secured with appropriate confidentiality sign-in forms.
- ✓ All files have checklists so that the coordinator can identify missing items, track scheduling, and note when reviews are due.
- ✓ The special education program, as observed in SY 2000-2001 was progressing well, and the School was in compliance with students' IEPs and IDEA.

- 2001-2002

Review of the special education program yielded the following notations by monitors:

- ✓ The program is comprehensive, well documented and organized.
- ✓ The listing for the special education students includes the related service needs and IEP dates. The sub-file system in each student's folder included IEP, evaluations, program notes, consent forms, and other appropriate forms.
- ✓ The records are kept secured and procedural safeguards are posted prominently on the filing cabinets.
- ✓ A pre-referral process is in effect that includes Instructional Coaches who manage the process with the grade level teachers who manage the process.

Recommendations were made for the following action by the school:

- ✓ Provide for a sign-in log in each student's folder.
- ✓ Update and maintain individual IEPs. Some IEPs had expired.
- ✓ Implement an Administrative Designee signature on each IEP.

Comments and notations made by the monitors included the following:

- ✓ *The color-coded system utilized by the special education coordinator facilitates access and provides structured, organized record keeping.*
- ✓ *Annual review and progress notes were readily available.*
- ✓ *Students with disabilities were recommended for participation in Stanford 9. Letters were sent to parents and accommodations verified.*
- ✓ *Recommendations were made for increased staff development in reading and expansion of the co-teaching program.*
- ✓ *Monitors also recommended that the coordinator develop program options designed to strengthen the reading instructional skills of the special educators.*
- ✓ *The Community Academy special education program continues to evolve and is in compliance with District Standards and Federal regulations.*

C. Accountability

The school developed a comprehensive accountability plan that outlined performance goals and objectives, performance indicators, and annual and multi-year (five-year) targets. Additionally, the accountability plan included baseline data, assessment tools to be used, and sample strategies for attaining goals and objectives. The plan provided goals and objectives in five areas:

1. Academic Performance
2. Student Non Academic Performance Objectives
3. Organizational and Management Performance/ Organizational Management
4. Parent and Community Involvement
5. Technology

The school has systematically collected and analyzed data in assessing goal achievement by students as well as overall school performance in attaining goals, and objectives. Moreover, the school regularly engages consultants for objective, in-depth analysis of data, presentation of correlations, and development of conclusions, and recommendations that inform instructional and management planning. The following chart presents the academic goals and objectives for student performance and is followed by comparative analyses of student performance as measured by the Stanford 9 Achievement Test. There is need, however, for disaggregation of data based on the number of years in which the student were enrolled to ascertain achievement of certain objectives outlined by the School.

The goal as well as the five-year goals and objectives for student performance are present in Chart 1 below with comments on the findings relative to achievement thereof

Chart 1.

Academic Goals and Objectives and Student Performance

Performance Objectives/Goals	Baseline Data	Annual Target	Met		Five-Year Target:	Met		Comments
			Met	Not Met		Met	Not Met	
<p>By the time students have attended the Community Academy for two years, they will acquire skills in reading, writing, verbal proficiency, and mathematics that meet or exceed those expected of students in the District of Columbia.</p>	<p>✓ Spring SAT-9 reports</p> <ul style="list-style-type: none"> • 1999 • 2000 • 2001 • 2002 • 2003 <p>✓ Speech-Vaughn Test Best on the Stanford 9 each trimester</p> <p>✓ Teacher-constructed assessments</p> <p>✓ World Wise</p> <p>✓ Running Records</p> <p>✓ Trimester reports from teachers to parents</p> <p>✓ Report cards</p> <p>✓ Child-Study Team Reports</p> <p>✓ IEP</p>	<p>SAT-9 each Spring</p> <p>✓ 10% decrease in <i>Below Basic</i> from previous year.</p> <p>✓ 5% increase in <i>Proficient</i> from previous year.</p>	<p>Mixed Results</p> <p>See pages 17-20.</p>		<p>All students who have been enrolled at the Academy for four consecutive years will be reading and computing mathematics at or above grade level as evidenced by SAT 9 scores at the end of the four-year cycle.</p> <p>Students who have not been in attendance for four consecutive years will demonstrate continuous progress in Performance Standards in reading and mathematics as indicated by the SAT-9 for the duration of their enrollment at the Academy.</p>			<p>The School has not disaggregated data for analysis and display of correlations between length of enrollment and achievement as measured by the SAT-9.</p> <p>The School has not disaggregated data for analysis and display of correlations between length of enrollment and achievement as measured by the SAT-9.</p>
<p>Performance indicators:</p> <p>✓ Spring-to-spring SAT-9 reports for each student for each of the five years.</p>								

Performance Objectives/Goals	Baseline Data	Annual Target	Met	Not Met	Five-Year Target:	Met	Not Met	Comments
<p>The Community Academy will demonstrate that a diverse population of urban students can be educated to the level of academic achievement traditionally associated with private, college preparatory schools.</p> <p>The Community Academy will demonstrate student improvement on standardized test scores that equal or exceed schools with comparable student populations (with regard to race, gender, and socioeconomic status).</p>	<p>✓ Spring SAT-9 reports</p> <ul style="list-style-type: none"> • 1999 • 2000 • 2001 • 2002 • 2003 <p>✓ Speech-Yaughn Test Best on the Stanford 9 each trimester</p> <p>✓ Teacher-constructed assessments</p> <p>✓ World Wise</p> <p>✓ Running Records</p> <p>✓ Trimester reports from teachers to parents</p> <p>✓ Report cards</p> <p>✓ Child-Study Team Reports</p> <p>✓ IEP</p>	<p>Annual targets are needed for this performance objective.</p> <p>Annual targets are needed for this performance objective</p>	<p>Data are needed.</p>	<p>Data are needed.</p>	<p>Multi-year targets are needed for this performance objective.</p> <p>Multi-year targets are needed for this performance objective</p>	<p>Data are needed.</p>	<p>Data are needed.</p>	<p>The school has not conducted a comparative analysis of Academy student performance with that of comparable populations along the variables of race, gender, and socioeconomic status.</p>

Percentage of Students Achieving on the Below Basic, Basic, Proficient, and Advanced Levels by Grade from SY 1998-1999 Through SY 2002-2003
(Comparisons with the previous year also are presented.)

READING	1999				2000				2001				2002				2003				
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A	
Total - Grade 1	Data needed.				7	33	33	28	Data needed.				1	44	37	18	0	27	42	31	31
Total - Grade 2	Data needed.				13	61	19	6	Data needed.				17	55	27	2	6	55	24	15	15
Total - Grade 3	Data needed.				17	67	13	4	17	31	24	20	-0-	35	46	19	0	25	57	19	0
Total - Grade 4	50 25 10 0 (Baseline data from first year of operation)				25	65	10	0	28	40	27	6	18	55	24	4	26	58	13	3	
Total - Grade 5	9 43 30 19 (Baseline data from first year of operation)				0	70	30	0	28	34	8	8	16	57	24	3	18	67	16	0	
Total - Grade 6	31 44 10 10 (Baseline data from first year of operation)				13	60	27	0	27	22	30	12	21	64	15	0	13	65	19	3	
Total - Grade 7	Data needed.				24	59	17	0	29	57	14	0	16	37	47	0	Not applicable				
Total - Grade 8	Data needed.				21	66	11	0	5	68	26	0	15	77	8	0	Not applicable				

SY 1999 and 2001 data source: Community Academy (Data appear incomplete)
 SY 2000 data source: Board of Education Monitoring Report
 SY 2002 data source: DCPS Office of Educational Accountability
 SY 2003 Data Source: Board of Education Public Charter Schools (Below Basic, Proficient, and Advanced SAT 9 Scores SY 2003.

Table 5.

Student Achievement in Mathematics as Measured by the Stanford 9 Achievement Test (SAT 9)
 Percentage of Students Achieving on the Below Basic, Basic, Proficient, and Advanced Levels by Grade from SY 1998-1999 Through SY 2002-2003
 (Comparisons with the previous year also are presented.)

MATHEMATICS	1999			2000			2001			2002			2003					
	BB	B	P	BB	B	P	BB	B	P	BB	B	P	BB	B	P	A		
Total - Grade 1	Data needed.			No data for previous year			Data needed.			14			3			-15		
Total - Grade 2	Data needed.			No data for previous year			Data needed.			14			3			-11		
Total - Grade 3	Data needed.			No data for previous year			17			43			42			-1		
Total - Grade 4	50			42			37			19			42			-23		
Total - Grade 5	9			40			20			36			29			-7		
Total - Grade 6	31			57			50			68			32			-26		
Total - Grade 7	Data needed.			No data for previous year			64			47			Not applicable			Not applicable		
Total - Grade 8	Data needed.			Not applicable			53			77			Not applicable			Not applicable		

SY 1999 and 2001 data source: Community Academy (Data appear incomplete)
 SY 2000 data source: Board of Education Monitoring Report
 SY 2002 data source: DCPS Office of Educational Accountability
 SY 2003 Data Source: Board of Education Public Charter Schools (Below Basic, Proficient, and Advanced SAT 9 Scores SY 2003)

Table

Summary
Percentage of Students Achieving on the Below Basic, Basic, Proficient, and Advanced Levels

	1999			2000			2001			2002			2003						
	BB	B	P	BB	B	P	BB	B	P	BB	B	P	BB	B	P	A			
Reading	22.0	51.0	20.0	7.0	Summary data needed			25.7	47.4	20.4	6.6	16.0	52.6	26.3	5.1	15	55	22	9
Mathematics	45.0	39.0	16.0	0.0	Summary data needed			40.8	38.9	18.0	2.3	31.7	37.1	23.7	7.5	25	39	27	10

- Sources:
1. *District of Columbia Charter Schools SAT 9 Reading Performance Standards for Spring 1999 and 2000.*
 2. *District of Columbia Public Schools Report on Statewide Assessment Outcomes for Charter Schools – Spring 2000.*
 3. *Community Academy Public Charter School SAT-9 Test Analysis Spring 2003 and Improvement Strategies SY 2003-2004*

Table 7.

Performance Standards - Reading and Mathematics

School Year	Reading	Math	Combined
1999	No data	No data	No data
2000	45.8	48.0	93.8
2001	45.5	44.0	89.5
2002	49.0	50.0	99.0
2003	50.1	53.9	104.0

Sources: Board of Education Public Charter Schools SAT Scores SY 01, 02, 03
Board of Education Public Charter Schools SAT 9 Scores SY 2003 (Reading & Math Totals and Combined Per School)

Reading

Mathematics

Met AYP
 Mathematics - Yes
 Reading - Yes

Group	No. In Group	No. Tested	% Tested	% Proficient	No. Tested	% Tested	% Proficient
Ethnicity							
Black, non-Hispanic	179	177	98.88	41.34	177	98.88	43.02
Hispanic	12	12	100.00	50.00	12	100.00	83.33
White, non-Hispanic	1	-	-	-	-	-	-
Gender							
Female	103	103	103	48.54	103	100.00	47.57
Male	89	87	87	34.83	87	97.75	43.82
Special Education							
Disabled	25	25	25	12.00	25	100.00	04.08
Non-disabled	167	165	165	46.71	165	98.80	52.10
English Proficiency							
LEP/NEP	4	-	-	-	-	-	-
Non LEP/NEP	100	186	98.94	42.55	186	98.94	46.28
Economic Status							
Econ. Disadvantaged	138	137	99.28	44.93	137	99.28	44.20
Non-Econ. Disadvantaged	54	53	98.15	35.19	53	98.15	50.00
Migrant Status							
Non-migrant	192	190	98.96	42.19	190	98.96	45.83
TOTAL	192	190	98.96	42.19	190	98.96	45.83

Data are not displayed for groups with less than 10 students. Females, males, and migrants are not subject to AYP targets.
 Source: DCPS "No Child Left Behind: Report Card"

Table 9. Student Promotion Rates

Promotion Rates	1998-1999		1999-2000		2000-2001		2001-2002		2002-2003	
	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
Promotion/Grade Advancement Rate	274 (out of 282 in preschool through grade -7)	97.16%	443 (out of 458 in preschool through grade 8))	96.73%	501 (out of 518 in preschool through grade 8)	96.71%	497 (out of 519 in preschool through grade 8)	95.76	475 (out of 487 in preschool through grade 6)	97.56%

Disc n of Student Performance: (Student achievement data were not available in some areas.)

Analysis of the Stanford 9 Achievement Test results reveals minor fluctuations over the years for which data were available. Specifically, gains were made in 2000 with declines in 2001, and consistent gains over the next two years – 2002 and 2003. Also, data for the final year (SY 2002-2003) of the five-year period for which this review was undertaken clearly reveals achievement increases when compared to available data for the first two years of the school's operation.

Over the five year period --

- ✓ The performance standard for reading revealed an increase from 45.8 to 50.1 from 2000 to 2003.
- ✓ The performance standard for mathematics showed an increase from 48.0 to 53.9 from 2000 to 2003.
- ✓ In SY 2002-2003, a higher percentage of students were performing on the proficient and advanced levels in both reading and mathematics than in 1999.
- ✓ Performance on each grade level was characterized by fluctuations.
- ✓ In 2003, 15 percent of the students were performing below basic in reading compared to 22 percent in 1999.
- ✓ In 2003, 25 percent of the students were performing below basic in mathematics compared to 45 percent in 1999.
- ✓ The school met the Average Yearly Progress (AYP) requirements in both reading and mathematics in SY 2002-2003, the final year for which this review was undertaken.

An examination of the data further revealed the following:

- ✓ In the area of reading, the percentage of students performing on the basic and below basic levels (combined) showed little improvement from 73.0% in 1999; to 73.1% in 2001; to 68.6% in 2002 and 70% in 2003.
- ✓ In the area of mathematics, consistent improvement was made in decreasing the percentage of students performing on the below basic and basic (combined) levels: 84% in 1999; 79.7% in 2001; 68.8% in 2002; and 64% in 2003.

Other indicators of student performance are presented:

- ✓ The student promotion rate also has fluctuated over the five-year period; however, the promotion rate in 2003 was four-tenths (.4) of a percentage point higher than in 1999. It is significant to note, also, that the improvement was made with the increased enrollment in 2003 of 475 students compared to 274 in 1999.

Non Academic Goals and Objectives for Student and School Performance

Accountability for achieving non academic goals and objectives established for students and school also is carefully monitored and reported. Findings pertinent to the non academic goals and objectives are presented in Charts 2 and 3.

Chart 2.

Non Academic Goals and Objectives for Student Performance

Non Academic Goals: Student Performance	Discussion
<ul style="list-style-type: none"> Students will participate in community service activities. Beginning in the third grade, students will perform a minimum number of hours of community service per year. 	<ul style="list-style-type: none"> Students on all levels (including preschoolers) participate in community service activities. Requirement is for not less than 8 hours of service in each trimester and not less than 24 hours per year. Activities over the five-year period have included "Walk for the Homeless; Food Bank (serving food); "Pennies for Patients" (leukemia and lymphoma patients); visiting nursing homes, writing letters to military service men and women; and many others.
<ul style="list-style-type: none"> Students will participate regularly in at least two non-academic activities each year (for example: sports team, music, art, and business internships.) 	<ul style="list-style-type: none"> The school offers Spanish, Art, Music and Physical Education. A comprehensive after-school Kids' House includes homework and tutoring as well as enrichment activities and a family style meal. The school has implemented a number of co-curricular and extra-curricular programs and activities that have included martial arts, dance, music, tennis, gardening, and arts and crafts.

Chart 3.

Non Academic Goals and Objectives for School Performance

Non Academic Goals and Objectives: School Performance	Discussion
<ul style="list-style-type: none"> The Community Academy will provide professional development opportunities for teachers and create opportunities to tap the expertise and experiences of qualified professionals currently not recruited by the public school system. 	<p>Considerable emphasis is placed on faculty/staff development and training that include the following:</p> <ul style="list-style-type: none"> Monthly half-day sessions for faculty training; Two-week sessions during the summer for development/training; Planning meetings; In-service graduate courses and graduate degree programs in collaboration with universities and other entities; Professional development topics have included: <ul style="list-style-type: none"> First Steps Literacy Framework - Reading, Curriculum Planning Everyday Mathematics Middle School Planning Curriculum Mapping Many other topics

Non Academic Goals and Objectives: School Performance (continued)	Discussion
<p>The Community Academy will increase the minimum number of school days from the traditional 180 to at least 210 days per year.</p>	<p>(professional development, continued)</p> <p>Throughout the school year and in summer staff development, faculty and staff are encouraged to work in teams, analyzing and refining the curriculum and assessment systems. Although the School has not met the target of 210 instructional days per year, the School calendar has more than the traditional 180 instructional days for students.</p> <ul style="list-style-type: none"> ✓ The SY 1999-2000 school calendar provided 187 instructional days for students. ✓ In SY 2000-2001, the School increased the number of instructional days to 188. ✓ The SY 2001-2002 calendar provided 189 instructional days for students ✓ The SY 2002-2003 school calendar provided 190 instructional days for students.
<p>The school day will be extended beyond the traditional 8:00 a.m. - 3:00 p.m. schedule. The Community Academy will be open a minimum from 7:30 a.m. - 7:30 p.m. offering education, enrichment, job training, recreational and other opportunities to students and their families.</p>	<p>The School is meeting this goal.</p> <ul style="list-style-type: none"> ✓ The School is open to receive students each day starting at 7:00 a.m. The instructional day for students begins at 8:30 a.m. and ends at 4:00 p.m. ✓ A variety of enrichment and other opportunities are available to students and their families in the non-classroom hours.
<p>The Community Academy will offer several special programs to assist high school students pursuing careers in computer technology or automotive technology.</p>	<p>The school is not meeting this goal.</p> <ul style="list-style-type: none"> ✓ During the School's first two years of operation, the school offered a vocational education program in automotive technology and GED courses in program for adults and adjudicated youth.
<p>The Community Academy will offer tutoring and mentoring opportunities such as Kids' House for children.</p>	<p>The school is meeting this goal.</p> <ul style="list-style-type: none"> ✓ The Kids' House operates from 4:00 p.m. to 7:30 p.m. each school day. ✓ The Kids' House provides academic support and enrichment for students.
<p>The Community Academy will maintain organizational and financial viability.</p>	<p>The school is meeting this goal, however, in one year, auditors expressed concern relative to the school's financial viability.</p> <ul style="list-style-type: none"> •
<p>The Community Academy will have a governance structure that provides both efficient operation and active involvement of parents, teachers, and members of the community.</p>	<p>The school is meeting this goal.</p> <ul style="list-style-type: none"> ✓ Considerable emphasis is placed on parent and community involvement and collaboratives that support student, faculty, staff, and overall school development and improvement. <ul style="list-style-type: none"> • Partnerships with the business sector; • Tutorial services by AmeriCorps volunteers; • Tennis instruction by the Washington Tennis & Education Foundation (Fitzgerald Tennis Center);\ • Creative Movement Program by the Dance Place, Inc. • Dance and Arts Instruction by the D. C. Youth Ensemble • Other

Section IV:

REPORT OF FINDINGS - GOVERNANCE AND MANAGEMENT

Over the five-year period that is the subject of this review, the governance and management teams have had few membership/personnel changes, thus contributing to the overall stability of school operations. (Note: The School entered into management contracts with external entities for two of the five years; however, members of the site-based team have been somewhat constant.) Active involvement of the Trustees and the collaborative relationship among and between trustees and management, faculty, staff, students, parents, and the community also appear to have been positive factors contributing to the School's overall success. Moreover, the visionary founder of the school is pivotal in the overall direction and success of the School.

See page 2 of this report for a listing of the Trustees over the five-year period.

A. Establishment and Functioning of the Board of Trustees

Among the provisions of the contract between the Board and the Trustees was the following, "*The Trustees shall be fiduciaries of the school and shall set overall policy for the School. The Trustees may make final decisions on matters related to the operation of the school, consistent with the charter granted to the School. This provision is, of course, consistent with the D. C. School Reform Act, as amended.*"

Minutes of Trustees' meetings, interviews and monitoring of the School revealed that the Trustees have functioned effectively as fiduciaries of the School and have assured the effectiveness and stability of the school during the formative years. The leadership of the Trustees remained constant over four of the five years, and there were few changes in the membership, thus contributing to the success and stability of the school.

As is common in the early years of a new charter school or many new enterprises, some areas of noncompliance with the charter were noted during early monitoring visits; however, the governance and management teams worked assiduously to address such issues while continuing to strengthen the educational program and overall operations of the school.

Review of the facilities and fiscal management over the five-year period revealed significant financial obligations that resulted in financial deficits in three years.

- 1998-1999

✓ A three-person interim Board of Trustees was established prior to the opening of the school in 1998. Subsequently, the regular Board of Trustees was established in accordance with the process outlined in the school's Bylaws. The School was cited, however, for having a even number of members. Over the five-year period, the Trustees have functioned effectively and in accordance with the School's Charter and the D. C. School Reform Act, as amended.

- 1999-2000
 - ✓ In SY 1999-2000, the School entered into an agreement with the for-profit company, UFI Consulting, which provided management and business services to the School. The services included hiring, payroll administration, procurement, and facilities management and development. The goal of engaging a management company was to free the school leaders to concentrate on development of the School's educational program.
 - ✓ Agendas, minutes of meetings and other documents noted the fulfillment of fiduciary duties and effective functioning of the Trustees as the entity legally responsible for the School.
- 2000-2001
 - ✓ The independent auditor reported that "*In September 2000, Learn Now, Inc., and UFIC consummated a merger whereby Learn Now acquired all the outstanding stock of UFIC. Learn Now is an Educational Management Company based in New York that operates charter schools in multiple states. The Corporate structure of UFIC remained intact along with all agreements between UFIC and its personnel, vendors, partners, and clients including the school. The goal of the transaction was to leverage the combined knowledge, skills, experiences and resources of Learn Now and UFIC to make the school a model for the nation.*"
- 2001-2002
 - ✓ There were many indicators that the Trustees engaged in appropriate oversight, fulfillment of fiduciary duties, and functioned to ensure the educational and economic viability of the School.
- 2002-2003
 - ✓ In July 2002, the School entered into a management agreement with CAPCS Management, LLC a for-profit corporation. The school terminated that agreement as of September 30, 2002.
 - ✓ The School has been self managed since the agreement's termination.
 - ✓ The Trustees continued effective oversight of overall school operations.
 - ✓ The School continued with the local school management team providing overall leadership.
 - ✓ The management team has been highly effective in providing leadership in achieving the academic and non academic goals established for the School.
 - ✓ Agendas, minutes of meetings and other official documents revealed continuing and effective oversight, direction and fulfillment of fiduciary duties by the Trustees.

B. Accountability

The contract between the Board and the Trustees provided that "... the School shall develop a local school accountability plan with measurable performance targets for at least a five-year period. Such plan shall include baseline data and indicators of incremental gains on at least an annual basis for each management goal area and for the academic and nonacademic goals and objectives established for the student population. The accountability plan shall be submitted not later than July 15, 1998, with the specific targets for student achievement to be appended upon the acquisition of baseline data from the initial academic assessment of students."

During the first year of its operation, the School developed an accountability plan that met the requirements outlined by the Board of Education. The School also developed a process for tracking student and overall progress toward goal achievement.

Accountability for achieving the academic and non-academic performance goals and objectives are discussed in Sections III *Report of Findings: The Education Program and Student Performance*, IV *Report of Findings: Governance and Management*, and V *Report of Findings: Fiscal and Assets Management* of this document.

C. Annual Reporting

The D. C. School Reform Act requires the submission of annual reports and outlined the contents of such reports.

In the contract with the Trustees, the Board expanded requirements pertaining to the reporting of student and overall school performance (district-wide assessments, grade advancement, graduation rates) and requested a longitudinal display of data and analysis over the life of the charter.

• 1998-1999

✓ During the initial monitoring visit in SY 1999-2000, it was determined that the School had not submitted the annual report for SY 1998-1999 which was due by July 15, 1999; however, a submission was made subsequent to the monitoring visit.

✓ A detailed annual report presented information on student achievement, grade advancement of students, parent and community involvement, enrollment and attendance data, financial reports, school staff, donors and grantors and other areas as specified in the D. C School Reform Act and the contract between the Board of Education and the Trustees.

✓ The report discussed the extent to which established goals and objectives had been met and contained a copy of the independent audit for FY 1999.

• 1999-2000

✓ In SY 1999-2000, the School continued the detailed annual reporting that presented information on student achievement, grade advancement of students, parent and community involvement, enrollment and attendance data, financial reports, school staff, donors and grantors and other areas as specified in the D. C School Reform Act and the contract between the Board of Education and the Trustees.

- ✓ The report provided longitudinal data over a two-year period in the areas of student achievement as measured by standardized tests and student promotion/retention rates. Moreover, the report discussed the extent to which established goals and objectives had been met.
 - ✓ The annual report contained a copy of the independent audit for FY 1999 and 2000.
- 2000-2001
- ✓ In SY 2000-2001, the School continued the reporting of progress toward goals and objectives.
 - ✓ The annual report contained a comparative presentation of data on the percentage of students performing on the proficient level by grade over the three-year period of the school's life.
 - ✓ Grade advancement rates were presented for one year (SY 2000-2001).
 - ✓ Longitudinal data were not presented for all areas required by the School's charter (grade advancement, promotion rates, etc.) See Section XIII D of the contract between the Board and the Trustees.
- 2001-2002
- ✓ In SY 2001-2002, the School continued the submission of its detailed annual report that presented information on student achievement, grade advancement of students, parent and community involvement, enrollment and attendance data, financial reports, school staff, donors and grantors and other areas as specified in the D. C School Reform Act and the contract between the Board of Education and the Trustees.
 - ✓ Student performance data, as measured by the Stanford 9 Achievement Test, were presented for a two-year period -- 2001 and 2002.
 - ✓ The percentage of students performing on the *Below Basic*, *Basic*, *Proficient*, and *Advanced* levels were presented for 2001 and 2002. These data, however, were not displayed by grade level.
 - ✓ Grade advancement rates were presented for each grade in the SY 2001-2002.
 - ✓ Although the School continued the presentation of information relative to progress toward goals and objectives, the longitudinal data over the period of the charter were not presented. (grade advancement, achievement data, etc.) See Section XIII D of the contract between the Board and the Trustees.

- 2002-2003

- ✓ In SY 2000-2001, the School continued the reporting of progress toward goals and objectives.
- ✓ Student performance data for the Stanford 9 Achievement Test revealed the percentage of students performing on the *Below Basic, Basic, Proficient, and Advanced* levels for 2002 and 2003. These data were not displayed by grade level.
- ✓ Grade advancement rates were presented for each grade in the SY 2002-2003.
- ✓ Over the five-year period, the School continued the presentation of information relative to progress toward goals and objectives; however, as in other years, the longitudinal data over the period of the charter were not presented. (grade advancement, achievement data, etc.) See Section XIII D of the contract between the Board and the Trustees.

D. Accreditation

The contract between the Board of Education and the Trustees provided that the School shall, "Initiate the accreditation process not later than forty-five days following the opening of the School and shall provide to the Board copies of official documentation that such process has begun, reports of progress from the accrediting body, and immediate notification of any barriers to full accreditation or any potential for loss of full accreditation once achieved. The School shall obtain accreditation at the earliest possible date allowable by the accreditation body, but not later than five years of the initial opening date and shall maintain full accreditation throughout the life of the charter."

- 1998-1999

During the first year of operation, the School documented participation in workshops and information gathering processes pertaining to accreditation

- 1999-2000

During the SY 1999-2000, the school reported that the principal and a trustee had met with representatives of the Middle States Commission on Elementary Schools and that the School would begin the self-study. On December 20, 1999, the School received a letter from the Middle States Association informing of the School's acceptance as a candidate for accreditation.

- 2000-2001 through SY 2002-2003

Over this period, the School worked assiduously to complete the self-study; received the site visitation panel; and met other requirements outlined by the Middle States Association. The School informed monitors and the Board of progress toward achieving accreditation for the School.

On November 7, 2003, the Middle States Commission on Elementary Schools awarded the School a certificate of accreditation for a ten-year term ending May 2014. The School must meet the terms and conditions outlined in the memorandum accompanying the certificate and

letter and must submit a report of progress by May 2007. The Commission noted, "Regional accreditation is a landmark event in the history of any institution, one deserving of notice and appreciation by its community."

E. Facilities Acquisition and Management

The Benjamin and Gladys Amos Campus of the School is located at 13th and Allison Streets, N. W., Washington, D. C. 20011, the former site of the Burdick Career Education Center. Although the School has leased other sites over the five-year period, the Burdick site and the Sharpe Health School annex have been the "constants" in the School's facilities. This facility is extremely well managed and during each site visit, monitors have reported on the cleanliness and appropriate ventilation and heating of the facility. More importantly, the School environment reflects a child-centered educational program with a positive, nurturing and supportive climate.

The area of facilities acquisition has proven challenging for the School as with other public charter schools in the District of Columbia and the nation. These challenges have resulted in increased expenses, indebtedness and legal challenges pertaining to actual and proposed lease and purchase transactions. The following section presents a synopsis of facilities acquisition and management by the governance body of the School.

• 1998-1999 through SY 1999-2000

✓ *Burdick Building (13th and Allison Streets, N. W., Washington, D. C.)*

The school's primary facility (Benjamin and Gladys Amos Campus) is located on the former Burdick Career Education Center premises and occupied under a month-to-month lease. The terms of the lease with the District of Columbia Public School System required the school to pay monthly rent of \$1667 as well as utilities, maintenance, and renovation. The total rent for the fiscal year ended September 30, 1999 was \$20,000.

✓ *Kingman Sign of the Lamb Building*

In July 1999, the school entered into a lease agreement to house one of its campuses at the Kingman Sign of the Lamb Building. The scheduled 14 year-lease will expire on June 30, 2013, upon the expiration of the charter, or on the effective date of revocation if the school's charter is revoked. Under the terms of the lease, the school occupied the premises free of rent in exchange for the renovation and development of the property for the next seven years at an estimated cost of \$750,000 to \$1 million.

The school has not had a population of students enrolled in this facility.

✓ *Sharpe Health Annex*

In August 1999, the school entered into a lease agreement with D. C. Public Schools for the use of a building which is annexed to the Benjamin and Gladys Amos Campus. The initial lease began on August 16, 1999 and expired July 15, 2000. Under this

lease agreement, the school was obligated to pay monthly rent of \$827 and an additional \$1329 as a pro-rata share of operating expenses. The annual obligation under the lease was \$25,872. The lease was extended for a five-year period through August 15, 2004. The School has continued in the lease agreement of this facility which is used for the early childhood education program.

✓ *Harvard Street*

In May 2000, the School entered into a lease agreement with the District of Columbia to rent a building located on Harvard Street for a monthly rent of \$10,536. This 20 year lease agreement allows the school a dollar for dollar credit against rent for improvements of up to 6,321,525.

• 2000-2001 and 2001-2002

✓ The School continued the leasing of the following sites:

Burdick Building (13th and Allison Streets, N. W., Washington, D. C.)

Kingman Sign of the Lamb Building

Sharpe Health Annex

✓ *Harvard Street*

The 20-year lease agreement (discussed under 1999-2000 above) was terminated by the District of Columbia in February 2001. Due to repair needs, the School had not housed any portion of the public charter school in this facility.

✓ *Nicholson Street*

In March 2001, the School entered into a lease agreement with the District of Columbia to rent a building located on Nicholson Street for a monthly rent of \$2,291. Under the terms of this 15-year lease, the school may make improvements to the premises at its own cost upon receipt of approval of the plans and specifications for the improvements from the District of Columbia. The lease also provided for a credit against rent for amounts spent on the approved improvements until the credit is liquidated. The annual obligation under this lease is \$27,492.

• 2002-2003

✓ *Burdick Building (13th and Allison Streets, N. W., Washington, D. C.*

The school signed an agreement to sublease the Burdick Building from Excel Institute (Excel) through June 2013. Under the agreement, the School is required to pay Excel \$7500 per month in addition to the \$1667 the School pays directly to the District of Columbia Public Schools. The School was advised by legal counsel to place the monthly amount of \$7500 required by Excel in escrow pending the lease being approved by the District Government.

With the payment of \$7500 (in escrow) to Excel each month and the rental fee of \$1667 to the DCPS each month, the annual cost of leasing the Burdick School soared from \$20,004 per year to \$110,000 per year, with only \$20,000 being paid to the DCPS, owners of the property.

✓ *Kingman Sign of the Lamb Building*

In October 2002, the school and Kingman Boys and Girls Club, owner of the property, signed a mutual release to terminate the 1999 lease for the Kingman Sign of the Lamb Building releasing the School from any further obligation.

✓ *Sharpe Health Annex*

The School continued the lease of the Sharpe Health School.

F. Human Resources Management*Recruitment, Selection and Development*

Over the five-year period, the School has been quite effective in recruiting and hiring highly qualified faculty and staff. Moreover, the School has provided a comprehensive program of professional growth and development to meet the needs of faculty/staff in order to assure quality education for students.

The School has a well-developed handbook and other professional documents that set forth high expectations for all areas of faculty/staff performance; outline many professional responsibilities, such as planning instruction; and monitoring and reporting student progress; and provide pedagogical information to aid the teaching and learning process. These documents are excellent professional tools for faculty and staff.

Performance appraisal is intricately linked to professional development and student achievement, and fair measures are used to assess performance with effective processes for supporting faculty/staff and, if necessary, releasing ineffective personnel.

Compliance Requirements

Although in early years, the School did not achieve 100% in critical areas such as ensuring police clearance/background checks and tuberculin skin tests/chest x-rays for all faculty/staff prior to the first day of work, the School has made outstanding progress in meeting this requirement in the last two years of the period for which this review was undertaken.

SECTION V: REPORT OF FINDINGS- FISCAL AND ASSETS MANAGEMENT

A. Fiscal and Assets Management

Tables 10 through 12 present a picture of the financial status of the school over the five-year period, beginning with data on revenue and expenses and concluding with a summary of assets and liabilities.

The school received an unqualified audit in each of the five years, and key findings of the independent auditor also are presented in this section.

Table 10.
Summary of Revenue

	SY 1998-1999 (FY 99)	SY 1999-2000 (FY 00)	SY 2000-2001 (FY 01)	SY 2001-2002 (FY 02)	SY 2002-2003 (FY 03)
Appropriations	\$ 2,007,011	\$ 3,439,086	\$ 4,468,273	\$ 4,167,997	\$ 4,346,361
Per Pupil Allotment	219,306	291,424	205,313	271,587	382,186
Federal Entitlements	281,471	156,138	331,658	325,873	378,327
Suppl./Special Needs	9,639	99,843	110,648	150,246	146,937
Sales and Services	29,230	54,338	186,150	168,242	141,004
Tuition and Fees	46,641	6,930	3,080	12,356	4,526
Interest		26,699	45,056	7,255	3,686
Other			5,350,178	5,103,556	5,403,027
Total Revenue	2,546,657	4,074,458	5,350,178	5,103,556	5,403,027
Private Grants	150,000		18,982	9,799	27,865
Federal Grants	49,464	176,277	161,587	435,606	522,482
Donated services/materials	46,700				
Total Support	246,164	176,277	180,569	445,405	550,347
Total Revenue & Support	\$ 2,792,821	\$ 4,250,735	\$ 5,530,747	\$ 5,548,961	\$ 5,953,374

Table 12.
Summary of Expenses

	SY 1998-1999 (FY 99)	SY 1999-2000 (FY 00)	SY 2000-2001 (FY 01)	SY 2001-2002 (FY 02)	SY 2002-2003 (FY 03)
Program Services	\$ 1,710,793	\$ 3,304,966	\$ 4,184,174	\$ 4,534,619	\$ 4,405,891
Management & General	748,733	848,051	887,658	1,236,412	1,511,818
Total Expenses	\$ 2,459,526	\$ 4,153,017	\$ 5,071,832	\$ 5,771,031	\$ 5,917,709

Table 12

Summary of Assets and Liabilities

Year	Total Current Assets	Net Fixed Assets	Total Assets	Total Current Liabilities	Lease Obligation, Net of Current Portion	Total Liabilities	Total Net Assets	Deficit	Total Liabilities and Net Assets
FY 1999 (FY 1998-1999)	546,390	827,189	1,373,579	1,019,822	--	--	353,757	-0-	1,373,579
FY 2000 (SY 1999-2000)	629,844	2,202,440	2,922,756	2,471,281	--	--	451,475	-0-	2,922,756
FY 2001 (SY 2000-2001)	769,409	1,543,386	2,467,418	2,422,162	189,000	--	--	(143,746)	Total Liabilities and Deficit \$2,467,418
FY 2002 (SY 2001-2002)	283,278	1,412,201	1,715,589	1,756,536	39,387	2,611,164	--	(80,334)	Total Liabilities and Deficit *
FY 2003 (SY 2002-2003)	403,934	1,502,434	2,014,478	2,059,147	--	2,059,147	--	(44,669)	2,014,478

The decreased operating deficit from FY 2001 to FY 2003 should be noted.

A. **Independent Audits of the Financial Statement – Key Findings**

The independent audits of the School's financial statements over the five-year period present critical information that should be considered in the five-year review of the school's performance. However, in the audit

It is important to note that the School received an "unqualified" audit in each year FY 1999, FY 2000, FY 2001, FY 2002, and FY 2003. "This unpaid account payable and other current liabilities have report issued on December 10, 2002 (for the period ending September 30, 2002), the auditor stated, "As noted in Table 12 above, the deficit resulted in a working capital deficiency, which raises substantial doubt about its ability to continue as a going concern." As noted in Table 12 above, the deficit decreased significantly between 2001 and 2003 and auditor expressed no concerns about the School's fiscal viability in 2003.

• **1998-1999 (FY 1999)**

Findings of the independent auditor included the following:

✓ **Management Agreement With UFI Consulting (UFIC)**

"The school entered into a management agreement with the UFI Consulting (UFIC), a for profit corporation whose president was one of the initial board members of the school. In fiscal year 1999, UFUC billed the school approximately \$310,446 for services directly related to the operation of the school and \$173,189 as a management fee. As September 20, 2999, the school owed UFIC \$219,543."
"During fiscal year 199, the School entered into transactions with members of the board of trustees and organizations with which a board of trustee member was affiliated as follows:

✓ **Consulting Services**

"Consulting services – The school obtained consulting services from an individual who was subsequently elected to the Board of Trustees

✓ **Sub-leasing of Space for the Benjamin and Gladys Amos Campus**

"The school sub-leases the premises on which its Benjamin and Gladys Amos Campus is located from an organization with which one of its trustees is affiliated. Under the terms of the lease, the school paid \$20,000 in rent in 1999."

• **1999-2000 (FY 2000)**

Findings of the independent auditor included the following:

✓ **Pre-construction Costs and Revenue Bonds**

"The school incurred certain pre-construction and initial renovation costs which were funded through accounts payable and has resulted in a significant working capital deficiency. The school is seeking long-term financing to renovate a building in Washington, D.C. for the purpose of enrollment and adding a high school program. The financing is contingent on the issuance of Tax-Exempt and Taxable Revenue Bonds which management believes will be closed during fiscal year 2001. No provision has been made in the financial statements for any liability associated with the issuance of these bonds."

✓ Management Agreement With UFI Consulting, Inc.
The school entered into a management agreement with the UFI Consulting, Inc. (UFIC), a for profit corporation whose president was one of the initial board members of the school. In fiscal years 1999 and 2000, UFIC billed the school approximately \$119,893 and \$310,446 respectively for services directly related to the operation of the school and \$459,550 and \$173,189, respectively as a management fee. In August 2000, the school borrowed \$200,000 from UFIC to cover operating expenses. The loan was fully repaid on October 24, 2000.

✓ Lease of Space to the Urban Family Institute
The school was established as a result of the recommendation of an advisory committee that was created as part of a planning grant awarded to the Urban Family Institute (the Institute), a not-for-profit organization exempt from income taxes under Section 501 (c) (3) of the internal revenue code. The Institute's offices are currently located at the Benjamin and Gladys Amos Campus under a sublease agreement. Under this agreement, the Institute is obligated to pay a monthly rent of \$2,000 to the school. The total sublease income for from this agreement was \$24,000 and 8,000 for fiscal years ended September 30, 2000 and 1999 respectively. Total minimum rental for fiscal year 2001 is \$24,000.

• 2000-2001 (FY 2001)
Findings of the independent auditor included the following with respect to related party transactions:

✓ Lease of Space to the Urban Family Institute (UFI)
UFIS offices are located at the Benjamin and Gladys Amos Campus under a sublease agreement. Under this agreement, the Institute is obligated to pay a monthly rent of \$2,000 to the school. The total sublease income from this agreement was \$21,000 for fiscal years ended September 30, 2001. The Institute moved out of the school's premises in August 2001. The Institute owed the school \$19,345 as of September 2001, and \$39,461 as of September 30, 2002 for unpaid rent and other reimbursable costs.

Contingencies
During fiscal year 2000, the school sought long-term bond financing to renovate the Wilson Building at 11th and Harvard Streets, N. W. to increase student enrollment and add a high school program. Pre-construction and initial renovation costs incurred have been capitalized as leasehold improvements. Financing of this project is contingent upon issuance of Tax-Exempt and Taxable Revenue Bonds. A significant portion of accounts payable at September 30, 2000, owed to a construction company amounting to \$1,841,437 existed at September 30, 2000. The loans payable to UFI and the bank were repaid in October and November, respectively, thereby reducing the working capital deficiency to \$795,439. Management believes that the bond issue will close during fiscal year 2001 and the school's working capital position sufficiently improved to continue operations.

• 2001-2002 (FY 2002)

✓ Lease of Space to the Urban Family Institute (UFI)

UFIS offices are located at the Benjamin and Gladys Amos Campus under a sublease agreement. Under this agreement, the Institute is obligated to pay a monthly rent of \$2,000 to the School. Subsequent to September 2002, the Institute closed its operations. The school expects to receive certain assets of the Institute in settlement of the obligation.

✓ Related Party Transactions

During fiscal year 2001, the Institute's offices were located at the Benjamin and Gladys Amos Campus under a sublease agreement with the School whereby the Institute was obligated to pay a monthly rent of \$2,000 to the school. Total sublease income from this agreement was 21,000 for fiscal year ended September 30, 2001. The Institute moved out of the school's premises in August 2001. The Institute owed the school \$39,461 and \$19,345 as of September 30, 2002 and 2001, respectively, for unpaid rent and other reimbursable costs. Subsequent to September 30, 2002, the Institute has closed its operations. The school expects to receive certain assets of the Institute in settlement of the obligation.

✓ Loans Payable and Advances

As of September 30, 2002 and 2001, the outstanding amounts represent advances of \$142,473 and \$505,883, respectively from related parties (Learn Now) for operating expenses

• 2002-2003 (FY 2003)

Findings of the independent auditor included the following with respect to related party transactions:

✓ Related Party Transactions

UFI Consulting, Inc. and Learn Now, Inc.

As indicated above, in SY 2000-2001, the school entered into a management agreement with UFI Consulting, Inc. (UFIC). In fiscal year 2002 and 2001, the School received advances from Learn Now, Inc. (Learn Now) to cover operating expenses.

As of September 30, 2002, the School owed Learn Now \$142,473 for reimbursable costs.

✓ Contingencies

Harvard Street Building

As stated earlier in this section, in fiscal year 2000, the School incurred pre-construction demolition costs for the renovation of the Wilson Building at 11th and Harvard Streets, N. W. and capitalized \$1,458,829 as leasehold improvements. A long-term lease on the building was terminated in February 2001. Long-term financing for the project was not secured and the leasehold improvements were written off as a loss. The cost of the leasehold improvements was financed through an unpaid account payable to the construction company. A suit was filed by the construction company seeking \$1.6 million in damages plus legal costs for construction costs alleged to have incurred for demolition.

renovation, and construction work. The School has relied upon its contract with the construction company to record an estimated contract liability limit of ten percent of the contract value amounting to \$872,500 less \$150,000 already paid to the construction company. The net liability of \$722,500 is classified as a current liability in the Statement of Financial Position. The School has made a counter claim for recovery of the value of the improvements and associated costs to the Wilson Building based on the unjust inurement legal principle to offset any settlement or award by the Court. The School is currently in discussions with the District of Columbia through the Office of the Deputy Mayor for Economic Development.

Mutual Release: On December 19, 2003, the School and the construction company signed a Mutual Release to settle the contract liability. The School paid the construction company \$600,000 in full and complete satisfaction of the construction company's claims.

On December 19, 2003, the School signed a \$600,000 promissory note with Building Hope: A Charter School Facilities Fund, to settle the contract liability with the construction company. The loan is for a term of four years with a fixed interest rate equal to 3% per annum on the outstanding principle balance of the note. Payment of interest and principal will commence on February 1, 2004, and shall be full repaid by January 1, 2008. The note can be repaid before the maturity date without any prepayment penalty.

Learn Now

The School has recorded \$142,473 in fiscal 2003 and 2002 as advances covering operating costs incurred by Learn Now on its behalf... The School contents that its liability to Learn Now is limited to the advances for operating costs paid on its behalf.

Learn Now has stated that the School is liable to it for approximately \$626,000 of which \$142,473 relates to advances and \$483,527 represents management fees for services performed in fiscal year 2002. Management contents that there was neither a management contract in place nor were services rendered.

* * * * *

APPENDIX A

CONTRACT

BETWEEN THE DISTRICT OF COLUMBIA BOARD OF EDUCATION

AND

THE TRUSTEES OF THE COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL

APPENDIX B

**CERTIFICATE OF INCORPORATION
COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL**

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION

9803



COPY

CERTIFICATE

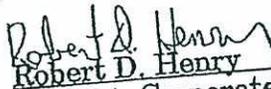
THIS IS TO CERTIFY that all applicable provisions of the DISTRICT OF COLUMBIA NONPROFIT CORPORATION ACT have been complied with and accordingly, this **CERTIFICATE of INCORPORATION** is hereby issued to

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

as of **FEBRUARY 5TH, 1998**.

W. David Watts
Director

Patricia A. Montgomery
Administrator
Business Regulation Administration


Robert D. Henry
Act. Asst. Corporate Program Manager
Corporations Division

Marion Barry, Jr.
Mayor

APPENDIX C

ARTICLES OF INCORPORATION
(February 5, 1998)

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL

ARTICLES OF INCORPORATION
Of
COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

To: Department of Consumer and Regulatory Affairs,
Business Regulation Administration
Corporations Division
614 H Street, NW
Washington, D.C. 20001

We, the undersigned, natural persons of the age of twenty-one years or more, acting as incorporators of a corporation, adopt the following Articles of Incorporation for such corporation pursuant to the District of Columbia Non-Profit Corporation Act (D.C. Code, 1981 edition, Title 29, Chapter 5):

FIRST: The name of the corporation is Community Academy Public Charter School, Inc.

SECOND: The period of duration is perpetual.

THIRD: The purposes for which the corporation is organized are to establish and operate a network of public charter schools pursuant to Subtitle B of the District of Columbia School Reform Act of 1995 (DC School Reform Act); and as authorized by the local chartering authority, the District of Columbia Board of Education. The corporation is organized and shall be operated exclusively for educational, charitable, and scientific purposes. The primary object to be carried out by the corporation is the operation of a community-based public charter school which will be child and family-centered and offer world-class education to neighborhood children while serving the diverse educational and social needs of their families.

The corporation shall carry out these purposes with the provision that the corporation shall not have nor exercise any power or authority not granted to it under the District of Columbia Non-Profit Corporation Act, nor engage in any activities prohibited to an organization granted exempt status under Section 501c.3 of the Internal Revenue Code or any successor law or regulation.

FILE

FEB - 5 1998

DYI

APPENDIX D

BYLAWS OF

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

BYLAWS
OF
COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

ARTICLE I – OFFICES

Section 1. Principal Office. The principal office of the Corporation in the District of Columbia shall be located in the City of Washington. The Corporation may have such other offices, either within or without the District of Columbia, as the Board of Trustees may determine or as the affairs of the Corporation may require from time to time.

Section 2. Registered Office. The Corporation shall have and continuously maintain in the District of Columbia a registered office, and a registered agent whose office is identical with such registered office, as required by the District of Columbia Non-Profit Corporation Law. The registered office may be, but need not be, identical with the principal office in other states, and the address of the registered office may be changed from time to time by the Board of Trustees.

ARTICLE II – BOARD OF TRUSTEES

Section 1. General Powers. The Board of Trustees shall provide general oversight over and approval of the affairs of the school with policies and principles in accordance with the law, the provisions of the Charter and these bylaws. The Board is the ultimate fiduciary authority for the school, reviews all reports and contracts, and is responsible for hiring the management to provide business and education services for the school. To the extent permitted by law, the Trustees may, by general resolution, delegate to the School Leaders, or to others such powers as they may see fit. A majority of the Trustees shall be residents of the District of Columbia at the time of their election.

Section 2. Elections, Number, Tenure, and Qualifications. The number of Trustees should constitute an odd number of not less than three (3) and not more than fifteen (15). At least two of the Trustees shall be parents of a student attending the school. Trustees are elected for two year terms and may succeed themselves. Trustees shall be elected or reconfirmed by a simple majority of the current Board at one of the regularly scheduled meetings as designated by the Chairman of the Board.

Section 3. Regular Meetings. Trustees shall hold a regular Board meeting at least quarterly during the year at a date, time, and place either with or without the District of Columbia as the Board shall resolve.

Section 4. Special Meetings. Special meetings of the Board of Trustees may be called by the Chairman on his or her initiative, at the request of one-half of the Trustees, or at the request of the School Leaders.

APPENDIX E

**REGISTERED AGENT FOR THE
COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.**



DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION
CORPORATIONS DIVISION
941 NORTH CAPITAL STREET, N.E.
WASHINGTON, D.C. 20002

WRITTEN CONSENT TO ACT AS REGISTERED AGENT

TO:
The Superintendent of Corporations
Department of Consumer and Regulatory Affairs
Business Regulation Administration, Corporations Division
941 North Capital Street, N.E.
Washington, D.C. 20002

(A) BY A DISTRICT OF COLUMBIA RESIDENT

PURSUANT TO D.C. CODE TITLE 29, and TITLE 41

I, T. Wendell Butler
A Bona fide Resident of the District of Columbia Herein Consent to Act as a Registered Agent For:
Community Academy Public Charter School, Inc.
Name of Business

X SIGNATURE OF REGISTERED AGENT [Signature]

DATE: July 20 2000

(B) BY A LEGALLY AUTHORIZED CORPORATION

THE CORPORATION HEREIN NAMED IS:

An Authorized Corporate Registered Agent in the District of Columbia, per Signatures of it's
President/Vice-President and Secretary/Assistant Secretary, Herein Consents to Act as Registered Agent
For:

NAME OF CORPORATION _____

SIGNATURE: _____ OF PRESIDENT OR VICE-PRESIDENT

ATTEST: _____ OF SECRETARY OR ASSISTANT SECRETARY

DATE: _____

APPENDIX F

**OFFICIAL NOTICE OF ACCREDITATION BY THE
COMMISSION ON ELEMENTARY SCHOOLS OF THE
MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS**



Middle States Commission on Elementary School

GSB Building, Suite 618, One Belmont Avenue, Bala Cynwyd, PA 19004
Telephone: 610-617-1100 • Fax: 610-617-1106 • www.ces-msa.org

November 7, 2003

OFFICIAL NOTICE OF ACCREDITATION

Mr. Leonard Upson
Head of School
Community Academy Public Charter School
1300 Allison Street, NW
Washington DC 20011

Dear Mr. Upson:

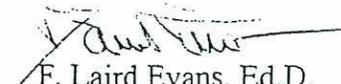
This is to inform you that on November 7, 2003 the Commission on Elementary Schools accredited Community Academy Public Charter School, grades PK-8, for a ten year term ending May, 2014. The certificate of accreditation is enclosed. Congratulations to all associated with this achievement.

Accordingly, you are hereby welcomed to full and official membership in The Middle States Association of Colleges and Schools. Regional accreditation is a landmark event in the history of any institution, one deserving of notice and appreciation by its community. If there are ways the Association can assist in a local observance, please let us know.

Conditions and terms for accreditation maintenance are defined in the enclosed memorandum. A report of progress will be due by May, 2007. You will receive a notification reminder of this report in the Fall of 2006.

On behalf of The Middle States Association, we commend all associated with this achievement. All of us are pleased that your school is now recognized as one of the growing circle of accredited elementary schools.

Sincerely,


F. Laird Evans, Ed.D.
Executive Director
Commission on Elementary Schools

FLE/jw

Appendix B

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Board Action Proposal

<p>Staff Proposal</p> <p><input type="checkbox"/> Board Action</p> <p><input type="checkbox"/> Notice of Concern</p> <p><input type="checkbox"/> Notice of Deficiency</p> <p><input type="checkbox"/> Notice of Probation</p> <p><input type="checkbox"/> Charter Warning</p> <p><input checked="" type="checkbox"/> Proposed Revocation</p> <p><input type="checkbox"/> Revocation</p> <p><input type="checkbox"/> Charter Continuance</p> <p><input type="checkbox"/> PCSB Policy</p>	<p>School Request</p> <p><input type="checkbox"/> Enrollment Ceiling Increase</p> <p><input type="checkbox"/> Change in LEA Status</p> <p><input type="checkbox"/> Lift Board Action</p> <p><input type="checkbox"/> Approve Accountability Plan</p> <p><input type="checkbox"/> Operate in a New Location</p> <p><input type="checkbox"/> Charter Amendment</p> <p><input type="checkbox"/> Approve E-Rate Plan</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PREPARED BY: **Kimberly Worthington, School Performance Officer**

SUBJECT: **Candidacy for Charter Revocation**

DATE: **December 19, 2011**

BACKGROUND

The review of a school’s charter is based on its performance as outlined in the School Reform Act, §38-1802.13(a)(b) (“Act”). Pursuant to the Act, a public charter school is a candidate for revocation if the eligible chartering authority determines that the school: 1) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) failed to meet the goals and student academic achievement expectations set forth in the charter; 3) engaged in a pattern of non-adherence to generally accepted accounting principles; 4) engaged in a pattern of fiscal mismanagement; *or* 5) is no longer economically viable. Additionally, a standard charter school¹ may be a candidate for charter revocation if its Performance Management Framework (PMF) performance falls into any one of the following categories:

- (1) Performs in Tier III for three consecutive years;
- (2) Performs in Tier III and shows ≥ 5 percentage point decrease in academic score for two consecutive years; or
- (3) Scores 20 percentage points or below in the most recent year.²

¹ Standard charter schools and programs administer statewide assessments to 3rd – 8th and 10th grade students.

² Standard charter schools and programs will be evaluated using the 20% points or below threshold this charter review cycle. Once schools have established two years or more of PMF data, the PCSB will hold them accountable to one of the three criteria cited.

As well, a non-standard charter school³ may be a candidate for revocation of its charter if it fails to:

- (1) Attain the majority of the academic performance goals listed in its accountability plan; or come within 90% of all missed academic performance goals on its accountability plan;
- (2) Perform within a minimum of 90% of its accountability plan attendance targets; or
- (3) Maintain enrollment levels sufficient to sustain the economic viability of the school.

Candidate for revocation based on (PMF) academic and non-academic issues:

Community Academy Public Charter School was chartered by the Board of Education in 1997. The mission of Community Academy is to create a caring learning community where students acquire the knowledge, skills and habits of mind to think critically; to read, write, speak and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting the qualifications for acceptance to a competitive high school. The school operates under the management of CAPSM, LLC. Within the past year, the LEA has reorganized their central office structure, employing a new Chief Academic Officer and Director of Assessment and Evaluation. Community Academy Public Charter School currently serves 1834 students from preschool through eighth grade across five brick-and-mortar campuses and one online program. Butler campus (303 students) is located in Ward 2; Amos I (456 students) and Amos II (138 students) campuses are located in Ward 4; Amos III (487 students) and Rand (339 students) campuses are located in Ward 5. The Online campus (111 students) meets twice weekly at the Amos III site. The five brick-and-mortar campuses are accredited by Middle States through spring, 2014. The Online campus is accredited by AdvancED through June, 2012. CAPCS Amos I is currently in Restructuring Year 1, as designated by No Child Left Behind legislation; CAPCS Amos III is currently in School Improvement Year 2, as designated by No Child Left Behind legislation; CAPCS Online is currently in Corrective Action, as designated by No Child Left Behind legislation; CAPCS Rand is currently in Restructuring Year 2, as designated by No Child Left Behind legislation, and implemented the “turnaround” model at the end of the 2010-2011 school year; CAPCS Butler and Amos II are not in school improvement, as designated by No Child Left Behind legislation.

Each campus received a Program Development Review during the 2011-2012 school year. Based on the trends of these reviews across all campuses, the CAPCS LEA struggles with governance, curriculum, and instruction. Specifically, review teams posed concerns about the minimal input of the Board into academic issues, potential conflicts of interests due to paid staff members serving on the Board, and an unclear relationship

³ Non-standard schools and programs include schools that provide instructional services to Pk3-2nd grade students, GED and adult learners, and schools with 100% of students identified with special needs.

between the Board and the management company, CAPSM, LLC. With regards to curriculum and instruction, review teams noted a lack of developed curricula, mainly in non-core content areas and a lack of fidelity to the curriculum as evidenced in observations of classroom instruction. Across all six campuses, the LEA achieved positive ratings on school culture and climate and received encouraging feedback from parents and students.

Community Academy Public Charter School currently has one Tier I school (Butler – 76.2%), two Tier II schools (Online – 64.1%; Amos I – 44.8%), and two Tier III schools (Amos III – 29.7%; Rand – 19.5%) under the Performance Management Framework (PMF)⁴. Because it solely serves early childhood students, Amos II is not ranked within a tier under the PMF. The school has implemented changes and engaged in practices that could be considered as violations of the conditions, terms, standards, or procedures set forth in its charter. These include engaging the services of a charter management organization and changing the academic focus of campuses without an approved charter amendment, changing the name of the organization without timely notification to the PCSB, and operating in school facilities without proper certification to ensure the health and safety of its students. The school has not engaged in a pattern of fiscal mismanagement, has engaged in generally accepted accounting principles, and is economically viable. Based on the 2010-2011 academic performance at the Rand Campus and the non-academic performance of the LEA, Community Academy Public Charter School is a candidate for charter revocation.

PROPOSAL

Community Academy Public Charter School is a candidate for revocation, as it does not meet the criteria stated in §38-1802.13(a)(b) of the School Reform Act and the Rand Campus scored below the threshold of 20% on the PMF.

Date: _____
PCSB Action: _____Approved _____Approved with Changes _____Rejected
Changes to the Original Proposal: _____

⁴ See Appendix B for the 2011-2012 PMF (standard and non-standard) School Performance Report for each campus.

Appendix C



D.C. Public Charter School Board
Board Meeting Minutes

Carlos Rosario International Public Charter School
1100 Harvard St., NW
Washington, DC 20009

December 19, 2011
6:30pm

Public Hearing

Board Members in attendance: Mr. Brian Jones, Chair; Mr. Don Soifer; Dr. Darren Woodruff;
Ms. Sara Mead

Mr. Brian Jones called the public hearing to order at 6:40pm

Request for Charter Amendment- William E. Doar J. Public Charter School for the Performing Arts

Ms. Kimberly Worthington from staff introduced William E. Doar Jr. Public Charter School for the Performing Arts' request to remove the high school component of their charter.

Mr. Brian Jones asked for any questions or comments from the Board. Hearing none he asked for a motion. Ms. Sara Mead moved to approve the charter amendment, and Mr. Don Soifer seconded. The motion passed unanimously.

Public hearing adjourned at 6:43pm

Public Meeting

Mr. Brian Jones called the public meeting to order at 6:45pm

Acknowledgement of Public Officials

No elected officials were present.

Approval of the Agenda

Mr. Brian Jones asked for a motion to approve the agenda for the evening. Ms. Sara Mead moved the motion and Mr. Don Soifer seconded. The motion passed unanimously.

Approval of the November Minutes

Mr. Brian Jones asked for a motion to approve the November minutes. Dr. Darren Woodruff moved the motion and Mr. Don Soifer seconded. The motion passed unanimously.

School Oversight Committee- Request to Approve Accountability Plan- Two Rivers Public Charter School

Ms. Rashida Kennedy from staff introduced Two Rivers Public Charter School's request to approve their revised early childhood education accountability plan

Mr. Brian Jones asked the Board for questions or comments. Hearing none he asked for a motion. Mr. Don Soifer moved to accept the accountability plan. Dr. Darren Woodruff seconded. The motion passed unanimously.

Schools Oversight Committee- Request to Operate in a New Location- Capital City Public Charter School

Mr. Brian Jones seeing that there were not yet any representatives in attendance from Capital City Public Charter School decided to move to the next item on the agenda.

Schools Oversight Committee- Notice of Concern for Compliance- Howard Road Academy Public Charter School

Representatives: Latonya Henderson, Board President

Ms. Monique Miller from staff introduced the proposed action concerning Howard Road Academy Public Charter School's failure to have a Board of Directors in line with guidelines set forth by the School Reform Act (SRA). Ms. Monique Miller noted that Dr. Latonya Henderson spoke to PCSB staff and informed them that at Howard Road Academy's board meeting last Thursday they approved a vote to approve new members who would put the school in compliance with the SRA.

Dr. Latonya Henderson also stated that Howard Road Academy has approved new members to their board so as to be in compliance with the SRA and that the former board members now serve as part of a non-voting advisory board.

Dr. Darren Woodruff asked if there was any confusion about the rules of composition of Board of Directors. Dr. Latonya Henderson said no, that they have no excuse and was not a focus until it became a serious problem.

Dr. Darren Woodruff asked if she could speak more about the new board members.

Dr. Latonya Henderson said they brought in Monica Ray, a businesswoman in Southeast DC; Ms. Lawson, a parent who works at NASA; Mr. Ray Slade, a District government employee; and Sandy Allen, former DC Councilmember.

Dr. Darren Woodruff asked the length of the terms.

Dr. Latonya Henderson said that she does not know.

Mr. Brian Jones asked for a motion.

Ms. Monique Miller addressed the Board to let them know that if they are in approval of Howard Road Academy's new board composition that they can just table the board action rather than vote.

The Board agreed to table the action.

Administrative Committee

The contracts December 2011 for more than \$25,000 were received by the PCSB and were read and accepted into the record.

Schools Oversight Committee- Request to Operate in a New Location- KIPP DC Public Charter School

Mr. Brian Jones asked for representatives from KIPP DC to come forward. Seeing none he asked if the presence of school representatives was necessary for this action. Ms. Monique Miller answered saying not for this particular matter. She stated that this request to operate a new school was the last in a series of openings that were approved through in the school's 2006 charter amendment.

Ms. Monique Miller introduced before the Board KIPP DC's request to operate a school at a new location.

Mr. Brian Jones asked for a motion. Mr. Don Soifer moved to accept the request to operate in a new location and Dr. Darren Woodruff seconded it. The motion passed unanimously.

Schools Oversight Committee-Charter Reviews

Mr. Brian Jones introduced the charter review process and noted that the PCSB has recently launched the Performance Management Framework, and that it will be an important part of the Board's evaluations of charter schools.

Mr. Brian Jones went on to add that pursuant to the School Reform Act, the PCSB is granted with certain oversight powers to measure school accountability within the 15-year terms of each charter school. The Act states, among other things, that the PCSB “shall monitor the operation of each public charter school” to which it has granted a charter, and “shall ensure that each school complies with applicable laws.”

The PCSB anchors its oversight responsibilities on its performance management system, the Performance Management Framework and Accountability Plans, both of which were developed under the guidance of the Act.

Booker T. Washington Public Charter School

Representatives: G. Hope Asterilla, Principal; Richard English, Board Chair; Vanessa Watson, Vice Principal; Jim Kang, Development Director; Edward Pinkard, Executive Director

Ms. Charlotte Cureton from staff introduced the pending charter review before the Board. She noted that there is a concern about how the school deals with children with disabilities and that it is a candidate for charter continuance.

Mr. Brian Jones said that the trajectory of the reading and math scores for the school is uneven and asked for them to talk a bit about what they’re doing from an instructional standpoint to bring an upward trajectory to their scores.

Mr. Richard English said he is happy to be addressing the Board and that the Board of Directors at Booker T. reviewed the report and that they are going to be making changes. With regards to instruction, the school still has an unfilled position for assistant principal for instruction and that the school’s board has decided to engage in a national search to fill that position.

Dr. G. Hope Asterilla said that Booker T. is a building trades school that focuses on those who have not done well in traditional academic programs. They test all students at the beginning of every year to develop a baseline for data. She said that there was unevenness in test scores and that they have introduced academic tutoring, mentoring, support from software and academic boot camps in an effort to improve them.

Mr. Don Soifer offered the school an opportunity to respond to Ms. Charlotte Cureton’s point made earlier that not all students with disabilities have access to a Free and Appropriate Education. Dr. G. Hope Asterilla said that they were working with Ms. Charlotte Cureton to improve and boost staffing to meet the needs of students with disabilities. She added that the school previously had someone to work with these students, but that individual has since fallen ill and that the school is in interviews to try and to fill the position and that the school is currently using a temp.

Dr. Darren Woodruff asked if the staff was not up to meeting the needs of SPED students.

Dr. G. Hope Asterilla said they were up to the task but that many of these students had been identified after the start of the school year using Scantron tests and that they could not identify them through ProActive sooner because they were having trouble accessing it and the SEDS data.

Dr. Darren Woodruff asked if their students are arriving at the school with any risk factors that the Board should be aware of.

Dr. G. Hope Asterilla said that the students reflect the community that the school serves.

Dr. Darren Woodruff asked if they have a sense of the proportion of students who graduate and join the trades.

Mr. Richard English said that 100% of their students get into college and that the school has supports to keep students in college once they start, including a \$500 scholarship.

Mr. Edward Pinkard said that the mission of the school is to provide students skills in the trades. He said that there were many young black men and women coming to construction sites looking for work as laborers when what was needed were applicants for skilled positions. Many of these young people don't know the salaries for those working in the building trades. In terms of the exact number, they are not able to track the exact number of students who progress into the trades, but they see an increase in students who want to join the trades.

One of the challenges that Mr. Edward Pinkard sees is that many of the students feel just beat down. They have trouble seeing how they can go from where they are to where they want to go. Because of this the school emphasizes self esteem.

Mr. Brian Jones asked if there is anything that they are doing to track students after they graduate.

Mr. Edward Pinkard says that it is much easier now than in the past to keep up with students because of Facebook.

Mr. Brian Jones asked if they're trying to systematize this.

Dr. G. Hope Asterilla said that they use DC Caps now and have explored other systems like Naviance.

Mr. Don Soifer said that he will support continuance but that he does not want the school to lose track of this discussion and to lose track of the progress that they have made.

Dr. Darren Woodruff asked if the additions to their staff are enough to drive academic performance. As noble as their mission is the Board still wants to see more academic progress.

Dr. G. Hope Asterilla said that having more staff would help in taking some off the burden off the principal, who is currently handling much of it herself.

Ms. Sara Mead said that she wanted to underscore the seriousness of the issue about the SPED items and that this is a serious violation and will result in them coming back before the Board.

Mr. Don Soifer moved to grant continuance, and Dr. Darren Woodruff seconded. The motion passed unanimously.

School Oversight Committee- Request to Operate in a New Location and to Raise Enrollment Ceiling- Capital City Public Charter School

Representatives- David Bennett, Board Chair; Karen Dresden, Head of School; John Bryer, Director of Finance and Operations

Ms. Kimberly Worthington from staff introduced Capital City's request to operate in a new location for the 2012-2013 school year and to have their enrollment ceiling raised to 1000 students before the Board.

Mr. Brian Jones asked about the maximum occupancy of the new facility.

Ms. Karen Dresden said the maximum occupancy is about 1200. The elementary students would be housed on the first floor, middle school students on the second and high school students on third floor.

Mr. Brian Jones asked if the facility will drive changes to instruction.

Ms. Karen Dresden said no and that they have been planning for some time to move to a school that can meet their needs. She added that currently the Upper School has no common space so they cannot have all their students meet in one space.

Mr. Don Soifer asked about the timetables on the project.

Mr. John Bryer said that they have negotiated with the District and are ready to move forward with construction and to have complete renovation of the majority of the building done by August.

Mr. David Bennett said that they have alternative plans in place if the renovation has any hiccups.

Dr. Darren Woodruff asked if there was any outreach to the local ANC.

Ms. Karen Dresden said that they have unanimous support from them.

Mr. Brian Jones made note of a letter from the ANC supporting them.

Ms. Sara Mead asked about their decision to serve 3 year olds.

Ms. Karen Dresden said that they've done a lot of work around this planning and that the school has an early childhood planning group made up of parents and teachers. The decision was made to serve younger students so they have the benefits of more time in school and an opportunity to better adapt to the school's program.

Dr. Darren Woodruff said that previous schools who resided in that proposed area had concerns about transportation.

Ms. Karen Dresden said that they are in the process of working through that and are looking at possibly providing a shuttle from the Metro.

Mr. David Bennett said that their current operating budget has a placeholder for transportation and that they have budgeted for it and now are in the process of devising a solution.

Mr. Don Soifer moved to approve both proposals. Dr. Darren Woodruff seconded. The motion passed unanimously.

School Oversight Committee-Charter Review

KIPP DC Public Charter School

Representatives- Jane Hoffman, Director of Finance; Laura Bowen, Chief Academic Officer; Joshua Boots, Director of Data and Analytics; Laura Reinhauer, Senior Accountability Manager; Edmund Han, Director of Operations

Ms. Monique introduced the charter review before the Board and noted that the school is a candidate for charter continuance.

Dr. Darren Woodruff said they are a good example of good things for kids who too many people might cast off.

Mr. Brian Jones congratulated them for their Tier 1 designation under the PMF.

Dr. Darren Woodruff moved to approve charter continuance and Ms. Sara Mead seconded. The motion passed unanimously.

Community Academy Public Charter School

Representatives- Francis Smith, Board Chair; Sadia White, Chief Academic Officer; Brenda Bethea, Director of Compliance and Monitoring; Greshawn Fulham, Treasurer

Ms. Kimberly Worthington from staff introduced charter review before the Board and noted that the school is a candidate for charter revocation.

Mr. Francis Smith read a prepared statement to the Board. In his statement, Mr. Francis Smith spoke of the representatives from the school with him and said that they are ready to answer any questions that the Board might have. He said that Community Academy plays a crucial role to the communities that they serve in 5 physical venues and one online program and that they are one of the largest employers in Ward 4 and one of the oldest and largest charter schools. The school serves 1800 students. They have a great school culture and that parents make a deliberate choice to send their children to CAPCS.

Mr. Francis Smith went on to add that more than 122 of their students are homeless. While their academic performance is not where they want it to be, they have shown signs of progress with five of their six schools showing growth. They also have a sound financial structure which the Board has cited as a model.

Mr. Francis Smith added that while they have a Charter Management Organization (CMO) running the day to day, the Board is now more engaged than ever before and are extremely active in operations. Board members now see their role differently and the Board is now more engaged, including in Operations. They have worked to improve communication with the Board. Their by-laws permit employees on their Board. If there are any omissions or lack of clarity, he assumes full responsibility. The board is committed to greater transparency with the PCSB. He also added that the school has also benefited from the PCSB's trainings and communications.

Mr. Francis Smith closed by wanting to make it perfectly clear that CAPCS is fully committed to transparency and PCSB policies.

Dr. Darren Woodruff said that if one just looks at the PMF scores, there is one campus that falls in Tier 1 and one ranked low in Tier 3 and it makes him think that the organization might be stretched. Can they comment on Community Academy's strengths and expectations?

Mr. Francis Smith said that where Rand is concerned there is a small population that take DC CAS and that makes the number of students who take the DC CAS a very narrow band. He has added that the board of Community Academy is more engaged and that they have moved to meeting day to day. He also added that there is a board member on staff acts as a sort of an ombudsman between CAPCS Board and the management who can bring to the board's attention more quickly issues that they may need to be aware of. He added that now they have a problem with the amount of email as a result of the increased communication and conference calls. He ended by saying that it is important to note that all campuses except for Rand showed progress this year.

Ms. Sadia White said that they are focused on raising the bar and closing the achievement gap across all campuses, more focused on data driven instruction and that they are being more collaborative and inclusive in their approach.

Mr. Francis Smith said that there are also some cultural differences amongst campuses.

Mr. Brian Jones said that the inconsistency of performance across campuses begs the question about governance and how the board interacts with the CMO.

Mr. Francis Smith said that the relationship between the board and CMO has changed considerably. The board was more used to being a policy body that reviewed academic results and finances, but the board has changed substantially in the last year, in no small part to trainings offered by PCSB. The board has restructured themselves and now they meet far more frequently as committees. They have board members assigned as primary contacts for each campus and a backup board member to assist them. They have restructured their meetings to meet at one campus and the first part of the meeting they meet directly with parents and teachers to discuss their concerns. The board discusses with them recruitment and retention. They have largely reframed themselves around the PMF and have decided to reorganize their schools so there is an Academy Leader for the upper schools and a leader for the pre schools. So, yes, the management company is still their agent, but one now with more direction from the Board.

Ms. Sara Mead asked what the schools are doing to boost achievement in the early grades.

Ms. Sadia White said that with the review of the data they have put coaches for math and literacy at all of the lowest performing campuses. Specifically for early childhood they focus on backwards mapping using the Common Core. Ms. Sadia White went on to say that we really need to now hone in on is every child reading by kindergarten. Ms. Sadia White also added that they have streamlined how they assess them and focus on curriculum, using the data to inform teachers how to move students and in deliberate professional development.

Ms. Sara Mead said that there are concerns about the special education review at the Community Academy Online campus.

Ms. Brenda Bethea said that those students in question are being worked on with the academy leader to get the help that they need, and that the Online campus contracts out related services for special education students arranged through K12.

Ms. Sara Mead asked if Community Academy is providing payment for those student services.

Ms. Brenda Bethea said that parents arrange the services and then invoice CAPCS.

Mr. Don Soifer said that he wants to focus on the RAND campus and wanted to know why accountability plans for that campus were incomplete.

Ms. Sadia White said that they are no longer waiting until the end of the year to gather accountability plans.

Ms. Sadia White said that they have put systems and processes in place where teachers no longer administer assessment to their own students.

Mr. Don Soifer asked if they have complete data for 2010-2011 school year

Ms. Sadia White answered no.

Mr. Don Soifer asked about student performance on the TerraNova. He asked if those numbers were a surprise to the school.

Ms. Sadia White said that she started in July and what they do now is administer the TerraNova in the fall to develop baseline data. The school has just completed a fall assessment and have disaggregated the data to gauge where they are to see where they are going.

Mr. Don Soifer asked if there are any other data points to rebut the 0 for 7 and not so near misses.

Mr. Francis Smith said that on the board's part there wasn't an understanding of the accountability plans and not a lot of compliance with it. At each campus there was a misunderstanding of what was required. What Ms. White has brought is a clear understanding of what is expected at every level. He added that they have held town halls on where they discuss where they need to be. Now no longer any confusion on any person's part on what is required in terms of accountability plans.

Mr. Brian Jones wanted to clear up what the confusion was about. He wanted to know if they weren't clear on what it took to meet their targets.

Mr. Francis Smith said that it was both what it would take to reach targets and where the target should be set.

Mr. Brian Jones asked how you have the confusion here but elsewhere in their system they have a Tier 1 school.

Mr. Francis Smith said that even the Academy Leader at the Tier 1 school had difficulty with their accountability plan, so even their best performer had some concerns about the accountability plan.

Mr. Don Soifer wanted to bring up some issues from the PDR last year about students with special needs. He wanted to know about procedures for the timely identification of students with special needs and ensuring adequate resources for them and if anyone could speak to that.

Ms. Sadia White said that they take special education complaints very seriously. So much so that they initiated their own SPED audit. They clearly understand that there are areas of concern to work on. One of those is human capital resources. Another is case management resources. She said that they intend to follow up with the recommendations from their own audit and from their PDR review and that the school is clear that they cannot be slippery in their case management. She also added that their students are given an opportunity to a free and appropriate education with a focus on inclusion where appropriate and co-teaching model.

Mr. Don Soifer said he appreciates the answers and wants to drill down on that question. If the both school and Board have similar findings, are there patterns that they have discovered or specific instructional practices?

Ms. Sadia White said that there were patterns of inconsistency. At one campus they had to reorganize the grade level reorganization. There are also inconsistencies in instructional approach that they must address through professional development, and inconsistencies in case loads for case management. They will be reassigning loads so that it is more equitable. When it comes to instruction they've had to hire additional teachers and understand that they have to do it and that it is a work in progress. The PDR confirms what she already believed to be the case.

Dr. Darren Woodruff said that he wanted to talk about the primary grades and focus on the Rand and Amos 3 campuses.

Mr. Francis Smith explained that the middle school moved from Rand to Amos 3 campus which offered more advantages for middle school and has more space to develop a middle school.

Mr. Francis Smith said that many students did not carry over to the new campus at Amos 3. Since not every student moved over they have not had the CAPCS legacy carry over that they would have liked, and now serve a different community.

Mr. Brian Jones asked if they have a well settled board or some relatively new members.

Mr. Francis Smith said four new board members came on board in the last year and a half.

Mr. Don Soifer said that of the three years that he has been on the Board they have spent a strong time focusing on PMF. His concerns are about one campus. He said that they have worked long and hard on the PMF and that one of their schools is a candidate for revocation under the PMF, and that from his point of view the plan for the Rand campus does not get them where they need to be. The policies under the PMF are clear and that the Board's responsibilities are clear and not easy. And, that in best interest of the children he cannot support continuance. The troubles of the Rand campus outweigh the goods of the Butler campus.

Mr. Brian Jones added that it is a very difficult decision for all the reasons Mr. Don Soifer stated. The challenge that the Board has is that they look at a school in a difficult situation. He has enormous respect for the Butler campus and for the members on the board and for their founder.

Mr. Francis Smith responded saying that he recognizes the problems that Rand presents, but they are talking about a relatively small population in a small facility where all of their other facilities show improvement. They have also made a leadership change there and placed a person with a track record of success. Leadership and curriculum are now in place.

He went on to add that there is a 15% gateway for 3rd grade reading at Amos III and 25% gateway for Rand. Mr. Francis Smith continued by stating that Amos III has a new middle school leader, that there is a monthly science fest, and that on a Saturday, CAPCS had 50 students show up on a Saturday. There has been improvement this year, and the school is surveying parents to see what they are looking for.

Dr. Darren Woodruff said that he concurs with Mr. Brian Jones and Mr. Don Soifer and wanted to add that they are focused on one campus. He added that across the city, this is the only preschool that rated in this low tier of below 20% in Tier 3.

Dr. Darren Woodruff moved to propose revocation, and Mr. Don Soifer seconded. Mr. Brian Jones said that for the record that if the Board approves the motion this sets in motion the revocation process which offers the school an opportunity for a full public hearing. The motion passed unanimously.

Elsie Whitlow Stokes Community Freedom Public Charter School

Representatives- Julia Johnson, Chair; Linda Moore; Founder and Executive Director; Praveen Mooganur, Board Member

Ms. Carolyn Trice from staff introduced the charter review before the Board and noted that the school is a candidate for charter continuance.

Dr. Darren Woodruff asked how many years that the school has been in operation.

Ms. Julienne Johnson said that they have been in operation for 14 years.

Dr. Darren Woodruff congratulated them on their Tier 1 status under the PMF and asked them what they could highlight for their successes with their student population.

Ms. Linda Moore said hard work, clear vision and continuing improvement.

Ms. Sara Mead said that their school is one of a number of schools that moved from the Board of Education to PCSB that have flourished. She then asked if anyone could talk about factors that have enabled them to do that.

Ms. Linda Moore said that it goes back to clear vision and that many of the things they do would not be captured in assessments. She also added that their board is awesome.

Mr. Praveen Mooganur added that Ms. Linda Moore's contributions, character and vision all lead to the school's success. He added that the school has exemplary parent engagement.

Mr. Don Soifer moved to grant continuance and Dr. Darren seconded. The motion passed unanimously.

Integrated Design and Electronic Academy (IDEA) Public Charter School

Representatives- Joseph Stull, Board Chair; Norman Johnson, Executive Director; Charlotte Blount, Principal; David Johnson, Board Member; David Owens, Board Member; Donald Parker, Special Education Coordinator

Dr. Jackie Boddie from staff introduced the charter review before the Board. She listed IDEA's academic performance over recent years and that the school operates an adult education program outside of their charter. She also noted that the school is not a candidate for charter revocation under PMF.

Col. Joseph Stull said that although their academic report does not sound wonderful, it does not paint a true picture of what the school contributes to their students. He added that they prepare District youth for careers in addition to academics and that they have been accredited by Middle States. Col. Joseph Stull also added that IDEA has stayed true to their goal of taking students with severe limitations and getting them to achieve at a high level and that they have higher than average special education population. He stated that he accepts their shortcomings and that they take full responsibility but they believe they can overcome them.

Mr. Don Soifer asked if their adult education program exists.

Col. Joseph Stull said that he disagrees with PCSB's view that an adult education component does not exist within their charter. He believed that it was clear to them and if it's not to PCSB they will change their charter to make sure they can do it. The program is at no cost to IDEA and is done via a partnership with the University of the District of Columbia (UDC).

Mr. Brian Jones asked what funds they were using for the adult education program and that PCSB had a concern that federal 21st Century Community Learning grant funds were used to pay for staff in the adult education program, contrary to the grant's purpose.

Mr. Norman Johnson said there are two different funding streams, and that 21st Century Community Learning grants are not used for the adult education program.

Ms. Charlotte Blount said that in the 2010-2011 school year that UDC approached them to run a technology evening program and provided them with \$80,000 if they would provide the space. The instructors are hired outside of IDEA and funded with separate dollars provided by UDC.

Dr. Darren Woodruff said that one issue is if the adult education program constitutes a violation of their charter. The other issue is the school's academic performance. Dr. Darren Woodruff pointed towards a decade's worth of information showing that their student body not performing at adequate levels.

Ms. Charlotte Blount said that in 2008 they made safe harbor, and that in February of 2010 they partnered with Thurgood Marshall Academy Public Charter School about an in house data institute whose lessons and information they use today to drive instruction. She said that they are right on track in terms of the changes that they're making to the school under their three-year plan.

Dr. Darren Woodruff asked why it has taken so long.

Ms. Charlotte Blount said that they are testing grades 7, 8, and 10. Seventh graders are new to the school, and that they serve a transient population and a high special needs population.

Dr. Darren Woodruff said the data shows them to be at the DCPS average for students with special needs.

Mr. Donald Parker gave an update on the school's special education population.

Dr. Darren Woodruff said that there are schools in the community with similar special education populations and that he does not understand why they cannot perform at the same level.

Col. Joseph Stull agreed and said that it frustrates them that they cannot seem to break the code.

Mr. Brian Jones said that he has to interject and said that it does not engender great confidence in him. He said that the Board is looking at a ten-year history of this school and that the Board needs to hear a plan on how to turn this around and that what they are instead hearing is that IDEA does not have a plan and does not know how to attack this issue. He added that it leaves him with a lack of confidence.

Ms. Charlotte Blount said that this is why they elected to implement the National Accountability Foundation model. They feel confident about the trajectory of their test scores and that they will make AYP this year.

Mr. Brian Jones said that he still does not see an upward trajectory reflected in the scores.

Ms. Charlotte Blount said she was not referring to DC CAS scores, but their benchmark data, and that they have identified a huge bubble group.

Col. Joseph Stull said that he does not want to leave the impression with the Board that they have not done anything to try and improve performance.

Mr. Don Soifer asked who is teaching reading now.

Ms. Charlotte Blount said that they have English teachers teaching reading.

Mr. Don Soifer asked if they are content with that and if they have looked into hiring reading specialists.

Ms. Charlotte Blout said that they are looking into that and will discuss it at their next board meeting.

Dr. Darren Woodruff asked why those kinds of changes have not been previously been put in place.

Col. Joseph Stull said that they had contracted reading professionals before but had not seen any results.

Ms. Charlotte Blount asked to enter their binder into the record.

Mr. Brian Jones agreed.

Dr. Darren Woodruff moved to propose charter revocation.

Col. Joseph Stull asked if test scores are what drive his decision.

Dr. Darren Woodruff said the PMF drives his decision.

Mr. Brian Jones said the PMF and the School Reform Act drive the decision and that this school has a history of deficiencies and no real plan to address them.

Ms. Sara Mead seconded the motion.

Mr. Don Soifer said that he respects what his colleagues have said and he shares their urgency but he would not vote to revoke. He says that he very much sees a cause for distress.

The motion passed 3-1. Mr. Don Soifer voted nay.

Options Public Charter School

Representatives- Donna Montgomery, Executive Director; Rebecca Roberts, Chief Academic Officer; David Cranford, Clinical Director; Paul Dalton, General Counsel; Peter Hook, Director of Data

Mr. Clarence Parks from staff introduced the matter before the Board and noted that Options may be a candidate for charter revocation.

Dr. Donna Montgomery spoke about the challenges between the PMF and the school's performance and that last year they came before the Board to renew the school's charter. She said that she is willing to report to PCSB today and have scientific evidence explaining why they should have an alternative PMF.

Mr. Peter Hook said that any of the numbers from the dashboard provided them do not match with their own data or with DC CAS results. He said that he did a random sampling of the

graphs and every one that he found does not seem accurate and cannot see where these numbers have come from. He believes that most of the data in the dashboard is unusable.

Mr. Don Soifer said that for arguments sake we should use the numbers that Options has presented. If he is reading it correctly then the reading proficiency for their general education student body is 12%.

Mr. Stephen Hook said that there was a decline when they were increasing their special education population. He added that 47% of their general education population are one or more years behind.

Mr. Don Soifer asked for the re-enrollment rate for their general education population.

Mr. Stephen Hook said that it is comparable to their special education population at around 60%.

Dr. Darren Woodruff said that about half of their students are Level 4 students and if they could explain that in layman's terms.

Dr. Donna Montgomery said that Level 4 means that they are full-time special education students and require 27 hours or more of special education services.

Dr. Darren Woodruff asked if serving these students is their core mission.

Dr. Donna Montgomery said that she could not say that. The school provides assistance to any student who needs it.

Dr. Darren Woodruff said that he asks that because at their last Board meeting the Board made their intention known to create an alternative PMF. He asked if they could enunciate some of the challenges from having such a large number of Level 3 and 4 students.

Dr. Donna Montgomery said that they have elevated their academic program, all interventions are in place, they have content specialists, and have hired a chief academic officer. The students are making gains and the evidence is there even if it is not AYP growth. But, the question should be, should it be expected that students achieve at that level. They accept it as their challenge but want to be recognized for their accomplishments. They have students with histories of truancy and now the school has a 90% attendance rate. There is a lot going at the school and hope that the Board endorses the alternative PMF that they have proposed.

Dr. Donna Montgomery said that she has one more concern about the evidence of material violations listed in their charter review.

Mr. Paul Dalton said that in their pursuit of excellence in special education they sought approval for their Shaw campus where students who need up to 45 days can receive services for severely aggressive behaviors. OSSE performed a similar analysis of the PDR and they found no material violations. He added that based on prior legal precedent they are not in violation of any laws.

Mr. Paul Dalton said that he is asking the Board to take into consideration this finding and that Options is in compliance as the DC Court of Appeals says.

Mr. Brian Jones entered those documents into the record.

Mr. Don Soifer moved to grant charter continuance and Dr. Darren Woodruff seconded the motion. Ms. Sara Mead said that she agrees with her colleagues that the PMF does not sufficiently address Options' student population. She has concerns that the school does not believe that their students can achieve at a high level. The motion passed unanimously.

Septima Clark Public Charter School

Representatives- Jay Costan, Board Chair; Jenny DuFresene, Founder and Head of School; Shaunte Edmunds, Principal

Ms. Rashida Kennedy from staff introduced the charter review before the Board and noted that the school is a candidate for charter continuance.

Mr. Jay Costan stated that they are Washington's only all-male school. He wanted to share data showing academic progress and the need for a permanent home for stability.

Ms. Jenny DuFresne said that their scholars have shown growth in reading and math.

Mr. Brian Jones asked about the New Schools Venture fund.

Ms. Shaunte Edmunds said that it encompasses professional development among other things.

Mr. Brian Jones said that one of the challenges the school has faced is a high attrition rate among teachers. He wanted to know if this program can help stabilize this turnover and if they can talk about the facility issue and high turnover rates.

Ms. Jenny DuFresne said that the staffing challenges are significant. There is no clear data on turnover for all male urban elementary schools to compare their rates of attrition to other schools. She added that because of moving facilities so many times they have in essence become a start up school every year because they lose 50% of their student population with each move.

Dr. Darren Woodruff asked if they are planning on staying at their current location or moving to another space.

Mr. Jay Costan said that they are in serious pursuit of a space right now and have a space that they have identified in Ward 8. He added that placing any conditions on their charter would make it impossible for them to have the finances needed to acquire a permanent location.

Ms. Sara Mead moved to grant continuance but wanted to make clear that granting a 5 year charter without conditions is not a possibility. Dr. Darren Woodruff seconded the motion. The motion passed unanimously

Thurgood Marshall Academy Public Charter School

Representatives- Alexandra Pardo, Executive Director; George Brown, Board Chair; Jessica Sher, Director of Development

Ms. Charlotte Cureton from staff introduced the charter review before the Board and noted that the school is a candidate for charter continuance.

Mr. Don Soifer said that he believes very strongly in the school but is concerned about the attrition rate amongst boys.

Ms. Alexandra Pardo said that the enrollment ratio of boys to girls is heavily skewed but that it is not something that they try to do and have not been able to overcome or been able to put their finger on it.

Ms. Sara Mead asked them to speak to their data partnership with IDEA.

Ms. Alexandra Pardo said that they were granted a grant from OSSE to disseminate what they have learned from their school to the community.

Mr. Don Soifer moved to grant continuance and Dr. Darren Woodruff seconded. The motion passed unanimously.

Public Comment

None.

Meeting adjourned at 10:50pm

Appendix D



D.C. Public Charter School Board
Board Hearing Minutes`

3333 14th St, NW
Suite 210
Washington, DC 20010

February 27, 2012
7:30pm

Board Members in attendance: Mr. Brian Jones (Chair); Mr. John “Skip” McKoy; Mr. Don Soifer; Dr. Darren Woodruff; Ms. Emily Bloomfield; Ms. Sara Mead; Mr. Scott Pearson (ex-officio)

Mr. Brian Jones called the public hearing to order at 7:41pm

Request for Charter Amendment and Enrollment Ceiling Increase- Bridges Public Charter School

Representatives- Olivia Smith, Founder and Principal; Patrick Shaw, Assistant Principal, Betsy Centofanti, Board Member, Brian Patten, Consultant to Bridges.

Mr. Clarence Parks from Staff introduced Bridges Public Charter School’s request to amend their charter to increase their current enrollment ceiling and grades served from PS-PK to PS-5 before the Board.

Mr. Brian Jones asked the representatives from the school if they wanted to add anything to what Mr. Parks had stated.

Ms. Olivia Smith said that in their proposed expansion that they are working on moving their mission forward and taking on all students who come to them. They believe the expansion would be similar to their current program and that historically Bridges PCS has served many students with special needs.

Mr. Patrick Shaw spoke about the curricula and informed the Board of the assessments that the school currently uses.

Ms. Betsy Centofanti said that this is not just a whim of the administration; it has the full support of the board of trustees and that over the last year they have conducted an eight-month study on whether they should expand and how they should expand. Their study team consisted of two outside consultants.

Mr. Brian Patten gave an assessment on the fiscal and economic conditions of the school and stated that they will be working with Building Hope upon approval of the process to find a facilities situation.

Mr. Brian Jones asked if the amendment request requires that the school to take on \$7.5 million in loans.

Mr. Brian Patten Brian answered that the number is what they used in their model and that it would not be taken on immediately but be brought up down the road.

Mr. Don Soifer asked how they would work in a temporary facility.

Ms. Olivia Smith said that for two years they can work in their current location or move into the facility next door.

Dr. Darren Woodruff said that the request is to go from the current preschool/pre-k model to fifth grade. He said that is a qualitative shift in the type of program that they want to offer.

Ms. Olivia Smith said that we have the expertise in offering that type of program in the form of their current vice principal.

Dr. Darren Woodruff asked if it is a possible for them to stop at a grade level short of fifth grade.

Ms. Olivia Smith said that it is and that there are some schools in DC that end in third grade, but that is not the intention of their school.

Mr. Skip McKoy wanted clarification on whether all students or some students are receiving data driven instruction.

Mr. Patrick Shaw said that it would be for all students.

Mr. Brian Jones asked them to speak a little bit about moving from a small preschool program to a much larger elementary program.

Ms. Olivia Smith said that in the nature of growing a school you know the students that are coming through you so you understand the challenges. Starting from preschool it would not be as if a student were just dropped in from third grade.

Mr. Scott Pearson wanted to know when the plan to expand to kindergarten would begin.

Ms. Olivia Smith said fall of 2012 with Board approval

Mr. Scott Pearson wanted to know if after a certain timeframe it would become difficult for the school to start their kindergarten program.

Ms. Olivia Smith that if the Board could vote on this by next month's meeting it would be beneficial for them to acquire space and proper permitting.

Hearing no other questions, Mr. Brian Jones thanked the representatives from Bridges for coming.

Request for charter continuance, grade expansion and enrollment ceiling increase- Latin American Montessori Bilingual (LAMB) Public Charter School

Representatives: Cristana Encinas, Principal, Diane Cottman, Executive Director; Dick Ertzinger, Chief Financial Officer; Laure Fleming, Assistant Principal

Ms. Theresa Garcia from Staff introduced LAMB PCS's request for charter continuance, grade expansion, and enrollment ceiling increase before the Board.

Ms. Diane Cottman asked if there are any new questions that the Board might have for them since their appearance at the January 2012 Board meeting.

Mr. Brian Jones congratulated them for their Tier 1 designation under the Performance Management Framework (PMF) and asked them to speak about the proposed grade expansion and how that would affect their approach and culture.

Ms. Diane Cottman said that the school has always had a pyramid shape where it is larger in the primary grades and thins out as the children get older. For this school year they were faced with either freezing enrollment or opening a second campus; they chose the latter.

Their families have asked for quite some time for a middle school but they are not sure that they can do that. They plan on continuing their core program and continuing to study to see how they can make a middle school program possible.

She went on to say that they have also been working with other bilingual charter schools on the possibility of creating a language sensitive middle-high school program since they were accepted for space in the redevelopment of Walter Reed Army Medical Center.

Dr. Darren Woodruff asked when the plan is to start the sixth grade.

Diane Cottman said that at the earliest that would be is in two years.

Ms. Sara Mead asked about the gap between the projection and the outcome on their accountability plan for preschool.

Ms. Laure Flemming said that at the end of the preschool class that they would have mastered 3 letter sounds. About 50% of the students speak the target language of Spanish at home and the other 50% speak other languages, predominantly English. When the teachers tested their mastery of these vowel sounds they learned that the students had trouble with certain vowel sounds due to learning two languages concurrently.

Ms. Sara Mead wanted to see how LAMB PCS was adjusting to the Taylor Street campus.

Ms. Cristina Encinas said that the students are doing well, the families are happy, and that they have not heard any complaints from the community. They met many of the families of students currently enrolled at the school at the charter school expo.

Dr. Darren Woodruff asked if there is an expansion into high school in the works.

Ms. Cristina Encinas said no, just middle school

Dr. Darren Woodruff said would they still only take students who are 3-4 years old even when they are running the middle school?

Ms. Diane Cottman said no, that they would have to look at different enrollment models.

Mr. Don Soifer asked if there is any reason why this could not be voted on tonight.

Mr. Brian Jones said no, but that they would want to wait for public comment.

Mr. Brian Jones asked for public comment for the public hearing. Hearing none, he asked for a motion.

Mr. Don Soifer moved to approve LAMB PCS's request for charter continuance, grade expansion, and enrollment ceiling increase. Dr. Darren Woodruff seconded. The motion passed unanimously.

Public hearing adjourned at 8:31pm

Public Meeting

Mr. Brian Jones called the public meeting to order at 8:34pm.

Acknowledgement of Public Officials

No elected officials were present.

Approval of the January Minutes

Mr. Brian Jones asked for a motion to approve the January minutes. The motion was moved, seconded and passed unanimously.

Approval of the Agenda

Mr. Brian Jones asked for a motion to approve the agenda for the evening. The motion was moved, seconded and passed unanimously.

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Administrative Committee

Mr. Brian Jones read the contracts for February 2012 for more than \$25,000 that were received by the PCSB and were read and accepted into the record.

School Oversight Committee- Candidate for Charter Revocation- Community Academy Public Charter School

Representatives- Kent Amos, Founder; Francis Smith, Board Member; Brenda Bethea, Director of Compliance and Monitoring; Lynn. Cowan, Board Member

Kimberly Worthington from Staff introduced the matter of the possible revocation of Community Academy Public Charter School's charter before the Board. She detailed the history of the decision, and the desire of the PCSB to close Community Academy PCS's Rand campus, which with its poor academic performance, was the reason for possible charter revocation for the LEA, and Community Academy PCS's decision to move forward with closing their Rand campus. She recommended that PCSB carefully review Community Academy PCS's closure plan for the Rand campus.

Mr. Brian Jones asked the school for comment.

Mr. Kent Amos said that they have complied with the school closure process and said that they would like to take any questions that the Board might have.

Mr. Brian Jones asked for questions. Hearing none he said that the Board is not voting on the proposal for closure this evening; instead they want to take some time to discuss the process for closure of the Rand campus

Mr. Kent Amos said that they would like to work with the Board in that spirit.

Mr. Brian Jones said that he agrees and that he wants to make sure that both parties are clear on all of the details of the closure and that he looks forward to a give and take.

Mr. Brian Jones asked Mr. Scott Pearson if we need to vote on closing the Rand Campus.

Mr. Scott Pearson said yes.

Dr. Darren Woodruff moved to accept the closure of the Rand campus. Mr. Skip McKoy seconded. The motion passed unanimously.

School Oversight Committee- Candidate for Charter Revocation- Integrated Design and Electronic Academy (IDEA) PCS

Representatives: David Owens, Board Member and Chair of the Restructuring Team; Stephen Marcus, Counsel; Josh Kern, Consultant; Col. William Dexter, Deputy Director of School.

Dr. Jackie Boddie from Staff introduced the matter of IDEA PCS's candidacy for charter revocation, and their proposal to turnaround their school's performance so as to remain open before the Board.

Mr. David Owens wanted to express his deep appreciation to the Board for considering their comprehensive restructuring plan. He understands that they have a high hurdle to overcome, but believes that they are up for the task.

Mr. Brian Jones thanked IDEA PCS for the work that they have put in on this turnaround.

Ms. Sara Mead wanted to clarify two things in terms of ongoing monitoring. She said that there is a plan for the next few months, but if the school fails to meet any of the items or targets on the timelines that would trigger closure, and that later tonight they would discuss changes to the PMF and that that would apply to the school as well if it goes through.

Dr. Darren Woodruff brought up that if IDEA PCS declines by 5 percentage points on the PMF, they will be in danger of closure and that, in fact, any Tier 3 schools would be in danger of closure.

Ms. Emily Bloomfield said that she's seen a lot of improvement and that there seems to be a more formal relationship between Thurgood Marshall Academy (TMA) Public Charter School and IDEA PCS in terms of commitment.

Mr. Josh Kern said that the relationship is not institutional.

Ms. Emily Bloomfield said that this timeline goes until July but does that mean that there is no relationship after then?

Mr. David Owens said that by then there will be new leadership and a new board and that he felt it would not be appropriate to discuss plans that far in advance.

Ms. Emily Bloomfield asked if there will be continued technical support.

Mr. David Owens said yes.

Mr. Don Soifer thanked them for their work on the plan. He said that he had questions of capacity and asked if they could speak to their confidence of the cost of the plan and their ability to meet that.

Mr. David Owens said that he recognizes that they have to spend several hundred thousands of dollars, but that will be augmented with internal staff that can work with consultants. Everything is on the table and if they have to make adjustments to staff they will do that. There might have to be some staff cuts.

Mr. Don Soifer said that there are currently two or three individuals responsible for part of the turnaround working on the staff of other schools full time. Can anyone speak to that?

Mr. Josh Kern said that this is similar to when TMA trained staff at other schools on grant processes. He went on to say that the sharing of best practices is what the charter movement was founded on and that this process has been approved by TMA PCS's Board.

Mr. Skip McKoy moved the motion to forego closure and accept the turnaround plan and Mr. Don Soifer seconded. The motion passed unanimously.

School Oversight Committee- Request to Increase Enrollment Ceiling- Eagle Academy Public Charter School

Representatives: Cassandra Pinkney, Founder and Executive Director; Jeff Smith, CFO/COO

Ms. Carolyn Trice from Staff introduced the matter of the school's request to increase their enrollment ceiling before the Board.

Mr. Brian Jones asked if there were questions.

Ms. Sara Mead asked about their accountability plan targets and the updated data that the school submitted to the Board earlier that day. One, when the PMF was published early this year schools were provided an opportunity to correct data, why didn't you do it then? Second, even with the data, they are still missed two targets.

Ms. Cassandra Pinkney said that they did submit the corrected data, but that it was past the appropriate deadline.

Mr. Jeff Smith said that they knew that they would not make their targets and so they decided not to beat themselves up about that, knowing that their results would be better the next year.

Ms. Sara Mead said that this is the first year that they will have third graders to take the DC CAS, and if they can speak to what will be done to make sure that they are prepared.

Ms. Cassandra Pinkney said that they have hired a consultant, are working on the curriculum, and are working with the parents.

Mr. Jeff Smith made mention about the school having 17 SPED students enrolled.

Dr. Darren Woodruff said that it is encouraging to hear that the school has so many students with special needs that are being served. He asked if they could elaborate on what is attracting parents to the point that you are oversubscribed?

Ms. Cassandra Pinkney spoke about the parent center, nutrition suggestions to parents, and healthy food and snacks served to students at the school.

Dr. Darren Woodruff asked where they draw from their students from.

Ms. Cassandra Pinkney said that 70% come from Ward 8.

Mr. Jeff Smith said that they have many kids exit from SPED status while attending their school, and that they consciously work to be a community school and have their school open to the community.

Ms. Emily Bloomfield moved to approve the enrollment ceiling increase and Mr. Skip McKoy seconded. The motion passed unanimously.

School Oversight Committee- Request to Relocate or Operate in a New Location- Meridian Public Charter School, Mundo Verde Public Charter School, The Next Step Public Charter School

Mr. Brian Jones asked the Board to consider the schools asking to relocate as a block absent an objection.

Dr. Darren Woodruff moved to grant the request to operate in a new location and Ms. Emily Bloomfield seconded. The motion passed unanimously.

School Oversight Committee- Proposed Notice of Concern- Maya Angelou PCS

Representatives: Milton Shinberg, Architect; Lucretia Murphy, Executive Director; Maggie Kennedy, See Forever Foundation

Ms. Monique Miller from Staff introduced the matter of the school not having a proper Certificate of Occupancy before the Board.

Ms. Lucretia Murphy stated that they are currently sharing a building with a DCPS school and have been working with the city government on a long term lease for their Evans building. They have occupancy but not site control. They hope to have site control by March 6. She discussed the plans that the school hopes to execute with the architect and zoning administrator that would make them completely up to code. She explained that the only reason the school has been prohibited from obtaining a valid Certificate of Occupancy is because they do not have the requisite amount of student parking spots.

Ms. Sara Mead wanted to clarify that the only reason that the school could not obtain a valid Certificate of Occupancy was over student parking.

Ms. Lucretia Murphy said yes.

Ms. Sara Mead asked if there is space for staff parking.

Ms. Lucretia Murphy said no, but they have plenty of street parking and added that they have never had a student drive to school.

Dr. Darren Woodruff said that it seems like this issuance of a notice of concern stems mostly from a government regulatory issue and not something that the PCSB should ding them for.

Ms. Lucretia Murphy said that often times it is easier to buy a private building rather than working with the government on one of their buildings.

Mr. Milton Shinberg said that this is not a PCSB issue but a Department of Consumer and Regulatory Affairs issue.

Mr. Skip McKoy asked if they are satisfied that the number of spaces that they are in the process of acquiring would suffice for a Certificate of Occupancy.

Ms. Lucretia Murphy said yes.

Mr. Scott Pearson asked if there was any process in which the fire marshal deemed this building as safe?

Ms. Lucretia Murphy said yes. They are actually beneath the capacity for what the building can hold. After the earthquake they were ranked as sound.

Mr. Scott Pearson said that if there are situations where we can be an advocate for you to other DC agencies that you should let us know.

Ms. Emily Bloomfield asked if it is not possible for PCSB staff to work to improve this or work as an advocate for schools.

Ms. Sara Mead said that she finds it ridiculous that DC high schools need to have parking spaces for high school teenagers.

School Oversight Committee- Proposed Notice of Concern- Washington Math Science and Technology Public Charter School

Representatives: Enrique Watson, Director of Student Services and Facility Oversight; Jeneen Ramos, Board Chair

Ms. Monique Miller from staff introduced the matter of the school not having a proper Certificate of Occupancy before the Board.

Mr. Enrique Watson did not want to be redundant and repeat what Maya Angelou PCS said, but added that they are looking for an affordable architect.

Ms. Jeneen Ramos said that their current estimate from their architect is \$26,000 and that they are looking to lower that cost or get another estimate because that is a significant financial strain on them and asked that PCSB be patient with them.

Mr. Skip McKoy asked if this is something an architectural student could do?

Mr. Enrique Watson said that they may need a licensed architect.

Dr. Darren Woodruff said that if this is a problem many of our schools have, can PCSB provide it as a service to them?

Mr. Scott Pearson asked their total enrollment.

Mr. Enrique Watson said it is 351 students and 60 staff.

Mr. Brian Jones asked to consider both WMST and Maya Angelou as a bloc.

Ms. Sara Mead said that it is bad for the schools not to have Certificates of Occupancy but that she does not want to ding the schools based on what information was brought to light this evening.

Mr. Scott Pearson said his concern is that a fire happens at a school and that there is a death and the school doesn't have a Certificate of Occupancy and wondered would it be possible to vote on this a later time?

Mr. Brian Jones agreed and said he would support a motion but that we should work to change this.

Mr. Scott Pearson said that it is a further sense of concern that their enterprise does not have enough cash reserves to pay the architect, especially at an operation of their size.

Ms. Jeneen Ramos said that their school is not yet at where they need to be in terms of operating.

Mr. Don Soifer moved the motion to issue a notice of concern and Ms. Emily Bloomfield seconded. Dr. Darren Woodruff said that just for the record, that the Board is interested in working with you to help you. The motion passed unanimously.

Discussion of Proposed Board Policies- Data Policy

Ms. Naomi DeVeaux from Staff introduced the matter of creating a new data policy before the Board. This policy would be available for public comment and proposes to have schools submit into Proactive attendance and disciplinary data on a regimented basis.

Ms. Emily Bloomfield asked if schools would know about this?

Mr. Brian Jones said yes. If we agree to move on this there would be a month of public comment before final approval at the next board meeting.

Mr. Brian Jones asked if the data would be made public?

Ms. Naomi DeVeaux said it would be made public to the schools.

Dr. Darren Woodruff said that once we are collecting this data, is there something that we are going to do with it?

Ms. Naomi DeVeaux said that we are planning to use data to drive our decisions here and want to build off the data a system of alerts to make performance officers aware of issues at a school.

Mr. Brian Jones asked what would happen if there are disputes about the data?

Ms. Naomi DeVeaux said that by having clear deadlines and a shared window that Staff and Schools can resolve issues in a timely fashion rather than after the fact.

Ms. Emily Bloomfield asked if we will incorporate this data into the PMF and into issues with discipline that we know are there.

Dr. Darren Woodruff agreed saying that it speaks to the school climate piece. The PMF does a good job of showing the academic piece, but discipline data would be good for showcasing school climate. As we gather this data we should look into the data on alternatives to suspensions.

Ms. Naomi DeVeaux agreed.

Ms. Sara Mead said that in addition to how attendance is reported on the PMF we already provide notices to schools.

Mr. Scott Pearson said that in response to Dr. Darren Woodruff that he is absolutely right about alternatives to suspension and that many of our schools use them and that we should have a sharing session to share those practices.

Ms. Naomi DeVeaux said that we should look at what is a suspension since schools classify it differently.

Mr. Brian Jones asked for a motion to enter this policy for public comment.

Ms. Emily Bloomfield moved to approve and Mr. Don Soifer seconded. The motion passed unanimously.

Discussion of Proposed Board Policies- Revision to PMF Guidelines

Ms. Naomi DeVeaux from Staff introduced a proposal before the Board that would revise the PMF so that it would make any school that is in Tier 3 for three out of five years rather than three consecutive years as a candidate for charter revocation.

Mr. Brian Jones asked for the rationale for such a change

Ms. Naomi DeVeaux said that this would be a better way to hold struggling schools accountable rather than having a poor school being saved from closure due to a modest improvement in test scores.

Dr. Darren Woodruff said that we would benefit from feedback of hearing about this from schools.

Mr. Brian Jones asked if she could talk about what the public notice period would look like.

Mr. Scott Pearson said that he intends to email these policies to the board leaders for comment. These policies are being tweeted as we speak.

Ms. Sara Mead moved to approve the motion to enter this policy for public comment, and Dr. Darren Woodruff seconded.

Mr. Skip McKoy asked if there was anything that was the basis for this change.

Ms. Sara Mead said that it also goes towards pushing back against cheating.

The motion passed unanimously.

Public Comment

A gentleman was unclear on the next steps on the policies moving forward. Will there be another discussion forum to get this news out?

Mr. Scott Pearson said that we would communicate it with whatever medium anyone wanted to communicate with us but we were not planning on having community events around it.

Ms. Emily Bloomfield said that people can register their thoughts during the public comment at the next meeting.

The same gentleman asked about governance workshops for Boards and if they will be continued.

Mr. Scott Pearson said that they were canceled because other groups offered governance training that were more effective, especially considering the costs that we incurred from them.

Meeting adjourned at 10:08pm

Appendix E



D.C. Public Charter School Board
Emergency Board Meeting Minutes

3333 14th St, NW
Suite 210
Washington, DC 20010

March 12, 2012
6:30pm

Board Members in attendance: Mr. Brian Jones (Chair); Mr. John “Skip” McKoy; Mr. Don Soifer; Ms. Emily Bloomfield (via teleconference); Ms. Sara Mead; Mr. Scott Pearson (ex-officio)

Mr. Brian Jones called the public meeting to order at 6:39pm

Acknowledgement of Public Officials

No elected officials were present.

School Oversight Committee- Candidate for Charter Revocation- Community Academy Public Charter School (CAPCS)

Representatives: Kent Amos, Founder and CEO; Shelly Rollins, Board Chair; Brenda Bethea, Director of Monitoring and Compliance; Scott Bolden, Attorney

Ms Kimberly Worthington from Staff introduced the matter before the Board. She stated that on February 27, 2012, the D.C. Public Charter School Board (“PCSB”) voted to accept The Community Academy Public Charter School (“CAPCS”)’s decision to shut down the Rand campus and delayed its vote on the proposed revocation of its charter pending the receipt of an acceptable transition plan for the closure. She went on to say that on March 9, 2012, CAPCS submitted a transition plan regarding the closure of the Rand campus. The transition plan submitted by CAPCS addresses the PCSB’s concerns about the composition and number of students, faculty, staff, and administrators at the remaining CAPCS campuses and the use of the

Rand facilities to benefit most the students and families who choose to remain within the CAPCS school system.

Ms. Kimberly Worthington recommended that PCSB vote not to revoke the CAPCS charter and advised that the PCSB work closely with CAPCS to resolve its academic, governance, and health/safety concerns at the charter school's remaining campuses. Lastly, she recommended the PCSB closely monitor the academic performance at the Amos III campus, a campus currently in Tier III.

Mr. Brian Jones began by thanking CAPCS for the effort and time and patience as we've all gone through this process. It has been lengthy and involved and he appreciates the spirit in which they have conducted themselves. He said that the Board was pleased to receive the plan from CAPCS on Friday of last week.

Mr. Brian Jones went on to say that his understanding is that the Board has accepted the closure of the Rand campus, but that CAPCS has a lease on the Rand facility and there is an interest in maintaining that facility for use of other components of the school's system and that the Board is interested in working with CAPCS as that develops. He added that what brought us here was our concern that we wanted to make sure we saw a true closure of the Rand campus, and that is what we believe the plan you submitted to us truly reflects. The principal concern had been that there was not an overlap of staff and faculty from the closed school to whomever you place in that facility. We look forward to working with you as that is realized. The Board realizes that you may be serving some of the same students and we are comfortable with that.

Mr. Brian Jones also noted that as pleased as the Board is that this has ended, this is not the last of us and you. CAPCS has a charter review this summer and we are focused on the performance on all the schools in your portfolio and pleased that you received your Tier 1 badge for your Butler campus. You have other schools in Tier 3 and we want to work with you on that.

Mr. Brian Jones asked the Board if they have any questions or comments.

Mr. Skip McKoy extended his congratulations to CAPCS for working through a difficult situation and said that he thinks that the kids and parents will be the beneficiaries. He added by saying that as the Chair said we have some things we need to improve but the model is already out there in your Tier 1 schools. Close this chapter and move onto the next

Mr. Kent Amos said that the plan that was offered was a collaborative effort from Board and Staff and that the principal architect was Ms. Brenda Bethea. He added that our new chair picked up the ball and ran with it and that staff worked real hard at it.

He went on to say that as I told Brenda, you snookered me, I know you did, but we all have to give some. This plan is workable goal.

Mr. Brian Jones said he appreciates that give, and that it is what has gotten us to where we are today.

Mr. Brian Jones said in terms of detail today they will be voting on revocation and following the vote today there will be a formal written decision to which we will append CAPCS's transition plan. He added that he knows CAPCS has not briefed their community on their plan so the Board will give them some time to do so.

Mr. Kent Amos said that he appreciates that. It has been an energized and elongated process. We are pressed in telling our parents and staff what to do.

Mr. Brian Jones asked for questions and entertained a motion.

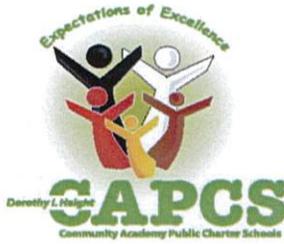
Mr. Skip McKoy moved to not revoke, and Mr. Don Soifer seconded. The motion passed unanimously. Mr. Brian Jones exercised Dr. Darren Woodruff's proxy vote.

Public Comment

None

Meeting adjourned at 6:50pm

Appendix F



January 28, 2013

Brian Jones, Board Chair
DC Public Charter School Board
3333 14th Street, NW Suite 210
Washington, DC 20010

Dear Mr. Jones:

On behalf of the Dorothy I. Height Community Academy Public Charter Schools (CAPCS), I respectfully submit our application for charter renewal. This application is an honest and comprehensive assessment of CAPCS' performance over the past 15 years in which you will find our many accomplishments as well as our efforts for continuous improvement.

We have spent the past several months looking at our goals and analyzing the data so that we could present this thorough application in support of our next charter term. We are grateful for the support of TenSquare for assisting us with the analysis and preparation of this application.

Please let me know if you have any questions regarding this application for renewal.

Sincerely,

A handwritten signature in black ink that reads "Ernest Green Jr." with a stylized flourish at the end.

Ernest Green Jr.
Board Chair
CAPCS

Dorothy I Height, Community Academy Public Charter School
1351 Nicholson Street NW, Washington, DC 20011
202-234-5437, 202-723-7099 (fax)
Website: www.capcs.org

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOLS

APPLICATION FOR CHARTER RENEWAL

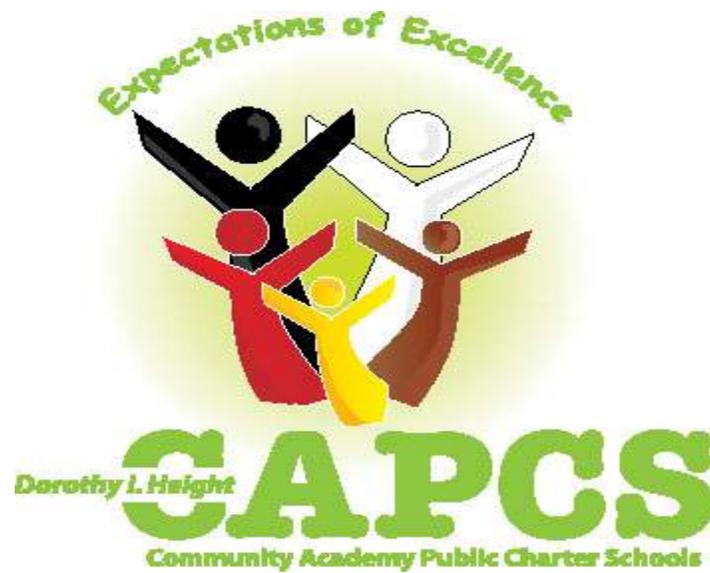


TABLE OF CONTENTS

1. Applicant Information Sheet and Request for Renewal
2. Executive Summary
3. Required Documentation
 - I. Articles of Incorporation
 - II. By-Laws
 - III. Audited Financial Statements from the Past Four Years
4. Review of 1997-2013 Charter Performance
 - I. Criterion 1: Fulfillment of Charter Goals
 - II. Criterion 2: Fulfillment of Student Academic Achievement Expectations
 - III. Criterion 3: Compliance with Applicable Laws
 - A. General Laws
 - B. Special Education Laws
 - C. Financial Laws
5. Appendices

**APPLICANT INFORMATION SHEET
AND REQUEST FOR RENEWAL**

APPLICANT INFORMATION SHEET AND REQUEST FOR RENEWAL

Name of School: Dorothy I. Height Community Academy Public Charter Schools

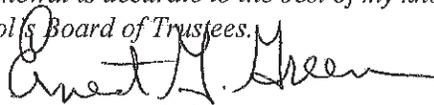
Address of School: 1351 Nicholson Street, NW, Washington, DC 20011

Telephone Number: 202-234-5437 Fax: 202-723-7099

School Board of Trustees' Certification Statement:

I, Ernest G. Green, hereby certify that the information submitted in this Application for Charter Renewal is accurate to the best of my knowledge and that this application has been reviewed by the school's Board of Trustees.

Authorized Signature: _____



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

Print Name: _____

Ernest G. Green

Date: _____

1/25/13

Address: _____

7131 16th St N.W. Washington, DC 20012

Daytime Telephone: _____

Email: _____

egreen@matrixadv.com Fax: _____

Name of Educational Service Provider (if applicable): N/A

EXECUTIVE SUMMARY

The mission of the Dorothy I. Height Community Academy Public Charter Schools (CAPCS) is to create a caring, learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting the qualifications for acceptance to a competitive high school.

Since its inception, CAPCS has expanded from one campus and currently operates 5 campuses¹ – Amos 1, Amos 2, Amos 3, Butler, and CAPCS Online. All CAPCS campuses share a vision of providing children with the knowledge, skills, and attitudes to achieve and develop their own “Hopes, Dreams, and Opportunities rooted in Expectations of Excellence.” The campuses offer a common standards-based instructional program that grounds students in core academic subjects and provides a firm foundation for academic and social success using a balanced approach in teaching reading and writing, a constructivist, problem-solving approach in math instruction and the Responsive Classroom curriculum for classroom climate and effective management. While maintaining the integrity of the CAPCS-wide curriculum and instructional approach, each campus is able to create its own identity by emphasizing a particular curricular focus that enhances the instructional program:

- Amos 1: As the original CAPCS campus, the Amos 1 Campus serves preschool through 5th grade and offers a curricular focus on the humanities with an emphasis on literacy, critical and imaginative thinking, reasoned inquiry, open discussion and an appreciation for the ideas of others. Arts are integrated into the daily teaching of core subjects and extracurricular activities. Students are reminded daily of the three school rules of Amos 1: always do your best; always respect yourself, others, and the environment; and always exhibit pride, honor, and scholarship.
- Amos 2: The CAPCS Amos 2 Early Childhood Campus serves preschool through kindergarten. Students expand their cognitive and social development through an arts-infused, project-based approach to instruction inspired by the world renowned Reggio Emilia early childhood program from Italy. This approach to teaching young children puts the natural development of children as well as the close relationships they share with the environment at the center of its philosophy.
- Amos 3: The Amos 3 campus, located in the renovated, historic Armstrong School building, is CAPCS’ newest and largest campus. It serves preschool through 8th grade, with a focus on science, technology, engineering, and mathematics (“STEM”). The Amos 3 early childhood program gives young children a firm foundation in their academic careers by concentrating on basic concepts in reading and math. It promotes social development, respect for themselves and others, good behavior and a love of learning.
- Butler: The Butler campus serves preschool through 5th grade and has a global studies curricular focus, offering a multicultural “Global School” experience. Children explore the art, history, language, geography, and culture of other countries and how it connects to them. Through this interconnectivity students learn the

¹ The Rand campus was closed at the end of the 2012 school year.

importance of being a responsible global citizen. Administrators and teachers model and emphasize positive behaviors that help children develop sound social skills.

- Online Academy: CAPCS Online is the only virtual elementary school – assisted by certified, motivated teachers both virtually and in person – in the District of Columbia, serving students from kindergarten through 8th grade. CAPCS Online offers the K¹² Advanced Education Curriculum, through a unique partnership with K¹², a leading distance learning company, in an effort to provide students with current, meaningful, and engaging lessons in reading, language arts, mathematics, history, science, music, and art. Although many of the lessons and learning activities occur online and in the home, CAPCS Online students are often brought together through face-to-face learning sessions at the Amos 3 CAPCS campus or educational family outings and field trips.

Assessments made by the PCSB demonstrate that CAPCS, overall, has shown success. The Performance Management Framework (“PMF”) was developed by the PCSB to “to outline the process by which it will evaluate the performance of the charter schools, including how the PCSB will ensure that each school complies with its charter agreement and applicable law and how the PCSB will track the progress of each school in meeting its student academic achievement expectations.”² The most recent PMF results show that all of the CAPCS campuses are either high-performing Tier I schools (Butler) or mid-performing Tier II schools (Amos 1, Amos 2, Amos 3, and Online).

As is detailed in the body of this application below, CACPS believes that it has materially complied with the non-academic goals as set forth in its charter and with most of the applicable laws. CAPCS does face some ongoing challenges in its academic performance, although the LEA’s academic performance, generally, is on par with the average performance of students in the District of Columbia. This is especially significant given that CAPCS serves all types of students and accordingly plays an important role and serves a critical niche in the education of students in the District of Columbia. Since its founding, CAPCS’ philosophy has been any child can learn and all students deserve a safe, nurturing educational alternative, despite their level of need. In CAPCS’ entire 15-year history, it has only expelled four students, unlike many charter schools in the District with high expulsion figures.³ Moreover, approximately 7% of CAPCS’ student population is homeless, which the school believes to be higher than at any other charter school and which creates a particular set of educational issues.

CAPCS recognizes that work still needs to be done and that it continues to face challenges. CAPCS strives to continue to improve its performance against the goals it set for itself in its original charter regarding academic and non-academic achievement. As part of its ongoing effort to improve academic performance and school overall, in the past few years CAPCS initiated a number of changes to its strategies, processes, leadership, and staffing. Such changes take time to yield maximum results, but progress has already been made, and CAPCS believes that this trend will continue. Some of these key initiatives are briefly highlighted below:

² PCSB PMF Guidelines (2010-2011).

³ http://www.washingtonpost.com/blogs/dc-schools-insider/post/charter-schools-suspend-expel-students-at-widely-varying-rates/2012/09/21/8b72ffa0-03f2-11e2-91e7-2962c74e7738_blog.html

Reconstitution of the Board. Since October 2012 the CAPCS Board of Directors has added nine new trustees, both to add new skill sets and to replace those whose terms had expired. The result is a Board that includes representatives from the financial, business, community and educational worlds. Three of these new directors – Dr. Manny Rivera (CEO, Global Partnership Schools), Maurice Sykes (Director, Early Childhood Leadership Institute at the University of the District of Columbia’s Center for Urban Education) and Ryann Williams Berry (English Teacher, Assistant Director of Admissions and Board of Trustees, National Cathedral Lower School) – are experienced educators and academic leaders and are leading a one-year strategic planning process to map the future of the school.

Attracting and retaining quality teachers and school leaders. CAPCS has experienced a high rate of turnover of both teachers and school leaders, and CAPCS has been willing to make tough decisions to move out low performing staff. As CAPCS recognizes attracting and retaining higher quality teachers will help drive academic improvements, CAPCS changed its recruitment process starting in the 2009-10 school year to ensure such efforts more narrowly target the types of teachers that would fit the CAPCS philosophy and operating style. This process included focus groups and the Haberman Star Teacher Assessment, a proven predictor of teacher success. CAPCS also began partnering with math and science foundations for teacher recruitment – to recruit heavily from programs such as the Urban Teacher Center and the KIPP teacher residency program – and working with Carney, Sandoe & Associates, a top educational recruitment organization. As part of this process, CAPCS has begun to focus more on succession planning and growing talent from within.

In addition, last year CAPCS has conducted a salary scale analysis of teacher pay; 2012-2013 is the first year of a two-year initiative to adjust salaries to make them competitive with other high performing charter schools by the end of 2014. Teacher salaries will increase 3% percent over this two year period. CAPCS believes this salary scale adjustment will help attract higher performing teachers to the school.

Teacher retention increased each year since these changes were made – from 68.4% in 2009-10 to 80% in 2011-12. Teacher credentials also greatly improved. To illustrate, in 2008-2009, only 59% of teachers and 61% of teacher assistants were highly qualified; in 2010-2011 100% of both teachers and teacher assistants were highly qualified.

Professional development and mentoring. In the past few academic years, CAPCS initiated several new programs and made significant investments to develop its teachers, coaches, and leaders. Starting in the 2011-12 school year, CAPCS has contracted with SUPES Academy, an organization focused on developing school leaders to dramatically improve student achievement. It transforms school culture and trains new school leaders and coaches to share best practices, and to serve as ongoing mentors. CAPCS also continues to expand the Reggio Emilia program and invest in training its teachers in the Reggio Emilia approach; last year CAPCS sent six teachers to Reggio Emilia, Italy to study. In the current 2012-13 school year, CAPCS formalized training of instructional coaches through a partnership with a highly regarded program at the University of Kansas Center for Research on Learning. Several CAPCS coaches were sent to Kansas for training, and a trainer from the University of Kansas came to CAPCS last summer (2012) to provide additional instruction. As a result of this partnership with the

University of Kansas, CAPCS restructured and standardized how instructional coaches work with teachers. CAPCS also made changes to its teacher mentorship program this school year.

Commitment to improving performance for targeted groups. CAPCS is committed to improving performance when assessment results show the need, as evidenced by several recent investments. In April 2012, CAPCS retained GEMS Education Solutions, an organization specializing in the development of high-performing charter schools, to conduct a comprehensive review of the Amos 3 campus and a more abbreviated review of the Amos 1 campus. This review was used as the basis for a written report on each campus to address strengths, areas for improvement, and recommendations. GEMS's ongoing work with CAPCS has now turned to the practical implementation of these recommended changes to help improve the culture, curriculum, administration, and academic achievement at Amos 1 and Amos 3.

CAPCS also intensified its support of special needs students and ELL students. Support staff (social workers, special education coordinators, counselors, and social workers) has been equalized among all campuses, and CAPCS is actively investing to support their professional development. Special Education teachers are utilizing iPads equipped with appropriate Apps to support their instruction. Starting in this school year, CAPCS began using V Math as the new math intervention program for special needs students. CAPCS increased its ELL staff each of past two years – boosting the number of staff members by approximately one-third this year alone – in order to decrease the student-teacher ratio and to improve student instruction. CAPCS also started to use the Rosetta Stone language program to accelerate language acquisition.

Aligning with the Common Core State Standards. When the Common Core State Standards (“CCSS”) were recently adopted by DCPS, CAPCS took immediate steps to become familiar with these standards and to align our academic program with them. A team was created – including teachers, school administrators, school leaders and an educational consultant – to develop a comprehensive curriculum reflecting the CCSS. It included a standards document for all grades and subjects with a scope and sequence timeline. In a further effort to support CAPCS teachers, an instructional alignment committee was formed that reflects a wide range of grades and programs. As with the CCSS themselves, the result will be a consistent, clear understanding of what children are expected to learn and resources to help teachers with the delivery of their instruction while giving teachers flexibility to develop creative approaches that address the different learning styles of their students.

Enhanced commitment to use of data to drive decisions/instruction. Achievement Network, or A-Net, which has a successful track record with other DC schools, was piloted at the Butler campus in the 2011-12 school year and now partners with all of CAPCS' 3rd through 8th grades. They conduct four interim assessments which test every Common Core standard and provide follow-up coaching to all of the staff immediately following each assessment test. This ensures that CAPCS continues to foster and nurture a data-driven instructional model and to compare its data to other LEAs, including DCPS.

Data-driven discussions and a review of the 3-year data trend within the entire LEA combined with the adoption of the CCSS convinced the leadership and instructional team that it was necessary to revisit CAPCS' reading program. Accordingly, CAPCS recently began using The Reading Street Common Core State Standards (CCSS), Edition Series to support its teachers

in improving student literacy in line with the CCSS. This series supports the critical literacy elements of grammar skills, the connection between reading and writing, content knowledge, and oral language while supporting fluency, comprehension rubric scoring, and phonemic awareness lessons.

In addition, this year, CAPCS expanded the use of Discovery products to its Kindergarten through 2nd grade classrooms. As part of the partnership, Discovery provides representatives to help analyze the data and use it to drive lesson planning and instructional delivery. Their interactive assessment dashboards, coupled with data coaching, help ensure that teachers, school leaders and central office personnel have all the information needed to keep students performing at their highest level.

Improved Parental Engagement. CAPCS regards parents as partners in the education of its students and added two new individuals this year – the Director of Parental Engagement and a second Parental Involvement Coordinator. The Director and Coordinator work with the Parent Partnership Institute to develop a parental engagement action plan, to reach out to the student homeless “families in transition”, and to identify areas where parents desire services or additional support to help drive student achievement. The Institute is active at all campuses and strengthens the home-school bonds through programs and activities supporting families and their needs, promote improved parenting skills, and provide more opportunities for parents and their children. An important element in the Institute’s outreach is calling upon parents to be more involved in the life of the school, such as through Parent Advisory Councils at each campus which provide a way for parents to be heard in matters of school policy.

Increased Use of Technology in Classrooms. In the past few years, CAPCS has increased the use of technology in classrooms, because the use of technology by teachers and mastery of technology by students is essential to achieving the goal of 21st century teaching and learning – the development of a student’s ability to create, communicate, think critically, and collaborate. Classroom teachers are now outfitted with individual laptops to aid in research and planning in preparation for teaching and also as an instructional tool during direct instruction. CAPCS teachers also benefit from the use of other technology tools for instruction, such as interactive whiteboards in all K-8 classrooms, document cameras, and various online subscriptions to bring more multimedia resources into the classroom.

CAPCS is very proud of its achievements and the educational opportunities it has provided to its diverse population of students, their families, and the community in the last 15 years. CAPCS is dedicated to serving all students, regardless of the level of their needs. As a result, CAPCS’ student body includes many with significant learning disabilities, behavior challenges, and home struggles. To further broaden students’ horizons, CAPCS offers students a plethora of enrichment and cultural opportunities in addition to a research-based curriculum and strong academic program. CAPCS constantly strives to improve overall test performance of its campuses and LEA. Ultimately, CAPCS believes that it has served a critical function in the education of students in the District of Columbia – and its solid re-enrollment rate indicates that its families concur. CAPCS enters its next charter term energized, experienced, and, as always, passionate about educating the youth of Washington, D.C.

REQUIRED DOCUMENTATION

ARTICLES OF INCORPORATION

ARTICLES OF INCORPORATION
Of
COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

To: Department of Consumer and Regulatory Affairs,
Business Regulation Administration
Corporations Division
614 H Street, NW
Washington, D.C. 20001

We, the undersigned, natural persons of the age of twenty-one years or more, acting as incorporators of a corporation, adopt the following Articles of Incorporation for such corporation pursuant to the District of Columbia Non-Profit Corporation Act (D.C. Code, 1981 edition, Title 29, Chapter 5):

FIRST: The name of the corporation is Community Academy Public Charter School, Inc.

SECOND: The period of duration is perpetual.

THIRD: The purposes for which the corporation is organized are to establish and operate a network of public charter schools pursuant to Subtitle B of the District of Columbia School Reform Act of 1995 (DC School Reform Act); and as authorized by the local chartering authority, the District of Columbia Board of Education. The corporation is organized and shall be operated exclusively for educational, charitable, and scientific purposes. The primary object to be carried out by the corporation is the operation of a community-based public charter school which will be child and family-centered and offer world-class education to neighborhood children while serving the diverse educational and social needs of their families.

The corporation shall carry out these purposes with the provision that the corporation shall not have nor exercise any power or authority not granted to it under the District of Columbia Non-Profit Corporation Act, nor engage in any activities prohibited to an organization granted exempt status under Section 501c.3 of the Internal Revenue Code or any successor law or regulation.

FILED

FEB - 5 1998

BY: _____

FOURTH: The Corporation shall not have any members.

FIFTH: The Corporation shall not authorize nor issue shares of stock. No part of the assets or net earnings current or accumulated of the Corporation shall at any time inure to the benefit of, or be distributable to its members, directors, officers or other private persons, within the meaning of the prohibition contained in Section 501 c.3 of the Internal Revenue Code or any successor law or regulations, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD hereof. No loans shall be made by the Corporation to its members, officers or directors for any purpose whatsoever.

SIXTH: No substantial part of the activities of the Corporation shall involve the carrying on of propaganda or otherwise attempting to influence legislation. The Corporation shall not participate or intervene (including the publishing or distribution of statements) in any political campaign on behalf of any candidate for the public office.

SEVENTH: The affairs of the Corporation shall be managed by a Board of Directors. A majority of the Directors shall be residents of the District of Columbia; and at least two (2) shall be parents of a student attending the Community Academy Public Charter School. The number of directors, their manner of election or appointment, and their terms and qualifications for office shall, as provided in the bylaws of the Corporation, constitute an odd number of not less than three (3) nor more than fifteen (15).

EIGHTH: Upon termination, dissolution or final liquidation of the corporation in any manner or for any reason, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the Corporation shall be distributed by the Board of Directors to, and only to, one or more organizations operated exclusively for charitable, educational or scientific purposes as shall at the same time qualify as an exempt

organization under Section 501 c.3 of the Internal Revenue Code or any successor law or regulations.

NINTH: The address of the Corporation's initial registered office is 1400 16th Street, NW, Suite 101, Washington, D.C. 20036 and the name of its initial registered agent at such address is Kent B. Amos.

TENTH: The number of directors constituting the initial Board of Directors is three and the names of the persons who are to serve as the initial directors until the first annual meeting or until their successors are elected and qualified are:

NAME	ADDRESS
Kent B. Amos	1400 16 th Street, NW Suite 101 Washington, DC 20036
Caitlin Wood Sklar	3003 Van Ness Street, NW Apartment S-613 Washington, DC 20008
Fonda D. Sutton	1725 11 th Street, NW Washington, DC 20001

ELEVENTH: The name and address of each incorporator is:

Kent B. Amos	1400 16 th Street, NW Suite 101 Washington, DC 20036
Caitlin Wood Sklar	3003 Van Ness Street, NW Apartment S-613 Washington, DC 20008
Fonda D. Sutton	1725 11 th Street, NW Washington, DC 20001

IN WITNESS WHEREOF, we have made and signed these Articles of

Incorporation this *7th* day of *January*, 1998.

INCORPORATORS

Kent B. Amos
Caitlin Wood Sklar

Fonda Sutton

I, BELINDA W JONES

, a Notary Public, hereby certify that on the

7th day of JANUARY, 1998, Kent B. Amos, Caitlin Wood Sklar, and Fonda Sutton, appeared before me and signed the foregoing document as incorporators, and have averred that the statements therein are true.

Belinda Jones

My commission expires:

BELINDA W. JONES
Notary Public, District of Columbia
My Commission Expires January 1, 2002

BY-LAWS

BYLAWS
OF
COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

ARTICLE I – OFFICES

Section 1. Principal Office. The principal office of the Corporation in the District of Columbia shall be located in the City of Washington. The Corporation may have such other offices, either within or without the District of Columbia, as the Board of Trustees may determine or as the affairs of the Corporation may require from time to time.

Section 2. Registered Office. The Corporation shall have and continuously maintain in the District of Columbia a registered office, and a registered agent whose office is identical with such registered office, as required by the District of Columbia Non-Profit Corporation Law. The registered office may be, but need not be, identical with the principal office in other states, and the address of the registered office may be changed from time to time by the Board of Trustees.

ARTICLE II – BOARD OF TRUSTEES

Section 1. General Powers. The Board of Trustees shall provide general oversight over and approval of the affairs of the school with policies and principles in accordance with the law, the provisions of the Charter and these bylaws. The Board is the ultimate fiduciary authority for the school, reviews all reports and contracts, and is responsible for hiring the management to provide business and education services for the school. To the extent permitted by law, the Trustees may, by general resolution, delegate to the School Leaders, or to others such powers as they may see fit. A majority of the Trustees shall be residents of the District of Columbia at the time of their election.

Section 2. Elections, Number, Tenure, and Qualifications. a. **Number.** The number of Trustees should constitute an odd number of not less than three (3) and not more than fifteen (15). At least two of the Trustees shall be parents/guardians of a student attending the school. Unless a new Board member is filling vacancy on the Board, two new members should be elected at the same to maintain an odd number of Board members.

b. **Tenure.** Trustees are elected for two-year terms and may succeed themselves.

c. **Nomination.** Members of the Board, members of the school leadership team, and members of the Parent & Teachers Associations may submit nominations. All nominations of prospective Board members must be submitted to the Board's Governance Committee with information on the nominee, including: the nominee's name, the nominee's area of expertise, a biographical summary, and a description of any special skills. Nominations may be made at any time.

d. **Election.** The Governance Committee shall review nominations and forward its recommendations to the full Board of Trustees for its consideration and vote. Only Trustees may vote on the nominations for new Board members. All trustees shall be

elected or reconfirmed by a simple majority of the current Board at one of the regularly scheduled Board meetings as designated by the Chair of the Board

e. Qualifications. The Board shall seek to have among the Trustees individuals with the expertise in the fields of education, finance, business, or nonprofit organizations, as well as parents/guardians of students currently enrolled in the school. The Board shall strive to fill any vacancy created by the departure of a Board member as soon as possible.

Section 3. Regular Meetings. Trustees shall hold a regular Board meeting at least quarterly during the year at a date, time, and place either within or without the District of Columbia as the Board shall resolve.

Section 4. Special Meetings. Special meetings of the Board of Trustees may be called by the Chairman on his or her initiative, at the request of one-half of the Trustees, or at the request of the School Leaders.

Section 5. Notice. If possible, notice of any special meeting shall be conveyed to all Trustees at least seven (7) days in advance and may be conveyed by telephone, facsimile, e-mail, or mail. Trustees shall indicate receipt of notice by facsimile, e-mail or in writing.

Section 6. Quorum. A majority of the Board of Trustees shall constitute a quorum for the transaction of business at any meeting of the Board. If less than a quorum is present at any meeting, a majority of the Trustees present may adjourn the meeting without further notice.

Section 7. Manner of Action. The act of a majority of the Trustees at a meeting at which a quorum is present shall be the act of the Board of Trustees, unless the law or the bylaws require a greater number.

Section 8. Vacancies. Any vacancy occurring on the Board of Trustees and any trusteeship to be filled by reason of an increase in the number of trustees may be filled by the affirmative vote of a majority of the remaining Trustees, though less than a quorum of the Board of Trustees. The Trustee elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office.

Section 9. Removals. Trustees may, by affirmative vote of a majority of the Trustees in office, remove any Trustee from office for cause. Any Trustee may be removed for cause only after reasonable notice and opportunity to be heard before the body proposing to remove such Trustee.

Section 10. Resignation. Any Trustee may resign by delivering a written resignation to the Chairman, Secretary, or to a meeting of the Board of Trustees.

Section 11. Compensation. Trustees as such shall not receive any stated salaries for their services, but by resolution of the Board of Trustees, expenses of attendance, if any, may be allowed for attendance for each regular or special meeting of the Board. Nothing herein contained shall be constituted to preclude any Trustee from serving the Corporation in any other capacity and receiving reasonable compensation therefor.

ARTICLE III - OFFICERS

Section 1. Officers. The officers of the Corporation shall consist of a Chairman, a Treasurer, a Secretary and such other officers as the Board of Trustees may, at its discretion, elect or appoint. The Board shall have the power at any time to create additional offices and to appoint persons to hold offices so created. Any two or more offices may be held by the same person, except the office of Chairman and Secretary.

The Corporation also may have such agents, if any, as the Board of Trustees, at its discretion, appoints. The Secretary shall be a resident of the District of Columbia.

Section 2. Election and Term of Office. The officers of the Corporation shall be elected by the Board of Trustees at any meeting of the Board. New offices may be created and filled at any Board meeting. Each officer shall hold office until a successor shall have been duly elected and shall have qualified.

Section 3. Removal. Any officer elected or appointed by the Board of Trustees may be removed by a two-thirds vote of the Board whenever in its best judgment the best interest of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officers so removed.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Trustees for the unexpired portion of the term.

Section 5. Chairman. The Chairman shall be the principal executive officer of the Corporation and shall in general oversee the business and affairs of the Corporation; preside at all meetings of the Board; sign, with the Secretary or any other proper officer of the Corporation authorized by the Board any deeds, mortgages, bond, contracts, or other instruments, except where the signing and execution thereof shall be expressly delegated by the Board of Trustees or by these bylaws or by statute to some other officer or agent of the Corporation; and in general perform all duties incident to the office of Chairman and such other duties as may be prescribed by the Board of Trustees from time to time.

Section 6. Secretary. The Secretary shall ensure that a record all proceedings of the Board of Trustees is kept and that all notices are duly given in accordance with the provision of these bylaws which are required by law; ensure that all corporate records are maintained; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chairman or by the Board of Trustees. The Chairman may designate another individual to record the proceedings of any meeting of the Board.

Section 7. Treasurer. The Treasurer shall oversee the Corporation's funds, receipts, and disbursements, subject to the Board of Trustees and shall have such duties and powers as are commonly incident to the office of a treasurer of a non-profit organization such as the School and such other duties and powers as may be prescribed from time to time by the Board of Trustees. The Treasurer shall, subject to such conditions and restrictions as may be made by the Board, oversee all monies, debts, obligations, contracts, documents, and other papers of a financial nature belonging to the Corporation. The Treasurer shall have the power to sign checks issued by the Corporation. The Treasurer shall review and approve a detailed annual statement of the finances of the Corporation and an estimate of the receipts and expenditures for the next fiscal year. The Treasurer shall review and approve the annual audit. The Treasurer shall execute and deliver, on behalf of the Corporation, all such instruments as may be ordered by the Board of Trustees and shall perform such duties and powers as shall be prescribed from time to time by the Board.

ARTICLE IV - COMMITTEES

Section 1. Board Advisory Committees. Either the Board of Trustees, by vote of a majority of the Trustees then in office, or the Chairman, with the approval of such majority of the Board, may at any time appoint such advisory committees (designated

a "Board Advisory Committee") to provide advice or other guidance to the Board with regard to such matters as are deemed desirable. The Board may from time to time designate or alter, within the limits permitted by this Article, the duties of any Board Advisory Committee or change its membership, and may at any time abolish any Board Advisory Committee. Any Board Advisory Committee may include members who are not members of the Board of Trustees.

Section 2. Term of Office. Each member of a committee shall continue as such until a successor is appointed, unless the Board decides to reassign committee members, unless the committee is terminated, unless the member asks to be taken off the committee, unless the member is removed from the committee, or unless the member shall cease to qualify as a member thereof.

Section 3. Chairs. One member of each committee shall be appointed Chair by the Chairman or by mutual consent of the committee members.

Section 4. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 5. Quorum. Unless otherwise provided in the resolution of the Board of Trustees designating a committee, a majority of the whole committee shall constitute a quorum, and the act of the majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6. Rules. Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the Board of Trustees.

ARTICLE V - INFORMAL ACTION BY TRUSTEES OR COMMITTEES

Section 1. Written Consent. Action taken by a majority of the Trustees or members of a committee without a meeting is nevertheless Board or committee action if written consent to the action in question is signed by all of the Trustees or members of the committee, as the case may be, and filed with the minutes of the proceedings of the Board or committee, whether done before or after the action so taken.

Section 2. Ratification. If a meeting of Trustees otherwise valid is held without proper call or notice, action taken at such a meeting is deemed ratified by a Trustee who did not attend unless that Trustee files with the Secretary of the Corporation written objections to the holding of the meeting or to any specific action taken at that meeting promptly after having knowledge of the action taken and of the impropriety in question.

Section 3. Telephone Meetings. Any one or more Trustees or members of a committee may participate in a meeting of the Board of committee by means of a conference telephone or similar communications device which allows all persons participating in the meeting to hear each other. Such participation in a meeting shall be deemed presence in person at such meeting.

ARTICLE VI - INDEMNIFICATION AND INSURANCE

Section 1. Indemnification. The Corporation shall, to the extent legally permissible, indemnify each officer or Trustee of the Corporation, and each person who shall, at the Corporation's request, have served as an officer or Trustee of another corporation of which the Corporation is or was a stockholder or creditor, whether or

not then in office, and the heirs, executors, administrators, successors and assigns of each of them shall be indemnified by the Corporation against all costs and expenses, including fees and disbursements of counsel, reasonably incurred by or imposed upon them in connection with or arising out of any action, suit, or proceeding, civil or criminal, in which they may be involved, incurred in anticipation of any action, suit, or proceeding by reason of being or having been an officer or Trustee of the Corporation or of such other Corporation, including the costs of reasonable settlement (other than amounts paid to the Corporation itself) made with a view to curtailment of costs of litigation. Without limiting the generality of the foregoing, no Trustee of the Corporation shall be liable to any person on account of any action undertaken by him or her and such Trustee in reliance in good faith upon the existence of any fact or circumstance reported or certified to the Board of Trustees by an officer of the Corporation by any independent auditor, engineer, or consultant retained or employed as such by the Board of Trustees. The Corporation shall not, however, indemnify any such person or his or her heirs, executors, administrators, successors or assigns with respect to any matter as to which he or she shall be finally adjudged in any such action, suit or proceeding not to have acted in good faith in the reasonable belief that his action was in the best interest of the Corporation. In the case of a criminal action, suit or proceeding, conviction or a judgment (whether after trial or based on a plea of guilty or nolo contendere or its equivalent) shall not be deemed adjudication that the Trustee or officer was derelict in the performance of his or her duties if he or she acted in good faith in which he or she considered to be the best interests of the Corporation and with no reasonable cause to believe the action was illegal. Such indemnification may include payment by the Corporation of expenses incurred in defending any such action, suit or proceeding in advance of the final disposition thereof, upon receipt of an undertaking by the person indemnified to repay such payment if he or she shall be adjudicated to be not entitled to indemnification under this Article. The foregoing right of indemnification shall not be exclusive of other rights to which any Trustee or officer may be entitled as a matter of law or otherwise and in the event of any amendment or repeal of this action, they shall be entitled to its benefits as to any acts or events which occur during the period during which it was in effect.

Section 2. Insurance. The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a Trustee, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Trustee, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him or her and incurred by him or her in such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability.

ARTICLE VII - MISCELLANEOUS PROVISIONS

Section 1. Contracts and Dealings with Other Corporations or Firms. The Trustees of the Corporation may be connected with other organizations with which from time to time the Corporation may have business dealings. The Board of Trustees may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances. No contracts or other transactions

between the Corporation and any such other organization, and not acts of the Corporation, shall be affected by the fact that the Trustees are pecuniarily or otherwise interested in or are directors, trustees, or officers of such other organizations. Any contract, transaction, or act on behalf of the Corporation in a matter in which a Trustee is personally interested as a member, director, trustee, or otherwise shall not be violative of any proscriptions against the Corporation's use or application of its funds for private benefit.

Section 2. Checks, Drafts, Etc. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution by the Board of Trustees. In the absence of such determination by the Board of Trustees, such instruments shall be signed by the Treasurer and countersigned by the Chairman.

Section 3. Source and Investment of Funds. Funds for the operation of the Corporation and for the furtherance of its objectives and purposes may be derived from grants and allocations from governmental and private agencies or bodies, donations from public and private organizations, associations and individuals, bonds or notes issued for the benefit of the Corporation and such other sources as may be approved by the Board of Trustees. Except as otherwise provided by law or lawfully directed by any grantor or donor, the Corporation may retail or dispose of all or any part of any real or personal property acquired by it and invest and reinvest any funds held by it according to the judgment of the Board of Trustees, without being restricted to the class of investments which fiduciaries are or hereafter may be permitted by law to make. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories that the Board of Trustees may select.

Section 4. Gifts. The Board of Trustees may accept on behalf of the Corporation any contribution, gift, bequest or device for the general purposes or for any special purpose of the Corporation.

Section. 5 Books and Records. The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its members, Board of Trustees, and committees having any of the authority of the Board of Trustees, and shall keep at its registered or principal office a record giving the names and addresses of the members.

Section 6. Fiscal Year. The fiscal year of the Corporation shall be as established by the school management.

Section 7. Waiver of Notice. Whenever any notice is required to be given under the provisions of the District of Columbia Non-Profit Corporation Act or under the provisions of the Articles of Incorporation or the bylaws of the Corporation, a waiver thereon in writing signed by the person or persons entitled to such notice, whether before or after the times stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE VIII - AMENDMENTS

These bylaws may be altered, amended or repealed and new bylaws may be adopted by a majority of the Trustees then in office at any regular meeting or at any

special meeting, if at least thirty (30) days written notice is given of intention to alter, amend or repeal or to adopt new bylaws at such meeting.

Adopted this _____ day of _____ in the year _____.

Attest:

Secretary

AUDITED FINANCIAL STATEMENTS FROM
THE PAST FOUR YEARS

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Financial Statements and Supplemental Schedules
Together with Reports of Independent Public Accountants**

For the Years Ended June 30, 2009 and 2008



SB & COMPANY, LLC
EXPERIENCE • QUALITY • CLIENT SERVICE

JUNE 30, 2009 and 2008

CONTENTS

REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS	1
FINANCIAL STATEMENTS	
Statements of Financial Position	3
Statements of Activities and Change in Net Assets	4
Statements of Cash Flows	5
Notes to the Financial Statements	6
SUPPLEMENTARY INFORMATION	
Supplemental Schedule of Functional Expenses	17
Report of Independent Public Accountants on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	18
Report of Independent Public Accountants on Compliance with Requirements Applicable to Each Major Program and on Internal Control over Compliance in Accordance with OMB Circular A-133	20
Schedule of Expenditures of Federal Awards	22
Notes to the Schedule of Expenditures of Federal Awards	23
Schedule of Findings and Questioned Costs	24
Schedule of Prior Year Audit Findings	26



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REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

The Board of Trustees
Community Academy Public Charter School, Inc.

We have audited the accompanying statements of financial position of the Community Academy Public Charter School, Inc. (the School), for the years ended June 30, 2009 and 2008, and the related statements of activities and change in net assets and cash flows for the years ended June 30, 2009 and 2008. These financial statements and supplemental schedules are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, and with the auditing standards established pursuant to the District of Columbia School Reform Act, Public law No. 104-134, 110 Stat. 1321-121, 2204(B)(ii)(B)(ix)(1996); D.C. Official Code 38-1802.04(ii)(B)(2001, as amended). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2009 and 2008, and the changes in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2009, on our consideration of the School's internal control over financial reporting and our tests of its compliance with laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.



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Our audit was performed for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying Schedule of Expenditures of Federal Awards, which is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and the Schedule of Functional Expenses are presented for purpose of additional analysis and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.



Washington, DC
October 30, 2009

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Statements of Financial Position
As of June 30, 2009 and 2008

	<u>2009</u>	<u>2008</u>
ASSETS		
Current assets		
Cash and cash equivalents, unrestricted	\$ 1,159,296	\$ 401,609
Cash and cash equivalents, restricted (note 10)	1,682,277	11,383,256
Grants receivable	704,520	42,772
Accounts receivable	83,495	124,080
Employee advances	1,000	2,223
Prepaid expenses and other assets	43,178	188,335
Total Current Assets	<u>3,673,766</u>	<u>12,142,275</u>
Fixed assets, net (note 4)	25,536,994	17,335,905
Other assets		
Deposits	49,433	41,593
Deferred charges, net (note 5)	3,416,380	3,542,649
Total Non-Current Assets	<u>29,002,807</u>	<u>20,920,147</u>
Total Assets	<u>\$ 32,676,573</u>	<u>\$ 33,062,422</u>
LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable	\$ 380,426	\$ 3,126,054
Accrued expenses	1,803,250	1,366,654
Other liabilities	11,206	8,839
Capital lease obligation (note 7)	-	2,678
Deferred revenue	156,540	761,234
Notes payable, current (note 10)	488,323	336,758
Total Current Liabilities	<u>2,839,745</u>	<u>5,602,217</u>
Notes payable, net of current portion (note 10)	<u>26,016,669</u>	<u>26,276,010</u>
Total Liabilities	<u>28,856,414</u>	<u>31,878,227</u>
Net Assets		
Unrestricted	<u>3,820,159</u>	<u>1,184,195</u>
Total Liabilities and Net Assets	<u>\$ 32,676,573</u>	<u>\$ 33,062,422</u>

The accompanying notes are an integral part of these financial statements.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Statements of Activities and Change in Net Assets
For the Years Ended June 30, 2009 and 2008**

	<u>2009</u>	<u>2008</u>
REVENUES AND SUPPORT		
Revenues		
Pupil allocations	\$ 18,176,062	\$ 13,564,952
Federal entitlements	1,695,153	844,848
Supplemental special needs funds	1,599,023	1,436,695
Sales and services	387,169	364,708
Tuition and fees	368,367	312,749
Other	308,957	88,812
Total Revenues	<u>22,534,731</u>	<u>16,612,764</u>
Support		
Private grants and contributions	62,258	37,730
Federal grants	191,200	474,003
Total Support	<u>253,458</u>	<u>511,733</u>
Total Revenues and Support	<u>22,788,189</u>	<u>17,124,497</u>
Expenses		
Program services	15,630,957	12,498,688
Management and general	4,521,268	4,129,650
Total Expenses	<u>20,152,225</u>	<u>16,628,338</u>
Change in Net Assets		
Net assets, beginning of year	2,635,964	496,159
	1,184,195	688,036
Net Assets, End of Year	<u>\$ 3,820,159</u>	<u>\$ 1,184,195</u>

The accompanying notes are an integral part of these financial statements.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Statements of Cash Flows
For the Years Ended June 30, 2009 and 2008**

	<u>2009</u>	<u>2008</u>
Cash Flows from Operating Activities		
Change in net assets	\$ 2,635,964	\$ 496,159
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	1,026,768	996,097
Effect of changes in non-cash operating assets and liabilities:		
Receivables	(621,163)	544,299
Prepaid and other assets	138,540	199,392
Accounts payable	(2,745,628)	2,971,017
Accrued expenses	436,596	(91,058)
Other liabilities	2,367	(150,626)
Deferred revenue	(604,694)	(326,082)
Net Cash from Operating Activities	<u>268,750</u>	<u>4,639,198</u>
Cash Flows from Investing Activities		
Purchases of equipment	(380,554)	(246,117)
Purchases of fixed assets	(7,589,087)	(8,450,907)
Interest capitalized	(1,125,654)	(537,600)
Purchase of textbooks	-	(24,961)
Payments for leasehold improvements	(6,292)	(429,600)
Net Cash from Investing Activities	<u>(9,101,587)</u>	<u>(9,689,185)</u>
Cash Flows from Financing Activities		
Proceeds from long-term debt	250,730	-
Principal repayments	(361,185)	(339,703)
Net Cash from Financing Activities	<u>(110,455)</u>	<u>(339,703)</u>
Net decrease in cash and cash equivalents	(8,943,292)	(5,389,690)
Cash and cash equivalents, beginning of year	11,784,865	17,174,555
Cash and Cash Equivalents, End of Year	<u>\$ 2,841,573</u>	<u>\$ 11,784,865</u>
Supplemental Disclosure		
Cash paid during the year for interest	<u>\$ 1,205,554</u>	<u>\$ 1,226,599</u>

The accompanying notes are an integral part of these financial statements.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2009 and 2008

1. ORGANIZATION AND PROGRAM

Community Academy Public Charter School, Inc. (the School) was established in the District of Columbia in 1998 to operate a network of public charter schools pursuant to subtitle B of the School Reform Act of 1995.

The School's activities are primarily funded by local appropriations through the District of Columbia Board of Education (the Board).

Academics

The School has a mission to create a child and family-centered community-learning environment that offers world-class pre-school through secondary education. The model developed for the School is designed to reverse the negative outcomes facing many urban children and their families. This is accomplished by engaging children in powerful learning experiences based on world-class educational methods and standards, providing strong community and parental involvement, and fostering an energetic and highly motivated staff that respects the abilities and potential of each child to achieve. The entire school community works cooperatively to create a safe and caring learning environment that nurtures and empowers its students, their parents and the teaching staff. The current program supports pre-school through eighth grades.

Kids House

The School's students have an opportunity to fill their after-school hours with fun and engaging educational opportunities offered in the supportive and structured environment of Kids House. The Kids House Program, available to parents for a modest fee, includes homework time, teacher-assisted tutoring, a hot meal, and creative activities taken from the multidiscipline Kids Kit curriculum. These activities allow children to investigate their own community, learn about other countries and cultures, explore the planets, help protect our Earth, and consider the qualities and skills needed to be a homegrown hero like a firefighter or a police officer. Kids House kids may also learn martial arts or receive instruction in gardening, dance, music or art. Field trips are offered to children enrolled in Kids House on days when the School is closed for staff development.

Food Service

Meals are provided throughout the day, starting with breakfast. Lunch is provided to all students desiring to participate. A snack and dinner are available for students participating in the Kids House program. The Food Service program is currently contracted out except for labor. Students not entitled to free or reduced meals pay a small fee.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2009 and 2008

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements of the School have been prepared on the accrual basis of accounting where revenue is recorded when earned and expenses are recorded when occurred in accordance with accounting principles generally accepted in the United States of America.

Basis of Presentation

The School's accompanying financial statement presentation follows not-for-profit guidelines under accounting principles generally accepted in the United States of America including Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements of Not-for-Profit Organizations*. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets based on the existence or absence of donor-imposed restrictions.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as of the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

The School considers all cash in banks and other short-term investments with original maturities of less than 90 days to be cash and cash equivalents. The School has restricted cash and cash equivalents in accordance with applicable bond documents for the purpose of renovating a building (see Note 10).

Revenue Recognition

Revenue from per pupil allocations and supplemental special needs funds is recognized in the School's operating cycle which starts in August and ends in July. Revenue is received in four equal quarterly installments beginning in mid-July for the upcoming school year.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2009 and 2008

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Contributions and Grants

Contributions are recorded when pledged and classified as unrestricted or temporarily restricted support depending on the existence and/or nature of any donor restrictions. Temporarily restricted contributions and grants whose restrictions are fulfilled in the same period are recorded as unrestricted support in the Statements of Activities and Change in Net Assets. When a donor restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statements of Activities and Change in Net Assets as net assets released from restrictions.

Capitalization of Fixed Assets

Fixed assets valued in excess of \$500 are capitalized and recorded at cost if purchased or estimated fair market value as of the date of gift, if donated. Depreciation and amortization are recorded using the straight-line method over the estimated useful lives of the assets which range from 5 to 15 years.

Repairs, maintenance and minor replacements are expensed as incurred while major replacements and improvements are capitalized.

Reclassifications

Certain reclassifications have been made to the 2008 amounts to conform with the 2009 presentation.

3. INCOME TAXES

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code and applicable District of Columbia income tax laws and is classified by the Internal Revenue Service as other than a private foundation under Section 509(a)(1). Accordingly, no provision for income taxes has been made in the accompanying financial statements.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2009 and 2008

4. FIXED ASSETS

As of June 30, 2009 and 2008, fixed assets consisted of the following:

	<u>2009</u>	<u>2008</u>	<u>Estimated Useful Life</u>
Leasehold improvements	\$ 8,428,967	\$ 8,422,675	Life of lease
Construction in progress	18,461,443	9,885,479	-
Furniture and fixtures	724,815	586,038	5 to 7 years
Equipment	1,640,538	1,259,984	5 to 7 years
Total	<u>29,255,763</u>	<u>20,154,176</u>	
Less: accumulated depreciation	<u>(3,718,769)</u>	<u>(2,818,271)</u>	
Fixed assets, net	<u>\$ 25,536,994</u>	<u>\$ 17,335,905</u>	

Depreciation expense was \$900,498 and \$869,827 for the years ended June 30, 2009 and 2008, respectively. For the years ended June 30, 2009 and 2008, approximately \$1.3 million and \$0.5 million, respectively, of interest was capitalized.

5. DEFERRED CHARGES

Costs incurred in connection with the issuance of \$25 million Revenue Bonds (Community Academy Public Charter School, Inc. Issue), Series 2007 by the Government of the District of Columbia to finance the acquisition and renovation of the historic Armstrong School building (located at 100 P Street Northwest in Washington, D.C.), are capitalized and amortized on the effective interest note method. These capitalized costs as of June 30, 2009 and 2008, consisted of the following:

	<u>2009</u>	<u>2008</u>
Costs	\$ 3,687,251	\$ 3,687,251
Less: accumulated amortization	<u>(270,871)</u>	<u>(144,602)</u>
Net cost	<u>\$ 3,416,380</u>	<u>\$ 3,542,649</u>

Amortization expense was \$126,269 for each of the years ended June 30, 2009 and 2008.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2009 and 2008

6. OPERATING LEASES

Benjamin and Gladys Amos Elementary Campus

The School's facilities are located at 1300 Allison Street N.W. in Washington, DC on premises that are occupied under a lease with District of Columbia Public School (DCPS) that expires in June 2013. The School pays a monthly rent of \$2,000 to DCPS and an additional \$7,000 per month to a third party management company as well as utilities, maintenance and renovations. Rent expense for this campus was \$108,000 for each of the years ended June 30, 2009 and 2008.

Benjamin and Gladys Amos Elementary Annex

In August 1999, the School entered into a lease agreement with DCPS for the use of the building which is annexed to the Benjamin and Gladys Amos Elementary Campus. The lease, which began on August 16, 1999, was extended for a five-year period through August 15, 2005. The lease term has been extended to a year-to-year lease as of August 16, 2005. Under this lease agreement, the School is obligated to pay a monthly rent of \$827 and an additional \$1,329 as its share of monthly operating expenses. The annual obligation under this lease is \$25,872. The rent for each of the years ended June 30, 2009 and 2008 was \$25,872 and \$56,271, respectively.

Ernest "Bunn" and Helene Amos Early Childhood Campus

In March 2001, the School entered into a lease agreement with the District of Columbia to rent a building located at 1351 Nicholson Street for a monthly rent of \$2,291. Under the terms of this 15-year lease, the School may make improvements to the premises at its own cost upon receipt of approval of the plans and specifications for the improvements from the District of Columbia. The lease also provides for a credit against rent for amounts spent on the approved improvements until the credit is liquidated (no credit has been granted to date). The School improved the building and developed the site to add eight modules to house its Ernest "Bunn" and Helene Amos Early Childhood Center. The monthly lease on these modules is \$8,940. The rent for each of the years ended June 30, 2009 and 2008 was \$134,772.

Addison and Helen Rand Campus

In August 2005, the School entered into a short-term right-of-entry agreement with the District of Columbia to occupy the building located at 33 Riggs Road, N.E. to house the increased student enrollment. The original right-of-entry agreement expired on June 30, 2005, upon which a month-to-month lease was entered into calling for the School to be required to pay monthly rent of \$14,667. Rent expense for each of the years ended June 30, 2009 and 2008, was \$176,004.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2009 and 2008

6. OPERATING LEASES (continued)

Wilson and Odessa Butler Campus

In June 2005, the School entered into a lease agreement with the National City Christian Church Foundation to occupy two floors of the Campbell Building located at 5 Thomas Circle, N.W. The lease, which began on June 1, 2005, is for nine years ending June 30, 2013. The campus educates students from the pre-school to the fifth grades. The lease terms require the School to pay monthly rent of \$10,500 plus the cost of its proportionate share of utilities and maintenance. Rent expense for each of the years ended June 30, 2009 and 2008 was \$126,000.

Future minimum lease payments of the above leases approximate the following:

<u>Fiscal years ending June 30, 2009</u>	<u>Amount</u>
2010	\$ 570,644
2011	368,772
2012	368,772
2013	368,772
2014	134,772
Thereafter	269,544
Total	\$ 2,081,276

7. CAPITAL LEASE OBLIGATION

In October of 2004, the School entered into a capital lease agreement with Dell Financial Services for computer equipment for the School. Under the terms of this 36-month lease, the School makes monthly payments of \$1,964 including interest at 9.03% per annum. The obligation under this lease and the total capitalized costs of \$61,492 are included in the Statements of Financial Position.

In October of 2005, the School entered into a capital lease agreement with Dell Financial Services for computer equipment for the administrative building. Under this 36-month lease, the School makes monthly payments of \$908 including interest at 10.495% per annum. The obligation under this lease and capitalized costs of \$27,950 are included in the Statements of Financial Position.

This final minimum payment under this lease was made in April 2009.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2009 and 2008

8. CONCENTRATION OF CREDIT AND OTHER RISK

The School receives approximately 85% of its annual revenue from the Board under a 15-year charter agreement. Under the charter agreement, the Board will review the School once every five years, beginning on the date on which the charter is granted or renewed, to determine whether the charter should be revoked for material violations of laws and the terms of its charter agreement or if the School fails to meet the goals and student academic achievement expectations. The School completed its first review and received its accreditation in November 2003.

The School has concentrated its credit risk for cash by maintaining deposits in banks that at times exceed the Federally insured limit of \$250,000 as of June 30, 2009 and \$100,000 as of June 30, 2008. The maximum potential loss that could have resulted from this concentration was \$909,296 and \$301,609 as of June 30, 2009 and 2008, respectively. Management does not anticipate any risk of loss from this concentration.

9. RETIREMENT PLANS

401k Plan

All full time employees who have reached the age of 21 and have been employed for more than 90 days are eligible to participate in a tax-deferred retirement plan (the Plan). The Plan is a tax shelter annuity under Internal Revenue Code Section 401(k) and is administered by a life insurance company. The School is not required to make contributions to the Plan and therefore does not have any liability to the Plan.

Teachers' Pension Plan

Charter school legislation requires the School to contribute 7% of eligible teachers' salary into the District of Columbia Public Charter School Pension Plan. Eligibility for contribution to this Plan is based upon an approved leave of absence certification from DCPS. The leave of absence is granted for DCPS teachers who chose to take unpaid leave and teach in charter schools. As of June 30, 2009 and June 30, 2008, there were no teachers who were granted certifications and therefore no accrued expenses for teachers' pension costs is presented in the accompanying financial statements.

10. NOTES PAYABLE

On August 26, 2005, the School signed a note with Building Hope. The note, used for the purchase of furniture and fixtures for the then newly opened Butler Bi-Lingual Campus, is a five year \$250,000 note at a 2% per annum fixed interest rate with a maturity date of September 7, 2009. As of June 30, 2009 and 2008, the principal balance was \$13,102 and \$64,861, respectively.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2009 and 2008

10. NOTES PAYABLE (continued)

On January 3, 2007, the School entered into a note with Fidelity and Trust Bank (now Eagle Bank). The \$6.2 million note was earmarked for predevelopment costs related to the historic Armstrong School building. The term of this note is for fifteen years at 0.75% above the prime rate with a maturity date of January 3, 2013. As of June 30, 2009 and 2008, the principal balance was \$1,367,907.

On July 28, 2009, the School restructured the remaining balance of the \$6.2 million note into a \$3 million note. The note was earmarked for the completion of the build-out to the second and third floors of the historic Armstrong School building, located at 100 P Street Northwest in Washington, D.C. The terms of this note is for four years at 2% above the prime rate with a maturity date of July 20, 2013. The note requires the School to make a deposit of \$500,000 to a collateral reserve account.

On May 1, 2007, the School signed a note with the District of Columbia for the issuance of \$25 million in Revenue Bonds (Community Academy Public Charter School, Inc. Issue), Series 2007 to finance the acquisition and renovation of the historic Armstrong School building located at 100 P Street Northwest in Washington, D.C. The building will be used for classrooms and administrative offices. The note requires the School to make deposits to restricted accounts for the periodic payment of bond interest and the retirement of bond principal. The bonds are secured by land, building, and certain revenues. The term of this note is for thirty years at an interest rate of 4.5% per annum on \$4,200,000, 4.75% per annum on \$7,930,000, and 4.875% on \$12,870,000. The note matures on May 1, 2037. As of June 30, 2009 and 2008, the principal balance was \$24,895,000 and \$25,000,000 respectively. The School had \$1,682,277 and \$11,383,256 in restricted cash and cash equivalents as of June 30, 2009 and 2008, respectively.

On November 14, 2008, the School entered into a note with Eagle Bank. The \$250,730 note was earmarked for the purchase of a utility truck and a security system. The terms of this note is for five years at a 6.5% interest rate. As of June 30, 2009, the principal balance was \$228,984.

As of June 30, 2009 and 2008, long-term notes payable are as follows:

	Original Principal Balance	June 30, 2009 Outstanding Balance	June 30, 2008 Outstanding Balance
District of Columbia	\$ 25,000,000	\$ 24,895,000	\$ 25,000,000
IRS (see note 12)	430,837	-	180,000
Eagle Bank	3,000,000	1,367,907	1,367,907
Eagle Bank	250,730	228,984	-
Building Hope: A Charter School Facilities Fund	250,000	13,102	64,861
Total	\$ 28,931,567	26,504,992	26,612,768
Less: Current portion		488,323	336,758
Long-term notes payable, net		\$ 26,016,669	\$ 26,276,010

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2009 and 2008

10. NOTES PAYABLE (continued)

Future principal and interest payments on the above notes payable are as follows:

<u>Fiscal years ending June 30,</u>	<u>Principal</u>	<u>Interest</u>
2010	\$ 488,323	\$ 1,318,449
2011	498,293	1,295,985
2012	526,555	1,272,474
2013	1,917,554	1,199,131
2014	549,267	1,105,685
Thereafter	22,525,000	15,365,100
Total	\$ 26,504,992	\$ 21,556,824

11. COMMITMENTS AND CONTINGENCIES

Grants

The School receives financial assistance from Federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit. Any disallowed claims resulting from such audits could become a liability of the School. The School's administration believes such disallowance, if any, would be immaterial.

In the normal course of business, there are various outstanding commitments and contingent liabilities in addition to the normal encumbrances for the purchase of goods and services. The School does not anticipate losses from these transactions.

Construction Commitments

As part of the renovation of the Armstrong School, the School has construction commitments of approximately \$9.6 million.

12. INTERNAL REVENUE SERVICE (IRS) CLAIM

The IRS filed a claim against the School for unpaid payroll taxes for the second and third quarters of 2003. The claim is based on payroll withholdings that were withdrawn from the School's payroll bank account by a third party payroll-servicing agency but were not remitted to the IRS. The School hired a tax attorney who reached an offer in compromise with the IRS for \$430,837. Under the terms of the settlement, the School made an initial payment of \$10,837 and the balance is to be paid in installments of \$15,000 each month over a 28-month period. The total amount remitted for the years ended June 30, 2009 and 2008 was \$180,000. The School made the last payment in June 2009.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements

June 30, 2009 and 2008

13. SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 30, 2009, the date the financial statements were issued.

SUPPLEMENTARY INFORMATION

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Supplemental Schedule of Functional Expenses
For the Year Ended June 30, 2009 with Comparative Totals for 2008**

	Program Services				Totals		
	Kids House	Food Service	Academy	Total Program Services	Management and General	2009	2008
Expenses							
Salaries, fringe benefits and related taxes	\$ 580,150	\$ 301,019	\$ 9,018,429	\$ 9,899,599	\$ 2,398,676	\$ 12,298,275	\$ 9,580,522
Legal and accounting	-	-	-	-	111,575	111,575	106,641
Consulting fees	4,340	-	1,456,985	1,461,325	186	1,461,511	1,289,422
Insurance	-	-	12,771	12,771	88,320	101,091	154,681
Depreciation and amortization	27,015	27,015	738,408	792,437	234,331	1,026,768	996,097
Supplies and other office expense	2,242	7,781	176,065	186,088	80,073	266,161	183,570
Recruitment and marketing	-	-	67,880	67,880	2,837	70,717	82,216
Instructional supplies	12,831	-	467,868	480,698	901	481,599	236,298
Nutritional supplies/food service	-	654,785	8,308	663,093	-	663,093	455,228
Interest and bank charges	-	-	3,749	3,749	76,152	79,901	109,737
Management fee	-	-	-	-	1,030,348	1,030,348	1,359,743
Postage and delivery	-	279	14,428	14,707	19,987	34,694	40,145
Printing and publications	-	-	12,488	12,488	21,833	34,321	22,872
Rent	-	-	570,648	570,648	-	570,648	601,347
Utilities	1,553	1,553	665,086	668,192	9,668	677,860	402,586
Maintenance	-	-	210,923	210,923	59,485	270,408	124,046
Telephone/internet	-	-	14,831	14,831	225,476	240,307	173,886
Training and professional development	22,754	1,000	243,971	267,725	6,915	274,640	373,801
Travel	-	-	1,467	1,467	11,522	12,989	6,931
Equipment rental/lease	-	-	46,449	46,449	33,937	80,386	73,350
After school expense	10,469	-	-	10,469	-	10,469	1,039
Miscellaneous	9,876	452	235,090	245,418	109,046	354,464	254,180
Total Expenses	\$ 671,230	\$ 993,884	\$ 13,965,844	\$ 15,630,957	\$ 4,521,268	\$ 20,152,225	\$ 16,628,338



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**REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

The Board of Trustees
Community Academy Public Charter School, Inc.

We have audited the financial statements of the Community Academy Public Charter School, Inc. (the School) as of and for the year ended June 30, 2009, and have issued our report thereon dated October 30, 2009. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America.

Internal Control Over Financial Reporting

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

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the School's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles, such that there is more than a remote likelihood that a misstatement of the School's financial statements that is more than inconsequential will not be prevented or detected by the School's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the School's internal control.



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Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, the Board of Trustees, others within the School, District of Columbia Board of Education, and Federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Washington, DC
October 30, 2009



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**REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON COMPLIANCE
WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND
ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE
WITH OMB CIRCULAR A-133**

The Board of Trustees
Community Academy Public Charter School, Inc.

Compliance

We have audited the compliance of the Community Academy Public Charter School, Inc. (the School), with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that are applicable to its major Federal program for the year ended June 30, 2009. The School's major Federal program is identified in the summary of independent public accountant's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to its major Federal program is the responsibility of the School's management. Our responsibility is to express an opinion on the School's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the School's compliance with those requirements.

In our opinion, the School complied, in all material respects, with the requirements referred to above that are applicable to its major Federal program for the year ended June 30, 2009.



Internal Control Over Compliance

The management of the School is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to Federal programs. In planning and performing our audit, we considered the School's internal control over compliance with the requirements that could have a direct and material effect on a major Federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A control deficiency in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a Federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a Federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a Federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information of management, the Board of Trustees, others within the School, the District of Columbia Board of Education, and Federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Washington, DC
October 30, 2009

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2009**

Federal Agency, Pass-through Entity, Federal Program/State Project	Federal CFDA Number	Federal Expenditures
Department of Health and Human Services		
<u>Pass-through Grants from:</u>		
National School Lunch Program	10.555A	\$ 370,032
Total Department of Health and Human Services		370,032
Department of Education/D.C. Public Schools		
Federal Entitlements - No Child Left Behind Act (NCLB)		
Title I - Helping Disadvantaged Children Meet High Standards Elementary And Secondary Education Act, As Amended	84.010 84.377A	778,799 271,428
Title II, Part A - Teacher and Principal Training and Recruiting Fund	84.367A	211,626
Title II, Part D - Enhancing Education through Technology	84.318X	143,846
Title III - Language Instruction for Limited English Proficient and Immigrant Students	84.365A	32,599
Title IV - Safe and Drug Free Schools and Communities	84.186A	15,127
IDEA Part B – Individuals With Disabilities Education Act, Part B, Section 611	84.027A	187,772
IDEA Part B – Individuals With Disabilities Education Act, Part B, Section 619	84.173A	1,758
Reading First Initiative	84.357A	52,198
Total Department of Education/DC Public Schools		1,695,153
Total Expenditures of Federal Awards		\$ 2,065,185

The accompanying notes are an integral part of this schedule.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2009

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

All Federal grant operations of the Community Academy Public Charter School, Inc. (the School) are included in the scope of the U.S. Office of Management and Budget (OMB) Circular A-133 audit (the Single Audit). The Single Audit was performed in accordance with the provisions of the OMB Circular A-133 (the Compliance Supplement). Compliance testing of all requirements, as described in the Compliance Supplement, was performed for the major grant program noted below. The programs on the Schedule of Expenditures of Federal Awards represent all Federal award programs and other grants with fiscal year 2009 cash or non-cash expenditure activities. For our single audit testing, we tested the below Federal award program with 2009 cash and non-cash expenditures in excess of \$300,000 to ensure coverage of at least 25% of Federally granted funds. Our actual coverage was 43%.

<u>Major Program</u>	<u>CFDA No.</u>	<u>Federal Expenditures</u>
Department of Education		
Title I - Helping Disadvantage Children Meet High Standards	84.010 A	\$ 778,799

2. BASIS OF PRESENTATION

The Schedule of Expenditures of Federal Awards has been accounted for on the accrual basis of accounting.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2009**

Section I – Summary of Independent Public Accountant’s Results

Financial Statements

Type of auditor’s report issued:	Unqualified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiencies identified that are not considered to be material weaknesses?	None Reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major programs:	
Material weaknesses identified?	No
Significant deficiencies identified that are not considered to be material weaknesses?	None Reported
Type of auditor’s report issued on compliance for major programs:	Unqualified
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?	No

Identification of major programs:

<u>Major Program</u>	<u>CFDA No.</u>	<u>Federal Expenditures</u>
Department of Education		
Title - Helping Disadvantage Children Meet High Standards	84.010A	\$ 778,799
Threshold used to distinguish between type A and type B programs		300,000
Auditee qualified as low-risk auditee?		Yes

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2009**

Section II – Financial Statement Findings

None Noted.

Section III - Federal Award Findings

None Noted.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Schedule of Prior Year Audit Findings
For the Year June 30, 2009**

There were no findings in June 30, 2008 single audit reports.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Financial Statements and Supplemental Schedules
Together with Reports of Independent Public Accountants**

For the Years Ended June 30, 2010 and 2009



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JUNE 30, 2010 and 2009

CONTENTS

REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS	1
FINANCIAL STATEMENTS	
Statements of Financial Position	3
Statements of Activities and Change in Net Assets	4
Statements of Cash Flows	5
Notes to the Financial Statements	6
SUPPLEMENTARY INFORMATION	
Supplemental Schedules of Functional Expenses	17
Supplemental Schedule of Vendor Payments over \$25,000	19
Report of Independent Public Accountants on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	20
Report of Independent Public Accountants on Compliance with Requirements Applicable to Each Major Program and on Internal Control over Compliance in Accordance with OMB Circular A-133	22
Schedule of Expenditures of Federal Awards	24
Notes to the Schedule of Expenditures of Federal Awards	25
Schedule of Findings and Questioned Costs	26
Schedule of Prior Year Audit Findings	30



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REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

The Board of Trustees
Community Academy Public Charter School, Inc.

We have audited the accompanying statements of financial position of the Community Academy Public Charter School, Inc. (the School) as of June 30, 2010 and 2009, and the related statements of activities and change in net assets and cash flows for the years then ended. These financial statements and supplemental schedules are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, and with the auditing standards established pursuant to the District of Columbia School Reform Act, Public law No. 104-134, 110 Stat. 1321-121, 2204(B)(ii)(B)(ix)(1996); D.C. Official Code 38-1802.04(ii)(B)(2001, as amended). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2010 and 2009, and the changes in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 5, 2010, on our consideration of the School's internal control over financial reporting and our tests of its compliance with laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.



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Our audit was performed for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying Schedule of Expenditures of Federal Awards, which is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and the Schedules of Functional Expenses are presented for purpose of additional analysis and are not a required part of the basic financial statements. These schedules have been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, are fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Washington, DC
November 5, 2010



COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Statements of Financial Position
As of June 30, 2010 and 2009

	<u>2010</u>	<u>2009</u>
ASSETS		
Current assets		
Cash and cash equivalents	\$ 625,819	\$ 1,159,296
Cash and cash equivalents, restricted (note 8)	1,816,914	1,682,277
Grants receivable	1,479,872	704,520
Accounts receivable	59,520	83,495
Employee advances	3,970	1,000
Prepaid expenses and other assets	66,768	43,178
Total Current Assets	<u>4,052,863</u>	<u>3,673,766</u>
Fixed assets, net (note 3)	29,641,982	25,536,994
Other assets		
Deposits	49,433	49,433
Deferred charges, net (note 4)	3,345,172	3,416,380
Total Non-Current Assets	<u>33,036,587</u>	<u>29,002,807</u>
Total Assets	<u>\$ 37,089,450</u>	<u>\$ 32,676,573</u>
LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable	\$ 1,671,701	\$ 380,426
Accrued expenses	2,285,162	1,803,250
Other liabilities	31,815	11,206
Deferred revenue	417,107	156,540
Notes payable, current (note 8)	1,697,182	488,323
Total Current Liabilities	<u>6,102,967</u>	<u>2,839,745</u>
Notes payable, net of current portion (note 8)	26,690,857	26,016,669
Total Liabilities	<u>32,793,824</u>	<u>28,856,414</u>
Net assets		
Unrestricted	4,295,626	3,820,159
Total Liabilities and Net Assets	<u>\$ 37,089,450</u>	<u>\$ 32,676,573</u>

The accompanying notes are an integral part of these financial statements.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Statements of Activities and Change in Net Assets
For the Years Ended June 30, 2010 and 2009

	<u>2010</u>	<u>2009</u>
REVENUES AND SUPPORT		
Revenues		
Pupil allocations	\$ 18,951,264	\$ 18,176,062
Federal entitlements	3,475,200	1,695,153
Supplemental special needs funds	2,081,926	1,599,023
Sales and services	503,338	387,169
Tuition and fees	309,352	368,367
Other	91,049	308,957
Total Revenues	<u>25,412,129</u>	<u>22,534,731</u>
Support		
Private grants and contributions	3,066	62,258
Federal grants	-	191,200
Total Support	<u>3,066</u>	<u>253,458</u>
Total Revenues and Support	<u>25,415,195</u>	<u>22,788,189</u>
Expenses		
Program services	21,504,673	15,630,957
Management and general	3,435,055	4,521,268
Total Expenses	<u>24,939,728</u>	<u>20,152,225</u>
Change in Net Assets	475,467	2,635,964
Net assets, beginning of year	3,820,159	1,184,195
Net Assets, End of Year	<u>\$ 4,295,626</u>	<u>\$ 3,820,159</u>

The accompanying notes are an integral part of these financial statements.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Statements of Cash Flows
For the Years Ended June 30, 2010 and 2009**

	<u>2010</u>	<u>2009</u>
Cash Flows from Operating Activities		
Change in net assets	\$ 475,467	\$ 2,635,964
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	1,341,884	1,026,768
Effect of changes in non-cash operating assets and liabilities:		
Receivables	(751,377)	(621,163)
Prepaid and other assets	(26,560)	138,540
Accounts payable	1,291,275	(2,745,628)
Accrued expenses	481,912	436,596
Other liabilities	20,609	2,367
Deferred revenue	260,567	(604,694)
Net Cash from Operating Activities	<u>3,093,777</u>	<u>268,750</u>
 Cash Flows from Investing Activities		
Purchases of fixed assets	(4,119,704)	(7,969,641)
Interest capitalized	(1,188,349)	(1,125,654)
Payments for leasehold improvements	-	(6,292)
Net Cash from Investing Activities	<u>(5,308,053)</u>	<u>(9,101,587)</u>
 Cash Flows from Financing Activities		
Proceeds from long-term debt	3,272,118	250,730
Payment for deferred debt costs	(67,611)	-
Principal repayments	(1,389,071)	(361,185)
Net Cash from Financing Activities	<u>1,815,436</u>	<u>(110,455)</u>
 Net decrease in cash and cash equivalents	(398,840)	(8,943,292)
Cash and cash equivalents, beginning of year	<u>2,841,573</u>	<u>11,784,865</u>
Cash and Cash Equivalents, End of Year	<u>\$ 2,442,733</u>	<u>\$ 2,841,573</u>
 Supplemental Disclosure		
Cash paid during the year for interest	<u>\$ 1,388,510</u>	<u>\$ 1,205,554</u>

The accompanying notes are an integral part of these financial statements.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2010 and 2009

1. ORGANIZATION AND PROGRAM

Community Academy Public Charter School, Inc. (the School) was established in the District of Columbia in 1998 to operate a network of public charter schools pursuant to subtitle B of the School Reform Act of 1995.

The School's activities are primarily funded by local appropriations through the District of Columbia Board of Education (the Board).

Academics

The School has a mission to create a child and family-centered community-learning environment that offers world-class pre-school through secondary education. The model developed for the School is designed to reverse the negative outcomes facing many urban children and their families. This is accomplished by engaging children in powerful learning experiences based on world-class educational methods and standards, providing strong community and parental involvement, and fostering an energetic and highly motivated staff that respects the abilities and potential of each child to achieve. The entire school community works cooperatively to create a safe and caring learning environment that nurtures and empowers its students, their parents and the teaching staff. The current program supports pre-school through eighth grades.

Kids House

The School's students have an opportunity to fill their after-school hours with fun and engaging educational opportunities offered in the supportive and structured environment of Kids House. The Kids House program, available to parents for a modest fee, includes homework time, teacher-assisted tutoring, a hot meal, and creative activities taken from the multidiscipline Kids Kit curriculum. These activities allow children to investigate their own community, learn about other countries and cultures, explore the planets, help protect our Earth, and consider the qualities and skills needed to be a homegrown hero like a firefighter or a police officer. Kids House kids may also learn martial arts or receive instruction in gardening, dance, music or art. Field trips are offered to children enrolled in Kids House on days when the School is closed for staff development.

Food Service

Meals are provided throughout the day, starting with breakfast. Lunch is provided to all students desiring to participate. A snack and dinner are available for students participating in the Kids House program. The Food Service program is currently contracted out except for labor. Students not entitled to free or reduced meals pay a small fee.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2010 and 2009

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements of the School have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Basis of Presentation

The School's accompanying financial statement presentation follows not-for-profit guidelines under accounting principles generally accepted in the United States of America including *Not-for-Profit Entities - Presentation of Financial Statements* (FASB ASC 958-205). Under FASB ASC 958-205, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets based on the existence or absence of donor-imposed restrictions.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as of the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

The School considers all cash in banks and other short-term investments with original maturities of less than 90 days to be cash and cash equivalents. The School has restricted cash and cash equivalents in accordance with applicable bond documents for the purpose of renovating a building (see Note 8).

Revenue Recognition

Revenue from per pupil allocations and supplemental special needs funds is recognized in the School's operating cycle which starts in August and ends in July. Revenue is received in four equal quarterly installments beginning in mid-July for the upcoming school year.

Fixed Assets

Fixed assets valued in excess of \$500 are capitalized and recorded at cost if purchased or estimated fair market value as of the date of gift, if donated. Depreciation and amortization are recorded using the straight-line method over the estimated useful lives of the assets which range from 5 to 15 years.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2010 and 2009

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Net Assets

Unrestricted net assets are assets and contributions that are not restricted by donors or for which restrictions have expired.

Temporarily restricted net assets are those whose uses by the School have been limited by donors primarily for a specific time period or purpose. When a donor restriction is met, temporarily restricted net assets are reclassified to unrestricted net assets. If a donor restriction is met in the same reporting period in which the contribution is received, the contribution (to the extent that the restrictions have been met) are reported as unrestricted net assets.

Permanently restricted net assets are those that are restricted by donors to be maintained by the School in perpetuity. There were no temporary or permanently restricted net assets as of June 30, 2010 and 2009.

Contributions and Grants

Contributions are recorded when pledged and classified as unrestricted or temporarily restricted support depending on the existence and/or nature of any donor restrictions. Temporarily restricted contributions and grants whose restrictions are fulfilled in the same period are recorded as unrestricted support in the Statements of Activities and Change in Net Assets. When a donor restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statements of Activities and Change in Net Assets as net assets released from restrictions.

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities and change in net assets. Accordingly, certain costs have been allocated among the programs and supporting services that benefit from those costs. Management and general expenses include those expenses that are not directly identified with any other specific function but provide for the overall support and direction of the School.

Income Taxes

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code and applicable District of Columbia income tax laws and is classified by the Internal Revenue Service as other than a private foundation under Section 509(a)(1). Accordingly, no provision for income taxes has been made in the accompanying financial statements.

Reclassifications

Certain reclassifications have been made to the 2009 amounts to conform with the 2010 presentation.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2010 and 2009

3. FIXED ASSETS

As of June 30, 2010 and 2009, fixed assets consisted of the following:

	<u>2010</u>	<u>2009</u>	<u>Estimated Useful Life</u>
Leasehold improvements	\$ 8,428,967	\$ 8,428,967	Life of lease
Construction-in-progress	23,547,010	18,461,443	-
Furniture and fixtures	855,125	724,815	5 to 7 years
Equipment	1,732,714	1,640,538	5 to 7 years
Total	<u>34,563,816</u>	<u>29,255,763</u>	
Less: accumulated depreciation	(4,921,834)	(3,718,769)	
Fixed assets, net	<u>\$ 29,641,982</u>	<u>\$ 25,536,994</u>	

Depreciation expense was \$1,203,065 and \$900,498 for the years ended June 30, 2010 and 2009, respectively. Capitalized interest was \$1,188,349 and \$1,125,654 for the years ended June 30, 2010 and 2009, respectively.

4. DEFERRED CHARGES

Costs incurred in connection with the issuance of \$25 million Revenue Bonds (Community Academy Public Charter School, Inc. Issue), Series 2007 by the Government of the District of Columbia and loan of \$2.1 million by Eagle Bank to finance the acquisition and renovation of the historic Armstrong School building (located at 100 P Street Northwest in Washington, D.C.), are capitalized and amortized on the effective interest note method. These capitalized costs as of June 30, 2010 and 2009, consisted of the following:

	<u>2010</u>	<u>2009</u>
Costs	\$ 3,754,862	\$ 3,687,251
Less: accumulated amortization	(409,690)	(270,871)
Net cost	<u>\$ 3,345,172</u>	<u>\$ 3,416,380</u>

Amortization expense was \$138,819 and \$126,270 for the years ended June 30, 2010 and 2009, respectively.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2010 and 2009

5. OPERATING LEASES

Benjamin and Gladys Amos Elementary Campus

The School's facilities are located at 1300 Allison Street N.W. in Washington, DC on premises that are occupied under a lease with District of Columbia Public School (DCPS) that expires in June 2013. The School pays a monthly rent of \$2,000 to DCPS for this lease and an additional \$7,000 per month to a third-party management company as well as utilities, maintenance and renovations. Rent expense for this campus was \$108,000 for each of the years ended June 30, 2010 and 2009.

Benjamin and Gladys Amos Elementary Annex

In August 1999, the School entered into a lease agreement with DCPS for the use of the building which is annexed to the Benjamin and Gladys Amos Elementary Campus. The lease, which began on August 16, 1999, was extended for a five-year period through August 15, 2005. The lease term was extended to a year-to-year lease on August 16, 2005. Under this lease agreement, the School is obligated to pay a monthly rent of \$827 and an additional \$1,329 as its share of monthly operating expenses. The rent for the years ended June 30, 2010 and 2009 was \$43,014 and \$56,271, respectively.

Ernest "Bunn" and Helene Amos Early Childhood Campus

In March 2001, the School entered into a lease agreement with the Government of the District of Columbia (the District) to rent a building located at 1351 Nicholson Street for a monthly rent of \$2,291. Under the terms of this 15-year lease, the School may make improvements to the premises at its own cost upon receipt of approval of the plans and specifications for the improvements from the District. The lease also provides for a credit against rent for amounts spent on the approved improvements until the credit is liquidated (no credit has been granted to date). The School improved the building and developed the site to add eight modules to house its Ernest "Bunn" and Helene Amos Early Childhood Center. The monthly lease on these modules is \$8,940. The rent for each of the years ended June 30, 2010 and 2009 was \$134,772.

Addison and Helen Rand Campus

In August 2005, the School entered into a short-term right-of-entry agreement with the District to occupy the building located at 33 Riggs Road, N.E. to house the increased student enrollment. The original right-of-entry agreement expired on June 30, 2005, upon which a month-to-month lease was entered into calling for the School to be required to pay monthly rent of \$14,667. Rent expense for each of the years ended June 30, 2010 and 2009 was \$176,000.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2010 and 2009

5. OPERATING LEASES (continued)

Wilson and Odessa Butler Campus

In June 2005, the School entered into a lease agreement with the National City Christian Church Foundation to occupy two floors of the Campbell Building located at 5 Thomas Circle, N.W. The lease, which began on June 1, 2005, is for nine years ending on June 30, 2013. The campus educates students from the pre-school to the fifth grade. The lease terms require the School to pay monthly rent of \$10,500 plus the cost of its proportionate share of utilities and maintenance. Rent expense for each of the years ended June 30, 2010 and 2009 was \$126,000.

Future minimum lease payments of the above leases approximate the following:

<u>Fiscal years ending June 30,</u>	<u>Amount</u>
2011	\$ 604,802
2012	470,492
2013	470,492
2014	134,772
2015	134,772
Thereafter	134,772
Total	\$ 1,950,102

6. CONCENTRATION OF CREDIT AND OTHER RISK

The School receives approximately 85% of its annual revenue from the Board under a 15-year charter agreement. Under the charter agreement, the Board will review the School once every five years, beginning on the date on which the charter is granted or renewed, to determine whether the charter should be revoked for material violations of laws and the terms of its charter agreement or if the School fails to meet the goals and student academic achievement expectations. The School completed its first review and received its accreditation in November 2003. The accreditation from Middle States is up for renewal in May 2014.

The School has concentrated its credit risk for cash by maintaining deposits in banks that at times exceed the federally insured limit of \$250,000. The maximum potential loss that could have resulted from this concentration was \$375,820 and \$909,296 as of June 30, 2010 and 2009, respectively. Management does not anticipate any risk of loss from this concentration.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2010 and 2009

7. RETIREMENT PLANS

401k Plan

All full-time employees who have reached the age of 21 and have been employed for more than 90 days are eligible to participate in a tax-deferred retirement plan (the Plan). The Plan is a tax shelter annuity under Internal Revenue Code Section 401(k) and is administered by a life insurance company. The School is not required to make contributions to the Plan, and therefore, the School does not have any liability to the Plan.

Teachers' Pension Plan

Charter school legislation requires the School to contribute 0% of eligible teachers' salary into the District of Columbia Public Charter School Pension Plan. Eligibility for contribution to this Plan is based upon an approved leave of absence certification from DCPS. The leave of absence is granted for DCPS teachers who chose to take unpaid leave and teach in charter schools. As of June 30, 2010 and June 30, 2009, there were no teachers who were granted certifications, and therefore, no accrued expenses for teachers' pension costs are presented in the accompanying financial statements.

8. NOTES PAYABLE

On August 26, 2005, the School signed a note with Building Hope. The note, used for the purchase of furniture and fixtures for the then newly opened Butler Bi-Lingual Campus, is a five-year \$250,000 note at a 2% per annum fixed interest rate with a maturity date of September 7, 2009. As of June 30, 2010 and 2009, the principal balance was \$0 and \$13,102, respectively.

On January 3, 2007, the School entered into a note with Fidelity and Trust Bank (now Eagle Bank). The \$6.2 million note was earmarked for predevelopment costs related to the historic Armstrong School building. The term of this note is for fifteen years at 0.75% above the prime rate with a maturity date of January 3, 2013. As of June 30, 2010 and 2009, the principal balance was \$1,367,907.

On July 28, 2009, the School restructured the remaining balance of the \$6.2 million note into a \$3 million note. The note was earmarked for the completion of the build-out to the second and third floors of the historic Armstrong School building, located at 100 P Street, Northwest in Washington, D.C. The term of this note is for four years at 2% above the prime rate with a maturity date of July 20, 2013. The note requires the School to make a deposit of \$500,000 to a collateral reserve account. As of June 30, 2010, the principal balance was \$2,372,118.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Notes to the Financial Statements
June 30, 2010 and 2009**

8. NOTES PAYABLE (continued)

On May 1, 2007, the School signed a note with the District for the issuance of \$25 million in Revenue Bonds (Community Academy Public Charter School, Inc. Issue), Series 2007 to finance the acquisition and renovation of the historic Armstrong School building located at 100 P Street, Northwest in Washington, D.C. The building will be used for classrooms and administrative offices. The note requires the School to make deposits to restricted accounts for the periodic payment of bond interest and the retirement of bond principal. The bonds are secured by land, building, and certain revenues. The term of this note is for thirty years at an interest rate of 4.5% per annum on \$4,200,000, 4.75% per annum on \$7,930,000, and 4.875% on \$12,870,000. The note matures on May 1, 2037. As of June 30, 2010 and 2009, the principal balance was \$24,465,000 and \$24,895,000, respectively. The School had \$1,816,914 and \$1,682,277 in restricted cash and cash equivalents as of June 30, 2010 and 2009, respectively.

On November 14, 2008, the School entered into a note with Eagle Bank. The \$250,730 note was earmarked for the purchase of a utility truck and a security system. The term of this note is for five years at a 6.5% interest rate. As of June 30, 2010 and 2009, the principal balance was \$183,014 and \$228,984, respectively.

As of June 30, 2010 and 2009, long-term notes payable are as follows:

	Original Principal Balance	June 30, 2010 Outstanding Balance	June 30, 2009 Outstanding Balance
District of Columbia	\$ 25,000,000	\$ 24,465,000	\$ 24,895,000
Eagle Bank	3,000,000	1,367,907	1,367,907
Eagle Bank	250,000	183,014	228,984
Eagle Bank	2,192,509	2,372,118	-
Building Hope: A Charter School Facilities Fund	250,000	-	13,101
Total	<u>\$ 30,692,509</u>	<u>28,388,039</u>	<u>26,504,992</u>
Less: Current portion		<u>1,697,182</u>	<u>488,323</u>
Long Term Notes Payables, net		<u>\$ 26,690,857</u>	<u>\$ 26,016,669</u>

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2010 and 2009

8. NOTES PAYABLE (continued)

Future principal and interest payments on the above notes payable are as follows:

<u>Fiscal Years Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>
2011	\$ 1,697,182	\$ 1,271,058
2012	1,698,425	1,212,074
2013	1,917,836	1,163,975
2014	549,593	1,105,714
2015	545,000	1,081,712
Thereafter	21,980,003	14,283,387
Total	<u>\$ 28,388,039</u>	<u>\$ 20,117,920</u>

9. COMMITMENTS AND CONTINGENCIES

Grants

The School receives financial assistance from Federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit. Any disallowed claims resulting from such audits could become a liability of the School. The School's administration believes such disallowance, if any, would be immaterial.

10. INTERNAL REVENUE SERVICE CLAIM

The Internal Revenue Service (IRS) filed a claim against the School for unpaid payroll taxes for the second and third quarters of 2003. The claim is based on payroll withholdings that were withdrawn from the School's payroll bank account by a third-party payroll-servicing agency but were not remitted to the IRS. The School hired a tax attorney who reached an offer in compromise with the IRS for \$430,837. Under the terms of the settlement, the School made an initial payment of \$10,837 and the balance was to be paid in installments of \$15,000 each month over a 28-month period. The School made the last payment in June 2009.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Financial Statements June 30, 2010 and 2009

11. SUBSEQUENT EVENTS

The School evaluated the accompanying financial statements for subsequent events and transactions through November 5, 2010, the date the financial statements were available for issue, and have determined that no material subsequent events have occurred that would affect the information presented in the accompanying financial statements or require additional disclosure.

SUPPLEMENTARY INFORMATION

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Supplemental Schedule of Functional Expenses
For the Year Ended June 30, 2010 with Comparative Totals for 2009**

	Program Services				Management and General	Total	
	Kids House	Food Service	Academics	Program Services		2010	2009
Salaries, fringe benefits and related taxes	\$ 390,167	\$ 271,763	\$ 12,699,562	\$ 13,361,492	\$ 1,198,858	\$ 12,298,274	
Legal and accounting	-	-	63,990	63,990	68,610	111,575	
Consulting fees	622,617	-	1,607,306	2,229,923	5,685	1,461,511	
Insurance	-	-	64,401	64,401	20,704	101,091	
Depreciation and amortization	34,889	34,888	1,167,440	1,237,217	104,667	1,341,884	
Supplies and other office expense	3,985	14,444	329,728	348,157	149,922	1,026,769	
Recruitment and marketing	-	-	56,968	56,968	9,622	266,161	
Instructional supplies	-	-	499,027	499,027	8,751	70,717	
Nutritional supplies/food service	-	772,122	84,291	856,413	-	481,599	
Interest and bank charges	-	-	7,961	7,961	192,105	663,093	
Management fee	-	-	-	-	1,300,000	79,901	
Postage and delivery	-	119	31,160	31,279	-	1,030,348	
Printing and publications	-	-	26,663	26,663	6,916	34,694	
Rent	-	-	587,786	587,786	3,086	34,321	
Utilities	-	-	765,021	765,021	-	570,648	
Maintenance	-	-	378,374	378,374	32,267	677,860	
Telephone/internet	1,587	-	190,593	192,180	7,025	270,408	
Training and professional development	1,855	553	549,232	551,640	75,815	240,307	
Travel	-	-	13,424	13,424	66,739	274,640	
Equipment rental/lease	-	-	48,894	48,894	22,978	12,989	
After school expense	264	56	132	452	8,484	80,386	
Miscellaneous	759	552	182,100	183,411	-	10,469	
Total Expenses	\$ 1,056,123	\$ 1,094,497	\$ 19,354,053	\$ 21,504,673	\$ 3,435,055	\$ 20,152,225	

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Supplemental Schedule of Functional Expenses
For the Year Ended June 30, 2009**

	Program Services					Total Program Services	Management and General	Total
	Kids House	Food Service	Academics					
Expenses								
Salaries, fringe benefits and related taxes	\$ 580,150	\$ 301,019	\$ 9,018,429	\$ -	\$ 9,899,598	\$ 2,398,676	\$ 12,298,274	
Legal and accounting	-	-	-	-	-	111,575	111,575	
Consulting fees	4,340	-	1,456,985	-	1,461,325	186	1,461,511	
Insurance	-	-	12,771	-	12,771	88,320	101,091	
Depreciation and amortization	27,015	27,015	738,408	-	792,438	234,331	1,026,769	
Supplies and other office expense	2,242	7,781	176,065	-	186,088	80,073	266,161	
Recruitment and marketing	-	-	67,880	-	67,880	2,837	70,717	
Instructional supplies	12,830	-	467,868	-	480,698	901	481,599	
Nutritional supplies/food service	-	654,785	8,308	-	663,093	-	663,093	
Interest and bank charges	-	-	3,749	-	3,749	76,152	79,901	
Management fee	-	-	-	-	-	1,030,348	1,030,348	
Postage and delivery	-	279	14,428	-	14,707	19,987	34,694	
Printing and publications	-	-	12,488	-	12,488	21,833	34,321	
Rent	-	-	570,648	-	570,648	-	570,648	
Utilities	1,553	1,553	665,086	-	668,192	9,668	677,860	
Maintenance	-	-	210,923	-	210,923	59,485	270,408	
Telephone/internet	-	-	14,831	-	14,831	225,476	240,307	
Training and professional development	22,754	1,000	243,971	-	267,725	6,915	274,640	
Travel	-	-	1,467	-	1,467	11,522	12,989	
Equipment rental/lease	-	-	46,449	-	46,449	33,937	80,386	
After school expense	10,469	-	-	-	10,469	-	10,469	
Miscellaneous	9,876	452	235,090	-	245,418	109,046	354,464	
Total Expenses	\$ 671,229	\$ 993,884	\$ 13,965,844	\$ -	\$ 15,630,957	\$ 4,521,268	\$ 20,152,225	

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Supplemental Schedule of Vendor Payments over \$25,000
For the Year Ended June 30, 2010**

<u>Vendor</u>	<u>Payment</u>	<u>Purpose of Service</u>
Achieve Tutoring, LLC	\$ 64,651	Tutoring To CAPCS Students
Alexander Security Consultants, LLC	148,030	Security Services
Champion Knowledge Learning Corporation	492,823	Before And After School Programs
Community Action Partners	1,261,207	Management Services For CAPCS
Center For Youth And Family Investment	30,618	Tutoring To CAPCS Students
Conaboy & Associates, Inc	117,769	Speech/Language Therapy
Kenyatta Dorey Graves DbA	66,450	Professional Development Services To Middle School Teachers
Mary Beth Crowder-Meier	58,675	Professional Development Services To Elementary School
Digidoc, Inc	29,728	Copier Services
Evigilant Security	33,213	Security Services
Global Playgrounds	28,915	Supplying And Installing Equipment For School Playgrounds
Jenkins, Patricia A. Ph.D.	149,859	Psychological Assessment Services To Special Education
K12 Inc.	695,680	Education For Online CAPCS Studetns
Metropolitan Area Communication Services, I	232,766	Speech/Language Therapy, Speech/Language Screenings
		Professional Development Services To Elementary School
Math Solutions Professional Development	63,518	Teachers And Teaching Mathematics To CAPCS Students
Mauricio Painting Services	49,491	Wall And Floor And Painting Services
		Professional Development Services To Elementary School
Jennifer Braden Munson	41,520	Teachers And Teaching Mathematics To CAPCS Students
Origin	33,962	Professional Development Services For Middle School Teachers
RSC Electrical & Mechanical Contractors, Inc	104,200	Electrical, Mechanical, And Plumbing Services
SB & Company, LLC	49,300	Auditing Services
Sterling National Bank-Leasing Department	49,028	Copier Services
YMCA National Capital	58,000	Facilities For Physical Education For Butler Campus
Total	<u>\$ 3,859,403</u>	



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**REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

The Board of Trustees
Community Academy Public Charter School, Inc.

We have audited the financial statements of the Community Academy Public Charter School, Inc. (the School) as of and for the year ended June 30, 2010, and have issued our report thereon dated November 5, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

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

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.



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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, the Board of Trustees, others within the School, District of Columbia Board of Education, and Federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Washington, DC
November 5, 2010

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**REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON COMPLIANCE
WITH THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH
MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN
ACCORDANCE WITH OMB CIRCULAR A-133**

The Board of Trustees
Community Academy Public Charter School, Inc.

Compliance

We have audited the compliance of the Community Academy Public Charter School, Inc. (the School), with the types of compliance requirements described in the (OMB) Circular A-133, *Compliance Supplement* that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2010. The School's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the School's management. Our responsibility is to express an opinion on the School's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the School's compliance with those requirements.

In our opinion, the School complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2010. However, the results of our auditing procedures disclosed an instance of noncompliance with those requirements, which is required to be reported in accordance with OMB A-133 and which is described in the accompanying schedule of findings and questioned costs as item 10-01.



Internal Control Over Compliance

The management of the School is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to Federal programs. In planning and performing our audit, we considered the School's internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

The School's responses to the findings identified in our audit are described in the accompanying schedule of finding and questioned costs. We did not audit the School's responses and, accordingly, we express no opinion on the responses.

This report is intended solely for the information of management, the Board of Trustees, others within the School, the District of Columbia Board of Education, and Federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Washington, DC
November 5, 2010



COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2010**

Federal Agency, Pass-through Entity, Federal Program/State Project	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Agriculture (USDA)			
<u>Pass-through DC Public Schools</u>			
Child Nutrition Cluster			
School Breakfast Program	10.553A		\$ 91,094
National School Lunch Program	10.555A		394,041
Total Child Nutrition Cluster			<u>485,135</u>
Total U.S. Department of Agriculture			<u>\$ 485,135</u>
United States Department of Education (ED)			
<u>Pass-through DC Public Schools</u>			
Title I, Part A Cluster			
Title I Grants to Local Educational Agencies	84.010	SG010A	\$ 603,627
ARRA - Title I Grants to Local Educational Agencies	84.389A	SG389A	291,439
Total Title I, Part A Cluster			<u>895,066</u>
Special Education Cluster			
Special Education: Grants to States Part B	84.027A	SG027A	\$ 90,639
ARRA - Special Education: Grants to States Part B	84.391A	RA391A	123,434
Total Special Education Cluster			<u>214,073</u>
Safe and Drug Free Schools and Communities - State Grants	84.186A	SG186A	\$ 5,300
Educational Technology Grants	84.318X	N/A	89,808
Reading First State Grants	84.357A	N/A	102,834
English Language Acquisition Grants	84.365A	SG365A	21,395
Improving Teacher Quality State Grants	84.367A	SG367A	170,982
School Improvement Grants	84.377A	N/A	222,258
ARRA - Education for Homeless Children and Youth	84.387A	SG387A	7,390
State Fiscal Stabilization Fund Cluster			
ARRA - State Fiscal Stabilization Fund (SFSF) - Education State Grants	84.394A	RA394A	\$ 1,538,120
ARRA - State Fiscal Stabilization Fund (SFSF) - Government Services	84.397A	RA397A	207,974
Total State Fiscal Stabilization Fund Cluster			<u>1,746,094</u>
Total U.S. Department of Education			<u>\$ 3,475,200</u>
TOTAL ALL FEDERAL AWARDS			<u>\$ 3,960,335</u>

The accompanying notes are an integral part of this schedule.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Notes to the Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2010

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

All Federal grant operations of the Community Academy Public Charter School, Inc. (the School) are included in the scope of the U.S. Office of Management and Budget (OMB) Circular A-133 audit (the Single Audit). The Single Audit was performed in accordance with the provisions of the OMB Circular A-133 Compliance Supplement. Compliance testing of all requirements, as described in the Compliance Supplement, was performed for the major grant program noted below. The programs on the Schedule of Expenditures of Federal Awards represent all Federal award programs and other grants with fiscal year 2010 cash or non-cash expenditure activities.

<u>Major Program</u>	<u>CFDA No.</u>	<u>Federal Expenditures</u>
Title I, Part A Cluster	84.010/84.389	\$ 895,066
Child Nutrition Cluster	10.553/10.555	485,135
State Fiscal Stabilization Fund Cluster	84.394/84.397	1,746,094

2. BASIS OF PRESENTATION

The Schedule of Expenditures of Federal Awards has been accounted for on the accrual basis of accounting.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2010**

Section I – Summary of Independent Public Accountant’s Results

Financial Statements

Type of auditor’s report issued: Unqualified

Internal control over financial reporting:

Material weakness(es) identified? No

Significant deficiencies identified that are not considered to be material weaknesses? None Reported

Noncompliance material to financial statements noted? No

Federal Awards

Internal control over major programs:

Material weaknesses identified? No

Significant deficiencies identified that are not considered to be material weaknesses? No

Type of auditor’s report issued on compliance for major programs: Unqualified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? Yes

Identification of major programs:

<u>Major Program</u>	<u>CFDA No.</u>	<u>Federal Expenditures</u>
Title I, Part A Cluster	84.010/84.389	\$ 895,066
Child Nutrition Cluster	10.553/10.555	485,135
State Fiscal Stabilization Fund Cluster	84.394/84.397	1,746,094
Threshold used to distinguish between type A and type B programs		300,000
Auditee qualified as low-risk auditee?		Yes

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2010**

Section II – Financial Statement Findings

None Noted.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

Schedule of Findings and Questioned Costs For the Year Ended June 30, 2010

Section III - Federal Award Findings

Finding Number 10-01:

Federal Program: Child Nutrition Cluster, 10.553 & 10.555

Type of Finding: Reportable Condition

Compliance Requirement: Eligibility & Verification of Free and Reduced Lunch Applications

Criteria

According to the eligibility requirements for the Child Nutrition Cluster of the Compliance Supplement:

Children belonging to households meeting nationwide income eligibility requirements may receive meals at no charge or at reduced price.

General Rule: Annual Certification - A child's eligibility for free or reduced price meals under a Child Nutrition Cluster program may be established by the submission of an annual application or statement which furnishes such information as family income and family size. Local educational agencies (LEAs), institutions, and sponsors determine eligibility by comparing the data reported by the child's household to published income eligibility guidelines.

Verification of Applications - By November 15th of each school year, the local education agency (LEA) (or State in certain cases) must verify the current free and reduced price eligibility of households selected from a sample of applications that it has approved for free and reduced price meals.

Condition

During our testing of the verification of free and reduced lunch applications, we noted three students that did not have supporting documentation identifying application verification. We also noted there was no support for one student showing whether an application verification was performed. During our eligibility testing, we noted four applications had not been signed and approved by staff at the School. As a result, one student was incorrectly denied reduced lunch during the school year.

Cause

The School did not have proper controls in place for review of applications for eligibility determination and verification of income tests to determine if students were properly receiving free, reduced or paid lunches.

Effect

The School is not in compliance with the eligibility and verification of applications in accordance with the Child Nutrition Cluster program requirements.

Questioned Costs

Not applicable.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2010**

Recommendation

We recommend a careful review of the application process for school breakfast and lunch program. We also recommend that the School create a system where income verifications are properly reviewed and checked by an independent employee.

Management response and corrective action plan

We will implement a thorough training session in late spring so that all food service staff will be trained on the proper way to fill out an application. Our new manager of Food Services was recently trained on the verification process and has guaranteed us that this mistake will not happen again.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

**Schedule of Prior Year Audit Findings
For the Year June 30, 2009**

There were no findings in the June 30, 2009 single audit reports.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

FINANCIAL STATEMENTS AND SCHEDULES
IN ACCORDANCE WITH OMB CIRCULAR A-133

With Reports of Independent Auditors

For the Years Ended June 30, 2012 and 2011



Walker & Co., LLP

Assurance. Business and Advisory Services

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

TABLE OF CONTENTS

	<u>Page</u>
REPORT OF INDEPENDENT AUDITORS	1
FINANCIAL STATEMENTS	
Statements of Financial Position	3
Statements of Activities and Changes in Net Assets	4
Statements of Cash Flows	5
Notes to Financial Statements	6
Supplemental Information	
Schedules of Functional Expenses	17
SINGLE AUDIT	
Schedule of Expenditures of Federal Awards	19
Notes to Schedule of Expenditures of Federal Awards	20
Report of Independent Auditors on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	22
Report of Independent Auditors on Compliance with Requirements That Could Have a Direct and Material Effect on Each Major Program and on Internal Control Over Compliance in Accordance with OMB Circular A-133	24
Schedule of Findings and Questioned Costs	26
Summary Schedule of Prior Year Findings	28



Walker & Co., LLP

Assurance, Business and Advisory Services

REPORT OF INDEPENDENT AUDITORS

Board of Trustees
Community Academy Public Charter School, Inc.

We have audited the accompanying statement of financial position of Community Academy Public Charter School, Inc. (CAPCS or the School) as of June 30, 2012, and the related statements of activities and change in net assets and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements of Community Academy Public Charter School, Inc. were audited by other auditors whose report dated November 1, 2011, expressed an unqualified opinion on those statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Community Academy Public Charter School, Inc. as of June 30, 2012, and the change in its net assets and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 1, 2012, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audit was performed for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements of the School. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves and other procedures in accordance with the auditing standards generally accepted in the United States. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Walker & Co., LLP

November 1, 2012

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF FINANCIAL POSITION

	June 30,	
	2012	2011
ASSETS		
Current Assets		
Cash	\$ 674,142	\$ 726,308
Cash and cash equivalents, restricted	2,658,700	2,237,808
Grants receivable	1,445,523	1,537,181
Accounts receivable	239,931	229,456
Employee advances	25,125	18,655
Prepaid expenses and other assets	105,901	70,858
Total current assets	5,149,322	4,820,266
Non-current Assets		
Property and equipment, net	27,032,112	28,472,660
Deposits	49,433	49,433
Deferred charges, net	3,066,681	3,205,926
Total non-current assets	30,148,226	31,728,019
Total Assets	\$ 35,297,548	\$ 36,548,285
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable	\$ 1,140,439	\$ 2,052,325
Accrued expenses	2,260,150	2,155,949
Other liabilities	30,243	12,561
Deferred revenue	459,511	599,375
Notes payable, current	1,917,831	1,696,841
Total current liabilities	5,808,174	6,517,051
Notes payable, net of current portion	23,072,780	24,992,432
Total Liabilities	28,880,954	31,509,483
NET ASSETS		
Unrestricted	6,416,594	5,038,802
Total Liabilities and Net Assets	\$ 35,297,548	\$ 36,548,285

See notes to financial statements.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS

	Year ended June 30,	
	2012	2011
	Unrestricted	Unrestricted
REVENUE AND SUPPORT		
Revenue		
Per pupil allocations	\$ 24,923,026	\$ 23,555,478
Federal entitlements	2,348,305	2,634,344
Supplemental special needs funds	4,184,859	2,292,251
Sales and services	888,106	816,565
Tuition and fees	-	83,540
Other	148,007	196,123
Total Revenue	32,492,303	29,578,301
Support		
Private grants and contributions	15,166	38,063
Total Revenue and Support	32,507,469	29,616,364
EXPENSES		
Program services	26,490,825	24,979,929
Management and general	4,638,852	3,893,259
Total Expenses	31,129,677	28,873,188
CHANGE IN NET ASSETS	1,377,792	743,176
Net Assets, Beginning of Year	5,038,802	4,295,626
Net Assets, End of Year	\$ 6,416,594	\$ 5,038,802

See notes to financial statements.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
STATEMENTS OF CASH FLOWS

	Year ended June, 30	
	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 1,377,792	\$ 743,176
Adjustments to reconcile changes in net assets to net cash provided by operating activities:		
Depreciation and amortization	1,767,804	1,791,018
Change in grants receivable	91,658	-
Change in accounts receivable	(10,475)	(227,245)
Change in employee advances	(6,470)	-
Change in prepaid expenses and other assets	(35,043)	(18,775)
Change in accounts payable	(911,886)	380,624
Change in accrued expenses	104,201	(129,213)
Change in other liabilities	17,682	(19,254)
Change in deferred revenue	(139,864)	182,268
Net cash provided by operating activities	2,255,399	2,702,599
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(188,011)	(482,450)
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayments on notes payable	(1,698,662)	(1,698,766)
TOTAL CHANGE IN CASH	368,726	521,383
Cash, Beginning of Year	2,964,116	2,442,733
Cash, End of Year	\$ 3,332,842	\$ 2,964,116
SUPPLEMENTARY CASH FLOW INFORMATION		
Interest paid	\$ 1,248,518	\$ 1,352,550

See notes to financial statements.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2012

NOTE 1 ORGANIZATION AND NATURE OF OPERATIONS

Community Academy Public Charter School, Inc. (CAPCS or the School) was established in the District of Columbia (District) in 1998 to operate a network of public charter schools pursuant to subtitle B of the District of Columbia School Reform Act of 1995.

The District of Columbia Public Charter School Board (the Board) has oversight responsibility and chartering authority of all charter schools in the District of Columbia.

The School's activities are primarily funded by local appropriations of the District of Columbia Office of State Superintendent of Education (OSSE) which has local fiscal and federal compliance oversight of public charter schools.

Program services

Academics

The School has a mission to create a child and family-centered community-learning environment that offers world-class pre-school through secondary education. The model developed for the School is designed to reverse the negative outcomes facing many urban children and their families. This is accomplished by engaging children in powerful learning experiences based on world-class educational methods and standards, providing strong community and parental involvement, and fostering an energetic and highly motivated staff that respects the abilities and potential of each child to achieve. The entire school community works cooperatively to create a safe and caring learning environment that nurtures and empowers its students, their parents and the teaching staff. The current program supports pre-school through eighth grades.

Kids House

The School's students have an opportunity to fill their after-school hours with fun and engaging educational opportunities offered in the supportive and structured environment of Kids House. The Kids House program, available to parents for a modest fee, includes homework time, teacher-assisted tutoring, a hot meal, and creative activities taken from the multidiscipline Kids Kit curriculum. These activities allow children to investigate their own community, learn about other countries and cultures, explore the planets, help protect our Earth, and consider the qualities and skills needed to be a homegrown hero like a firefighter or a police officer. Kids House kids may also learn martial arts or receive instruction in gardening, dance, music or art. Field trips are offered to children enrolled in Kids House on days when the School is closed for staff development.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2012

NOTE 1 ORGANIZATION AND NATURE OF OPERATIONS (Continued)

Food Service

Meals are provided throughout the day, starting with breakfast. Lunch is provided to all students desiring to participate. A snack and dinner are available for students participating in the Kids House program. The Food Service program is currently contracted out except for labor. Students not entitled to free or reduced meals pay a small fee.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A summary of significant accounting policies utilized in the preparation of the financial statements is as follows:

Basis of accounting

The accompanying financial statements of CAPCS are presented on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States (GAAP). In accordance with GAAP, revenue and support are recognized when earned and expenses and related liabilities are recorded when the obligations are incurred. Revenue from federal government grants is recognized as related expenses are incurred.

Basis of presentation

The School's accompanying financial statement presentation follows not-for-profit guidelines under accounting principles generally accepted in the United States of America including *Not-for-Profit Entities - Presentation of Financial Statements* (FASB ASC 958-205). Under FASB ASC 958-205, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets based on the existence or absence of donor-imposed restrictions.

Use of estimates

The preparation of financial statements in conformity GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as of the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2012

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of estimates (continued)

Estimates are used for, among other balances, accrued expenses, development costs, deferred revenue and useful lives for depreciation.

Cash and cash equivalents

The School considers all cash in banks and other short-term investments with original maturities of less than 90 days to be cash and cash equivalents. The School has restricted cash and cash equivalents in accordance with applicable bond documents for the purpose of renovating a building (see Note 8).

Grants and accounts receivable

Grants and accounts receivable are recorded at their net realizable value. The School records an allowance for doubtful accounts equal to estimated losses that will be incurred in the collection of receivables. The estimated losses are based on historical collection experience and the review of the current status of existing receivables.

Revenue recognition

Revenue from per pupil allocations and supplemental special needs funds is recognized during the School's operating cycle, which starts in August and ends in July. Revenue is received in four equal quarterly installments beginning in mid-July for the upcoming school year.

Contributions are recorded when pledged and classified as unrestricted or temporarily restricted support depending on the existence and/or nature of any donor restrictions. Temporarily restricted contributions and grants whose restrictions are fulfilled in the same period are recorded as unrestricted support in the statements of activities and change in net assets. When a donor restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities and change in net assets as net assets released from restrictions.

Property and equipment

Property and equipment valued in excess of \$500 are capitalized and recorded at cost, if purchased, or estimated fair market value as of the date of gift, if donated. Depreciation and amortization are recorded using the straight-line method over the estimated useful lives of the assets which range from 5 to 30 years.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2012

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and equipment (continued)

Repairs, maintenance and minor replacements are expensed as incurred while major replacements and/or improvements that extend the useful lives of assets are capitalized.

Net assets

Unrestricted net assets are assets and contributions that are not restricted by donors or for which restrictions have expired.

Temporarily restricted net assets are those whose uses by the School have been limited by donors primarily for a specific time period or purpose. When a donor restriction is met, temporarily restricted net assets are reclassified to unrestricted net assets. If a donor restriction is met in the same reporting period in which the contribution is received, the contribution (to the extent that the restrictions have been met) is reported as unrestricted net assets.

Permanently restricted net assets are those that are restricted by donors to be maintained by the School in perpetuity.

There were no temporarily or permanently restricted net assets as of June 30, 2012 and 2011.

Federal and charter school funding

The School receives a student allocation from the District of Columbia as well as Federal funding to cover the cost of academic expenses. The student allocation is on a per pupil basis and includes the academic year funding, special education funding and a facilities allotment. The School recognizes this funding in the year in which the school term is conducted. Funding received in advance of the school term is recorded as deferred revenue in the accompanying statements of financial position.

Functional allocation of expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities and change in net assets. Accordingly, certain costs have been allocated among the programs and supporting services that benefit from those costs. Management and general expenses include those expenses that are not directly identified with any other specific function but provide for the overall support and direction of the School.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2012

NOTE 3 INCOME TAXES

The School received a determination letter from the Internal Revenue Service exempting it from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (the Code) and applicable income tax laws and regulations of the District of Columbia. The School is classified as other than a private foundation within the meaning of Section 509(a)(1) of the Code. Accordingly, no provision for income taxes has been made in the accompanying financial statements.

NOTE 4 UNCERTAIN TAX POSITION

In accordance with FASB ASC 740, *Income Taxes*, unrelated business income, if any, may be subject to income tax. CAPCS has analyzed its tax positions taken for filings with the Internal Revenue Service and the District of Columbia. CAPCS paid no taxes on unrelated business income in the years ended June 30, 2012 and 2011.

Generally accepted accounting principles require the recognition, measurement, classification, and disclosure in the financial statements of uncertain tax positions taken or expected to be taken in the organization's tax returns. Management has determined that CAPCS does not have any uncertain tax positions and associated unrecognized benefits that materially impact the financial statements or related disclosures. Since tax matters are subject to some degree of uncertainty, there can be no assurance that the School's tax returns will not be challenged by the taxing authorities and that CAPCS will not be subject to additional tax, penalties, and interest as a result of such challenge. Generally, the School's tax returns for the tax years 2011, 2010 and 2009 are subject to examination by federal and state taxing authorities generally for three years from the date of filing.

NOTE 5 GRANTS AND ACCOUNTS RECEIVABLE

At June 30, 2012 and 2011, the School considered all grants and accounts receivable to be fully collectible. Accordingly, the School recorded no allowance for doubtful accounts as of either of those dates.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2012

NOTE 6 PROPERTY AND EQUIPMENT

As of June 30, 2012 and 2011, property and equipment consisted of the following:

	2012	2011
Leasehold improvements	\$ 8,585,173	\$ 8,493,947
Building	23,834,885	23,774,885
Furniture and fixtures	1,018,222	1,004,418
Equipment	1,795,995	1,773,016
Total	35,234,275	35,046,266
Less: accumulated depreciation	(8,202,163)	(6,573,606)
Property and equipment, net	\$ 27,032,112	\$ 28,472,660

Depreciation expense for the years ended June 30, 2012 and 2011, was \$1,628,559 and \$1,651,772, respectively.

NOTE 7 DEFERRED CHARGES

Costs incurred in connection with the issuance of \$25 million Revenue Bonds (Community Academy Public Charter School, Inc. Issue), Series 2007 by the Government of the District of Columbia and a loan of \$3 million by Eagle Bank to finance the acquisition and renovation of the historic Armstrong School building (located at 100 P Street Northwest in Washington, D.C.), are capitalized and amortized using the effective interest method. These capitalized costs as of June 30, 2012 and 2011, consisted of the following:

	2012	2011
Costs	\$ 3,754,862	\$ 3,754,862
Less: Accumulated amortization	(688,181)	(548,936)
Deferred charges, net	\$ 3,066,681	\$ 3,205,926

Amortization expense was \$139,245 for each of the years ended June 30, 2012 and 2011.

NOTE 8 BOND AND NOTES PAYABLE

On May 1, 2007, the School signed an additional note with the District for the issuance of \$25 million in Revenue Bonds (Community Academy Public Charter School, Inc. Issue), Series 2007 to finance the acquisition and renovation of the historic Armstrong School building located at 100 P Street, Northwest in Washington, D.C. The building is used for classrooms and administrative offices.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2012

NOTE 8 BOND AND NOTES PAYABLE (Continued)

The note required the School to make a deposit to restricted accounts for the periodic payment of bond interest and the retirement of bond principal. The bonds are secured by land, building, and certain revenues. The term of this bond is for thirty years at an interest rate of 4.5% per annum on \$4,200,000, 4.75% per annum on \$7,930,000, and 4.875% on \$12,870,000. The note matures on May 1, 2037. As of June 30, 2012 and 2011, the principal balance was \$23,540,000 and \$24,015,000, respectively. The School had \$1,001,247 in restricted cash and cash equivalents at June 30, 2012 and 2011.

On November 14, 2008, the School entered into a note with Eagle Bank. The \$250,730 note was earmarked for the purchase of a utility truck and a security system. The term of this note is for five years at a 6.5% interest rate. As of June 30, 2012 and 2011, the principal balance was \$82,704 and \$134,248, respectively.

On July 29, 2009, CAPCS signed an additional \$3,000,000 note with Eagle Bank. The note was the result of the restructuring of pre-existing debt requiring monthly interest payments only on one portion of the loan through the maturity date. The loan was earmarked for the completion of the build-out to the second and third floors of the historic Armstrong School building, located at 100 P Street, Northwest in Washington, D.C. The remaining portion of the loan had a variable interest rate of 2% above the prime rate. This variable rate was no less than 6.5%. The note required the School to fund an interest reserve account with an initial minimum balance of \$500,000 and deposit \$105,223 quarterly into the principal reduction escrow account. These amounts totaling \$1,657,453 and \$1,236,561 as of June 30, 2012 and 2011, respectively, are included in the restricted cash and cash equivalents balance in the accompanying financial statements.

The principal balance on this note was \$1,367,907 and \$2,540,025 at June 30, 2012 and 2011, respectively.

	Original principal balance	Outstanding at June 30,	
		2012	2011
District of Columbia	\$ 25,000,000	\$ 23,540,000	\$ 24,015,000
Eagle Bank	3,000,000	1,367,907	2,540,025
Eagle Bank	250,730	82,704	134,248
Total	28,250,730	24,990,611	26,689,273
Less: Current Portion		(1,917,831)	(1,696,841)
Long Term Notes Payable, net		\$ 23,072,780	\$ 24,992,432

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
 June 30, 2012

NOTE 8 BOND AND NOTES PAYABLE (Continued)

Future principal payments on the above notes payable subsequent to the payoff of the Eagle Bank loans in July 2012 are as follows:

Fiscal years ending June 30,	Principal
2013	\$ 549,924
2014	547,780
2015	545,000
2016	575,000
2017	635,000
Thereafter	20,770,000
Total	\$ 23,622,704

NOTE 9 CONCENTRATION AND OTHER RISK

The School receives approximately 87% of its annual revenue from the District under a 15-year charter agreement. Under the charter agreement, the Board will review the School once every five years, beginning on the date on which the charter is granted or renewed, to determine whether the charter should be revoked for material violations of laws and the terms of its charter agreement or if the School fails to meet the goals and student academic achievement expectations. The School completed its first review and received its accreditation in November 2003. The Board opted not to review the School in 2008. The accreditation from Middle States is up for renewal in May 2014.

The School has concentrated its credit risk for cash by maintaining deposits in banks that at times exceed the federally insured limit of \$250,000. The maximum potential loss that could have resulted from this concentration was \$588,692 and \$558,023 as June 30, 2012 and 2011, respectively. Management does not anticipate any risk of loss from this concentration.

NOTE 10 RETIREMENT PLANS

401k Plan

All full-time employees who have reached the age of 21 and have been employed for more than 90 days are eligible to participate in a tax-deferred retirement plan (the Plan). The Plan is a tax shelter annuity under Internal Revenue Code Section 401(k) and is administered by a life insurance company. The School is not required to make contributions to the Plan, and therefore, the School does not have any liability to the Plan.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2012

NOTE 10 RETIREMENT PLANS (Continued)

Teachers' Pension Plan

Charter school legislation requires the School to contribute 0% of eligible teachers' salary into the District of Columbia Public Charter School Pension Plan. Eligibility for contribution to this Plan is based upon an approved leave of absence certification from the District of Columbia Public School (DCPS). The leave of absence is granted for DCPS teachers who chose to take unpaid leave and teach in charter schools. As of June 30, 2012 and 2011, there were no teachers who were granted certifications, and therefore, no accrued expenses for teachers' pension costs are presented in the accompanying financial statements.

NOTE 11 COMMITMENTS AND CONTINGENCIES

Grants

The School receives financial assistance from Federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit. Any disallowed claims resulting from such audits could become a liability of the School. The School's administration believes such disallowance, if any, would be immaterial.

Operating leases

Benjamin and Gladys Amos Elementary Campus

The School's facilities are located at 1300 Allison Street N.W. in Washington, DC on premises that are occupied under a lease with the DCPS that expires in June 2013. The School pays monthly rent of \$2,000 to DCPS for this lease and an additional \$7,000 per month to a third-party management company as well as utilities, maintenance and renovations. Rent expense for this campus was \$108,000 for each of the years ended June 30, 2012 and 2011.

Benjamin and Gladys Amos Elementary Annex

In August 1999, the School entered into a lease agreement with DCPS for the use of the building, which is annexed to the Benjamin and Gladys Amos Elementary Campus. The lease is a year-to-year lease. Under this lease agreement, the School is obligated to pay a monthly rent of \$827 and an additional \$1,329 as its share of monthly operating expenses. In August 2010, the School entered into a one year lease for additional space with monthly rental payments of \$11,857. The rent for the years ended June 30, 2012 and 2011 was \$152,208 and \$134,310, respectively.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
 June 30, 2012

NOTE 11 COMMITMENTS AND CONTINGENCIES (Continued)

Ernest "Bunn" and Helene Amos Early Childhood Campus

In March 2001, the School entered into a lease agreement with the Government of the District of Columbia to rent a building located at 1351 Nicholson Street, Northwest for a monthly rent of \$2,291. Under the terms of this 15-year lease, the School may make improvements to the premises at its own cost upon receipt of approval of the plans and specifications for the improvements from the District. The lease also provides for a credit against rent for amounts spent on the approved improvements until the credit is liquidated. There were no credits remaining in 2011. The School improved the building and developed the site to add eight modules to house its Ernest "Bunn" and Helene Amos Early Childhood Center in 2007. The monthly lease on these modules is \$8,940. The rent for each of the years ended June 30, 2012 and 2011 was \$134,772.

Addison and Helen Rand Campus

In August 2005, the School entered into a short-term right-of-entry agreement with the District to occupy the building located at 33 Riggs Road, Northeast to house the increased student enrollment. The original right-of-entry agreement expired on June 30, 2005, upon which a month-to-month lease was entered into requiring the School to pay monthly rent of \$14,667. Rent expense for each of the years ended June 30, 2012 and 2011 was \$176,000.

Wilson and Odessa Butler Campus

In June 2005, the School entered into a lease agreement with the National City Christian Church Foundation to occupy two floors of the Campbell Building located at 5 Thomas Circle, Northwest. The lease, which began on June 1, 2005, is for nine years ending on June 30, 2013. The campus educates students from the pre-school to the fifth grade. The lease terms required the School to pay monthly rent of \$10,500 plus the cost of its proportionate share of utilities and maintenance. The School rent increased in August 2010 to \$18,703 for the duration of the term due to the need for additional space. Rent expense for each of the years ended June 30, 2012 and 2011 was \$224,436 and \$211,127, respectively.

Future minimum lease payments of leases having initial or remaining noncancelable lease terms in excess of one year are as follows:

<u>Fiscal years ending June 30,</u>	Amount
2013	\$ 467,208
2014	134,772
2015	134,772
2016	<u>101,079</u>
Total	<u>\$ 837,831</u>

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS
June 30, 2012

NOTE 12 MANAGEMENT SERVICES AGREEMENT

CAPCS has a management agreement with a charter management company, that provides various services to the School including: program development; faculty training; and general, administrative and financial services. The management agreement expired on March 28, 2012 and CAPCS is currently finalizing the terms of a new agreement.

During the fiscal years ended June 30, 2012 and 2011, the management company was paid, as compensation for services provided, total management fees of \$2,056,536 and \$1,100,000, respectively.

NOTE 13 SUBSEQUENT EVENTS

In preparing these financial statements, CAPCS has evaluated events and transactions through November 1, 2012, the date the financial statements were available to be issued, for potential recognition or disclosure in the financial statements for the year ended June 30, 2012.

The remaining balances of \$1,367,907 and \$82,704 of the \$3,000,000 and the \$250,000 loans, respectively, were paid off in July 2012. In October 2012 the School obtained a \$1,000,000 line of credit facility with a 6.5% interest rate.

SUPPLEMENTAL INFORMATION

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF FUNCTIONAL EXPENSES

For the Year Ended June 30, 2012 with Comparative Totals for 2011

	2012		2011
	Programs Services	Management and Administration	Total Expenses
Office Expense			
Office supplies	51,705	30,855	82,560
Equipment rent and maintenance	378,669	10,535	389,204
Telecommunications	262,605	34,675	297,280
Postage	29,879	862	30,741
Printing and copying	73,105	3,827	76,932
Total office expense	<u>795,963</u>	<u>80,754</u>	<u>876,717</u>
General Expense			
Insurance	67,483	23,964	91,447
Authorizer, auditing and payroll	69,119	190,269	259,388
Advertisement	21,876	15,852	37,728
Legal fees	12,500	110,626	123,126
Consulting fees	-	20,000	20,000
Management fees	-	2,056,536	2,056,536
Other professional and fundraising fees	145,926	11,124	157,050
Dues, fees, licenses, and fines	50,335	17,570	67,905
Travel	24,660	62	24,722
Other general expenses	738,400	23,975	762,375
Depreciation - Amortization	-	139,245	139,245
Total general expense	<u>1,130,299</u>	<u>2,609,223</u>	<u>3,739,522</u>
Total Expenses	\$ <u>26,490,825</u>	\$ <u>4,638,852</u>	\$ <u>31,129,677</u>

See notes to financial statements.

SINGLE AUDIT

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year ended June 30, 2012

<u>Federal Grantor/Program or Cluster Title</u>	<u>Federal CFDA Number</u>	<u>Pass Through Entity Identifying Number</u>	<u>Federal Award Expenditures</u>
U.S. Department of Education:			
<i>Pass-through programs from the District of Columbia State Education office</i>			
Title I Part A Cluster			
Title I Part A	84.010	SG010A	1,106,376
ARRA- Title I Part A	84.389A	RA389A	15,820
Total Title I Part A Cluster			<u>1,122,196</u>
Title II Part A	84.367		417,384
Title III Part A	84.365		33,704
State Fiscal Stabilization Fund (SFSF)			
Race-to-the-Top Incentives Grants, Recovery Act	84.395A		550,524
Education for Homeless Children & Youth, Recovery Act	84.387A	SG387A	17,600
Quality School Incentives	84.XXX		66,158
Special Education Preschool Grants - IDEA	84.027A	SG027A	<u>188,839</u>
<i>Total U.S. Department of Education</i>			2,396,405
U.S. Department of Agriculture:			
<i>Pass-through programs from the District of Columbia State Education office</i>			
School Breakfast Program	10.553A	Unknown	649,690
National School Lunch Program	10.555A	Unknown	218,462
Total Child Nutrition Cluster			<u>868,152</u>
Total Expenditures of Federal Awards			\$ <u>3,264,557</u>

The accompanying note is an integral part of this schedule.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2012

NOTE 1 BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Community Academy Public Charter School, Inc. (CAPCS or the School) and is presented on the accrual basis of accounting described in Note 2 to the School's basic financial statements. The information in this schedule is presented in accordance with OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used for the preparation of the basic financial statements.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(1) Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-122, *Cost Principles for Non-profit Organizations*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

(2) Pass-through entity identifying numbers are presented where available.

NOTE 3 FEDERAL GRANTS

The following is a description of the major federal programs for the year ended June 30, 2012:

Title I Part A Cluster: Grants to Local Education Agencies (CFDA 84.010A) and Grants to Local Education Agencies, Recovery Act (CFDA 84.389)

The objective of this program is to facilitate the improvement of teaching and learning for children residing in areas with high concentrations of children from low-income families at risk of not meeting challenging academic standards.

Title II Part A: Improving Teacher Quality State Grant (CFDA 84.367A)

The objective of this program is to increase the academic achievement of all students by helping schools and school districts to: (1) improve teacher and principal quality (including hiring teachers to reduce class size) and (2) ensure that all teachers are highly qualified.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2012

NOTE 3 FEDERAL GRANTS (Continued)

State Fiscal Stabilization Fund (SFSF) - Race-to-the-Top Incentive Grants, Recovery Act (CFDA 84.395)

The objectives of Race to the Top are to encourage and reward States that are: creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates and ensuring student preparation for success in college careers; and implementing ambitious plans in the four assurance areas.

Child Nutrition Cluster: School Breakfast Program (CFDA 10.553) and National School Lunch Program (CFDA 10.555)

The objectives of the child nutrition cluster programs are to: (1) assist States in administering food services that provide healthy, nutritious meals to eligible children in public and non-profit private schools, residential child care institutions, and summer recreation programs; and (2) encourage the domestic consumption of nutritious agricultural commodities.



Walker & Co., LLP

Assurance, Business and Advisory Services

**REPORT OF INDEPENDENT AUDITORS ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees
Community Academy Public Charter School, Inc.

We have audited the financial statements of the Community Academy Public Charter School, Inc. (CAPCS or the School) as of and for the year ended June 30, 2012, and have issued our report thereon dated November 1, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of the Community Academy Public Charter School, Inc. is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered CAPCS' internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. *A material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of CAPCS' financial statements will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether CAPCS' financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that is required to be reported under *Government Auditing Standards*.

We noted certain other matters that we reported to management of the School in a separate letter dated November 1, 2012.

This report is intended solely for the information and use of management, the Board of Trustees, the District of Columbia Public Charter School Board, Government of the District of Columbia, federal awarding agencies and pass-through entities and is not intended to be, and should not be, used by anyone other than these specified parties.

Walker & Co., LLP

November 1, 2012



Walker & Co., LLP
Assurance, Business and Advisory Services

**REPORT OF INDEPENDENT AUDITORS ON COMPLIANCE WITH
REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN
ACCORDANCE WITH OMB CIRCULAR A-133**

Board of Trustees
Community Academy Public Charter School, Inc.

Compliance

We have audited the compliance of the Community Academy Public Charter School, Inc. (CAPCS or the School) with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2012. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the School's management. Our responsibility is to express an opinion on the School's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the School's compliance with those requirements.

In our opinion, the Community Academy Public Charter School, Inc. complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2012.

Internal Control Over Compliance

Management of the Community Academy Public Charter School, Inc. is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered CAPCS' internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of management, the Board of Trustees, the District of Columbia Public Charter School Board, federal awarding agencies, and pass-through entities and is not intended to be, and should not be, used by anyone other than these parties.

Walker & Co., LLP

November 1, 2012

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2012

Section I - Summary of Auditors' Results

Financial Statements

Type of auditors' report issued: Unqualified

Internal control over financial reporting:

- Material weaknesses identified? No
- Significant deficiencies identified that are not considered to be material weaknesses? None reported

Noncompliance material to financial statements noted? No

Federal Awards

Internal control over major programs:

- Material weaknesses identified? No
- Significant deficiencies identified that are not considered to be material weaknesses? None reported

Type of auditors' report issued on compliance for major programs: Unqualified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of OMB Circular A-133? No

Major programs:

<u>CFDA No.</u>	<u>Name of Federal Program or Cluster</u>
84.010A/84.389	Title I Part A Cluster
84.367	Title II Part A
84.395	State Fiscal Stabilization Fund (SFSF) - Race-to-the-Top Incentive Grants, Recovery Act
10.553/10.555	Child Nutrition Cluster

Dollar threshold used to distinguish between type A and type B programs: \$300,000

Auditee qualified as low-risk auditee? No

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2012

Section II – Findings - Financial Statement Audit

None noted.

Section III - Findings and Questioned Costs – Major Federal Award Programs Audit

None noted.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL, INC.
SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS
For the Year Ended June 30, 2011

None noted.

REVIEW OF 1997-2013 CHARTER PERFORMANCE

I. Criterion 1: Fulfillment of Charter Goals

In drafting a vision for the school's future, the founders of CAPCS laid out a set of both academic and non-academic goals for the school. These goals touched on how students would be engaged in activities outside of the classroom as well as the effectiveness of the school as an educational organization.

A. Academic Goals

1. The school will demonstrate that a diverse population of urban students can be educated to the level of academic achievement traditionally associated with private, preparatory schools.

From the very beginning, CAPCS has sought to provide the highest quality education to students of Washington, DC who traditionally lacked access to the kind of education found in private, preparatory schools. While focusing on providing a high quality education, CAPCS has embraced all students, regardless of circumstance, in a manner far different than of traditional private, preparatory schools.

Since its founding, CAPCS' philosophy has been that all students deserve a safe, nurturing educational alternative, despite their level of need. CAPCS' community-based model of education was designed to foster a school community that would work cooperatively to create a safe and creative learning environment that nurtures and empowers students, their families and CAPCS staff. CAPCS serves a student population that is diverse racially, socio-economically, and educationally. For example, nearly half of all students at the Amos 2 campus are Limited English Proficient or Non-English Proficient, one in five students at the Rand campus were designated as Special Education students in the 2011-12 school year. More than three quarters (and in some cases nearly all) of the students at CAPCS's bricks and mortar facilities qualified for Free or Reduced Lunch.

Table of Student Characteristics: CAPCS 2011-12 All Campuses						
	Amos 1	Amos 2	Amos 3	Butler	Rand	Online
African-American	68%	52%	99%	65%	72%	81%
Latino/Hispanic	24%	38%	<1%	25%	22%	0%
Asian-American/ Pacific Islander	6%	4%	<1%	8%	2%	1%
Caucasian	3%	1%	<1%	2%	0%	18%
LEP/NEP	34%	49%	27%	26%	25%	0%
Special Education	14%	4%	8%	6%	20%	9%
Free/Reduced Lunch	80%	73%	95%	84%	85%	29%

CAPCS also serves a significant number of homeless students (117 students in the 2012-13 school year) who bring an array of needs far different and far greater than students attending a traditional private school. CAPCS has shown its commitment to serving every single student through its community-focused model and commitment to the whole child. For example, CAPCS employs behavior specialists and uses Second Step, a research-based violence prevention curriculum that teaches social and emotional skills, at all campuses. As a result,

students who might otherwise be expelled at private or even other public schools remain enrolled at CAPCS, as CAPCS works to address the socio-emotional and mental needs of students within the school community, even the most challenging students. In fact, in CAPCS' history the school has only expelled 4 students and only up to 5% of students have had "discipline incidents" (suspensions or expulsions); D.C. public charter overall schools recorded as many as 59% of students with "discipline incidents."⁴

While serving a student population that often comes from under-resourced communities, CAPCS provides a program as strong as any private institution offers. For example:

- CAPCS exposes students to an array of experiences and resources more likely found in a private school. Through a range of partnerships with organizations like Wolf Trap, CAPCS offers students enrichment activities to expose students to new skills and experiences designed to ensure that CAPCS' students will not only achieve academic excellence but also become well-rounded. Students learn a second language, and compete in science fairs and Spelling Bees. Students participate in clubs including swimming, poetry, soccer, dance and art. They attend monthly field trips and participate in regular community service activities.
- CAPCS' facilities and technology offerings are state-of-the-art and mirror what one might expect to see at elite private schools. For example, CAPCS has created a Network Operations Center located at CAPCS headquarters to support technology infrastructure across the CAPCS campuses. Each CAPCS campus houses a dedicated computer lab, and technology classes are offered at different grade levels to provide students with a dedicated block to develop their technology skills. CAPCS also introduced SMART boards into almost every classroom to enable teachers to integrate technology and learning.
- While concentrating school growth on the Pre-K through 8th grade levels, CAPCS' mission has evolved to focus on preparing students to be accepted into and succeed at a competitive high school through offering experiences and opportunities to equip students for success at such schools. A good example is the participation of 12 CAPCS 8th graders in the April 2012 National SeaPerch Challenge funded by the Office of Naval Research, which attracted 70 high school and middle school teams from around the country. Four of the five DC teams – and the only DC middle school teams – were from CAPCS,

CAPCS has met many of its original charter goals, and strives to continue improving student academic achievement. The LEA's performance generally is on par with the average performance of students in the District of Columbia, especially significant given that it serves all types of students. CAPCS recognizes that student achievement levels (*see* Criterion 2) may not match those of private elite institutions. However, CAPCS students, many of whom are entering the school with significant academic deficiencies (such as students coming from closed DCPS neighborhood schools) and with the significant needs detailed above make for a dramatically

⁴ http://www.washingtonpost.com/blogs/dc-schools-insider/post/charter-schools-suspend-expel-students-at-widely-varying-rates/2012/09/21/8b72ffa0-03f2-11e2-91e7-2962c74e7738_blog.html

different student population and set of needs than those one might find at a private, elite institution. CAPCS remains committed to academic improvement and growth for all students.

B. Non-Academic Goals

1. Students will participate in community service activities. Beginning in third grade, students will perform a minimum number of hours of community service per year.

Service to the community has been a cornerstone of the CAPCS mission since the school's inception and is truly what sets the school apart. CAPCS sees itself as serving not only individual students who enroll in their campuses but their families and the community. Students are encouraged to see themselves as individual contributors to the community, be that their classroom community, their school, their neighborhood or the world at large.

The way in which CAPCS has approached the idea of community service has evolved over time. An explicit community service standard was introduced in the first year of operation, when teachers worked with students in perform at least one community service project over the course of the year. Community service at CAPCS today remains an extremely important part of the CAPCS mission. CAPCS continues to have strong participation from students in community service activities; every class is expected to participate and that expectation is always met, without exception. Students in grade 8 are required to formally document their community service efforts as part of their promotion to high school requirements. Several community service activities started in the early years of the school have become tradition for the school community across campuses. For example, over the last ten years students and staff participated in the Mini-Walk for the Homeless, an event for which CAPCS set multiple records for both number of participants (over 500) and dollars raised. Similarly, CAPCS earned the "Golden Piggy Bank" award for top fundraising efforts for the Leukemia Society's Pennies for Patients campaign.

After the 2007-08 school year, community service returned to a focus on large scale programs involving entire campuses or the entire LEA. Other than the projects that have become annual traditions, all activities focused on helping members in the CAPCS immediate family. These community service projects often took the form of food and toy drives during the holidays and before spring break, where the food baskets and toys would go to families at the campuses themselves. For example, in 2010-11, students at Amos 1 sponsored a Holiday Food Drive with donations used to create 30 food baskets. The food drive was such a success that the school's social worker was able to keep a food pantry in her office until the end of the school year for needy parents. Amos 1 also organized a consignment shop/food bank to support Amos 1 families. School staff and volunteer parents collected and organized contributions of clothes, shoes and coats, school supplies and home appliances. In 2011-12, students from three campuses planted community gardens.

Often community service projects start on one campus and spread to other campuses. For example, the Amos 1 Campus, in particular, employs several teachers from various Caribbean Islands. When devastating hurricanes or other weather events hit that part of the world, the

extended families of CAPCS employees are often affected. The relief drive initiated by the students of Amos 1 soon spread to other CAPCS campuses.

Strong partnerships with local community organizations has been a key part of CAPCS' community service effort, and CAPCS students have showed their community spirit in a variety of ways. For example, one year the 1st grade classes raised money for a zoo exhibit through a partnership with the National Zoo. 4th grade students received a \$500 grant from Disney to host a foster Care and Adoption Carnival. It was such a success that they earned a \$1000 grant from State Farm the following year to continue the event. This event, which the students both dreamed up and organized themselves, brought together adults interested in becoming foster parents with children seeking a permanent home.

These community service projects create a climate of compassion and concern for those in need both globally and locally, as well as a sense of ownership and participation in the local community.

2. Students will participate in at least two non-academic activities per year (sports, scouts, music lessons, etc.)

CAPCS students have always participated in a range of non-academic enrichment activities to expose students to new skills and experiences. These activities, which are designed to ensure that CAPCS' students will not only achieve academic excellence but also become well-rounded. Non-academic activities, which vary across campuses to tailor them to student interest, age/grade, and available resources, take place both during and after school to ensure that students are participating in at least two activities. For example, since its inception CAPCS has offered Spanish instruction to students at every grade level. Either music or art has always been offered at each CAPCS campus. CAPCS currently employs four art teachers and offers both instrumental and choral music.

In the first year of operation, students participated in a number of activities such as baseball, martial arts that were made possible through a variety of community partnerships. The number and types of non-academic offerings has changed over time, and often are offered via partnership with organizations like Wolf Trap, Arena Stage and the DC Youth Ensemble, which support the school by providing arts exposure to students. Monthly field trips provide exposure to a variety of rich learning experiences outside their neighborhoods. Students have participated in the DC spelling bee, Model UN, Junior National Honor Society, the Future Business Leaders of America, and competed in the National Sea Perch Challenge (in which students built an underwater robot). For a number of years, middle school students also participated in a several day off-campus team-building retreat. Club offerings have continued to expand to include activities such as swimming (the most popular club), poetry, soccer, newspaper, drama, flag football, cheerleading, chorus, intramural basketball, dance and arts and crafts. All campuses (except CAPCS Online) usually schedule at least two literacy nights each year; some have them monthly. In addition, CAPCS offers enrichment activities tailored to specific campuses or grade levels, including, but not limited to, those listed below:

- Amos 1: Amos 1 holds regular art shows featuring works from every student in grades 1st through 5th.

- Amos 2: The world-renowned Reggio-Emilia early childhood system from Italy inspires CAPCS' early childhood program, and uses an art- infused, project-based approach that incorporates music and art throughout the school day. For several years, Amos 2 offered afterschool clubs and offered activities such as yoga, photography, music, cooking, and dance. For the last three years, Amos 2 has held an Arts Auction to raise money for the campus arts program.
- Amos 3: For the past three years, Amos 3 has offered a Saturday extracurricular STEM program at least once a month led by scientists and volunteers. Students participate in hands-on science experiences, learn about college and career options, and take field trips to places where they get to fly in a small airplane or visit with engineers. Although attendance is purely voluntary, these events have been extremely popular, with an average attendance between 35 and 60 students. Kids House offerings at Amos 3 were also supplemented with additional programming such as tutoring, cheerleading, cooking and drama. The swim team is very active, and Amos 3 flag football team has won the city championship.
- Butler: By 2004-05, CAPCS had opened the new Butler Bilingual campus, which enrolled students in grades PreK-1st in a Spanish immersion program, while 2nd through 5th grades received in-depth Spanish enrichment. The school also offers an afterschool Spanish program to encourage cultural awareness and linguistic flexibility.
- Online: Students take regular field trips to museums, etc. that help supplement their education and add extracurricular activities to their work. Some students in the past have also taken Spanish and physical education classes at CAPCS' brick and mortar buildings.

CAPCS has also always had some type of a wellness initiative, and even retained a pediatrician in the 2003-04, 2004-05, and 2005-06 school years. Various campuses have held cooking demonstrations and nutrition classes for students and parents. Additionally, students in 3rd through 5th grades participated in a special program in the 2009-10 school year, called the 3 Point Play program, sponsored by the Aetna Foundation, the Verizon Center, the Magic Johnson Foundation, and the Washington Wizards. Students competed in and out-of-school to increase their physical fitness. They measured their progress with the use of pedometers and other assessments. This program continued in a modified form during the 2010-11 school year. Amos 1 received Honorable Mention for the DC Healthy Schools Act Hero Award sponsored by DC Hunger Solutions for its efforts to promote learning about health and fitness.

Students also participate in extracurricular activities through the afterschool Kids House program – including martial arts, tennis, dance, music, gardening and arts & crafts. Community Academy was founded by UFI, a non-profit organization that had experience establishing “Kids Houses.” These Kids Houses were designed as “extended families” within neighborhoods to provide a safe, caring and structured after-school environment in which children are helped to meet their full potential and to contribute positively to the community. Kids House was the seed out of which Community Academy Public Charter School grew, as the founders sought to create a more seamless relationship between these afterschool Kids Houses and the schools participating children attended. Kids House has been an integral part of the full array of opportunities and services offered to students and families since the school’s inception. The

Kids House program over the years has included homework help and tutoring, enrichment activities, and over the years has even offered a family meal. After the first few years of operation, Kids House was reorganized to even further integrate the program with the school curriculum, with the two staff working more closely together. In 2009, the Champions Extended Learning program⁵ began offering “Imagine That” activities at all CAPCS campuses – focusing on art, music and drama, and a science-based nature discovery – tailored to the youngest students.

3. Students will understand and demonstrate a commitment to the school’s Core Principles.

From its inception, CAPCS sought to provide inner-city families with the education and support systems necessary to help them ensure their children’s development into healthy, well-educated, productive adults by developing a set of core principles that were the foundation of the school and by infusing these principles through all of the school’s priorities and activities:

1. *Academic excellence in core subjects*
2. *Character development*
3. *An understanding of and appreciation for service to the world community*
4. *An understanding of the importance of family and community involvement in the lives of children.*
5. *Second language acquisition*
6. *An understanding of business principles*
7. *An emphasis on integrated technology*
8. *An understanding of and appreciation for art, music & physical activity*
9. *Motivation and acquisition of skills necessary for life-long learning.*

CAPCS’ commitment to these Core Principles is demonstrated throughout this application. To the extent that areas are addressed elsewhere in more detail – such as in CAPCS’ responses to how it has met its goals relating to academic performance, community service, technology, language acquisition, and activities such as art, music and physical activity – these responses will not be repeated here.

CAPCS believes that academic excellence and social development go hand in hand. To that end, the school has utilized the Responsive Classroom social curriculum, a proactive approach to behavior management that builds community both in individual classrooms and across the school. The Responsive Classroom model gives students the opportunity to develop clear and effective communication skills and strategies for social interactions. Additionally, service to the community is a cornerstone of CAPCS, through community service projects and service learning efforts both for individuals, classrooms and the school community. Families and community members are considered partners in the education of CAPCS students and are actively involved with the school. Student academic achievement is honored and celebrated with award assemblies at the end of each trimester, Student of the Month campaign, tallies for the number of books read each month for the 25 Books Campaign. The school has also fostered

⁵ Starting in 2009-10, CAPCS began partnering with Champions Extended Learning, an organization experienced in running school-based programs, to manage the fee-based before and afterschool program at each campus.

students' affective and social development through a variety of programs targeted towards specific age groups, such as The Ladybugs (for 1st-3rd grade girls), Divas (5th-6th grade girls), and the Boys to Men coming of age program. Each school year begins with a dedication ceremony when families present their children to the school staff and teachers, parents and students each recite their individual group pledge.

As explained above, Community Academy was founded by UFI, a non-profit organization committed to creating urban neighborhoods in which every family has the resources and support necessary to realize their full potential- individually and as a community and that all children in these communities grow up with the close guidance, discipline and nurturing of caring adults. To that end, community is the cornerstone of the Community Academy vision, and community service is an integral part of school life at CAPCS. CAPCS believes that learning another language is important in light of our increasingly diverse populations and place in the global community. Therefore, all PK3 through kindergarten students receive Spanish instruction at every campus. The Butler campus was originally opened in 2004-05 as a bilingual program, with students in PreK-1st grades served in a Spanish Immersion program and students in 2nd through 5th grades receiving in-depth Spanish Enrichment. Butler is now a "global" program that emphasizes second language acquisition and continues to offer Spanish language instruction, although it is no longer a bilingual school. To serve the growing English Language learner population across the school, the LCD (Linguistically and Culturally Diverse) services have been strengthened over time. Bilingual staff are available to serve as interpreters at family events at campuses with sizeable ELL populations, and the school provides a Language Line translation access to serve the school's non-English speaking families.

4. Students will have a higher attendance rate than traditional DCPS schools.

As reliable attendance data for DPCS is only publicly available for 2008-09 and subsequent years⁶, a comparison of CAPCS and DCPS attendance rates prior to that time is not possible. From the 1998-99 to the 2007-08 school years, attendance rates at CAPCS ranged from 90 to 97 percent. During those years for which DCPS data is available, some campuses met the stated attendance goals:

- 2008-09: Attendance at the Online campus was higher than the DCPS average.
- 2009-10: Attendance at the Butler Campus was higher than for DCPS, and at the Online campus was less than half of a percentage point lower.
- 2010-11: Attendance at 3 out of 5 campuses (Amos 1, Online, Butler) was higher than for DCPS.
- 2011-12: Attendance at 5 out of 6 campuses (Amos 1, Amos 2, Amos 3, Online and Butler) was higher than for DPCS. Only the Rand campus reported lower attendance rates than DCPS average.

In 2009-10, Amos 2 had a lower attendance rate than the school would have liked (around 90%). Since this was the first school experience for many of CAPCS' youngest students, the school recognized the need to educate parents that CAPCS was an educational

⁶ For example, in 2006-07, not a single DCPS student was marked absent, thus rates for that year are unreliable.

program, not childcare. The school utilized the Parent Center to work with parents and guardians to promote awareness about attendance issues. Additionally, CAPCS made attendance a priority across campuses in 2010-11. All campuses are continuing to have staff stress to parents the importance of consistent punctuality and school attendance through personal contacts, weekly/monthly newsletters, and parent/academy leader meetings. Multiple campuses also implemented student incentives for perfect attendance. Office managers and classroom teachers have followed up with families regularly regarding absences, and assistance with transportation for families in need of it has been made available. As you can see from the table below, these efforts have paid off, with 4 out of 6 showing increases in average daily attendance.

	DCPS	Amos 1	Amos 2	Amos 3	Online	Butler	Rand
2008-09	93%	91.3%	**	85.9%	98.3%	N/A	90.9%
2009-10	93%	91.4%	90.3%	88.9%	92.5%	94.3%	86.3%
2010-11	94%	95.1%	89.3%	88.5%	94.7%	96.6%	91.7%
2011-12	95%	96.3%	97.4%	96.9%	95.8%	99.2%	87.5%

** Amos 2 attendance was not reported in the NCLB reports for 2008-09.

Early childhood accountability goals for attendance were met in nearly all cases in the 2011-12 school year:

- Leading Indicator for Pre-K 3 & 4 year old students (88% ADA goal): Met at all 5 campuses (N/A at Online Campus, as no Pre-K students enrolled.)
- Leading Indicator for K-2 (92%): Met at 5 out of 6 campuses

5. CAPCS will have a higher staff attendance rate than traditional DCPS schools.

CAPCS believes that it has met this goal;⁷ however, it is impossible to quantify this achievement as comparative staff attendance data for DCPS is not publically available. CAPCS has high expectations of its teaching staff, including that teachers will have very high rates of attendance. While records for staff attendance are not available prior to the 2009-10 school year, recent data shows that CAPCS teachers have an excellent rate of attendance:

- 2009-10 – 93.4% average annual attendance
- 2010-11 – 92.6% average annual attendance
- 2011-12 – 90.4% average annual attendance

⁷ Most recently, the 2011-12 Program Development Review Report from the PCSB documents a number of strengths in the area of parent engagement; all campuses were rated either Exemplary (Rand, Amos 2, Online) or Proficient (Butler, Amos 1 & Amos 3) in terms of parent/guardian satisfaction. Comments from reviewers indicate, for example, that “Parents report feeling that they are an integral part of the school where parent participation is expected. There exists a strong PTO, and a PACE meeting where parents have a voice and concerns are addressed such as —how to help with homework.”

6. CAPCS will have a higher rate of parent participation than traditional DCPS schools.

CAPCS believes that it has met this goal, as parents are considered key partners in the educational development of CAPCS students and play an active role in the life of the school; however, it is impossible to quantify this achievement as consistent parent participation rates are not available for either CAPCS or DCPS. CAPCS has always offered parents a variety of avenues for families to get involved, seeking creative ways to communicate with and engage parents beyond the traditional methods. Community Academy continues to benefit on a daily basis from the presence of parents in classrooms, as employees of the school, as volunteers in the afterschool programs, and as board members providing an essential parent voice. In addition, several campuses (Amos 2, Amos 3 & Butler) now ask parents to commit to volunteering at the school 10-20 hours a year and to attend a certain number of events or parent meetings each year.

Parent Roles on Campus. Earlier in CAPCS' history,⁸ parents could earn credits towards their Kids House fees through regular volunteer hours with the program. Many parents took advantage of this opportunity, serving as group leaders or volunteering help with various activities. In addition, a number of parents have held paid teaching assistant and Kids House positions, and others have been hired in administrative roles at the school. This past school year, CAPCS fathers volunteered to direct traffic during arrival and dismissal to improve student safety at the school.

Parent Center. In the 2000-01 school year, parents wrote a successful grant application to create a Parent Center at Amos 1, which was the only CAPCS campus at that time. This parent-led center remained the anchor for all parent activities throughout the expansion of CAPCS and encourages parents to engage with CAPCS. In most years, a Parent Center Director coordinated events across all campuses, usually assisted by parent coordinators. Physical Parent Centers have existed at the Amos 1 and Rand campuses, and the Parent Center has always made a deliberate effort to have someone who speaks Spanish on staff.⁹ The Parent Center¹⁰ supports parents through such well-received activities as service projects, outreach and parenting workshops.:

- Educational support: Promoting literacy, tutoring, GED programs
- Technology skills: Hosting a technology night and offering classes for parents in basic and advanced computer skills.
- Financial/labor: Offering job training, workforce readiness and home buying workshops, including a partnership with the Duke Club to offer monthly seminars for parents on issues such as finances, nutrition and job seeking.

⁸ This system changed when Champions took over Kids House in the 2009-10 school year. Champions now hires all staff members for Kids House.

⁹ Space limitations did not make it feasible to offer space for a physical parent center at the Amos 2 or Butler campuses; although the Amos 3 campus never had a space formally designated for a parent center, it has had a full-time coordinator beginning in the 2009-10 school year.

¹⁰ The Parent Center has now evolved into the Parent Partnership Institute with an even greater and more organized outreach to parents.

- Social Services: Connecting families with housing assistance and other needed services.
- General parent support: Hosting a lecture series for parents, parenting classes, and meetings of Parents Anonymous. The Center has partnered with groups such as Concerned Black Men to develop projects to assist students.
- Personal/social: Sponsoring various social activities such as book clubs.
- Health and wellness: Sponsoring a Wellness Initiative under the guidance of an on-staff physician who led a monthly health information series for families and the community.

Parent Organizations. CAPCS’ formal Parent-Teacher Organization (“PTO”), which started in 2003, provides parents with a formal and informal vehicle for sharing ideas and concerns, planning events, and getting involved in the school. By 2005-06, there were formal parent organizations meeting regularly at all campuses, and a core group of parents meets monthly with CAPCS staff. The Butler and Amos 2 campuses have particularly strong parent organizations. For example, Butler parents completely plan the Field Day that occurs at Haines Point each spring and are instrumental in orchestrating other activities such as literary nights. At Amos 2, the parent organization raises money, brings supplies, builds things, and otherwise assists in anything that CAPCS needs them to do. A new Parent Involvement Director is currently putting together Parent Advisory Councils.

Parents as Board Members. Parents have always been represented on the school’s Board of Trustees. When the school expanded to multiple campuses, the parent members of the Board were selected to represent multiple campuses. Amos 3 parent board member and head of the Parent-Teacher Organization Sharon Thomas was named Outstanding Parent of the Year by the DC Association of Chartered Public Schools in 2010-11.

Parent Activities: Over the years, CAPCS has offered a variety of programs and other opportunities for parents to encourage them to become involved with the school and with their children’s education and development, such as breakfast events with parents and school leaders, Fall Harvest Dinners, family literacy nights, and cultural festivals – such as the Latino Heritage Harvest Fest and the African Heritage Fest.

CAPCS is pleased with how this mutually supportive partnership with parents and guardians has strengthened our school over its history.

7. CAPCS will integrate high levels of technology into its learning program to prepare students for the 21st century.

Throughout its history, CAPCS has integrated high levels of technology into its learning program. By its fifth year of operation in the 2002-03 school year, CAPCS had built up its technology resources so that every classroom had computers, software and internet access. In 2003, as part of the Middle States Accreditation process, CAPCS developed a detailed technology action plan for the school that would enhance and expand the school’s integration of

technology. This action planning process has become a key part of the school's overall strategic planning process, with the plan being reviewed and revised every few years to identify strengths and gaps, and determine resources needed to fulfill plans moving forward.

Support of Integration of Technology. Across the school's history, CAPCS has employed a variety of technology personnel at the various campuses, including technology teachers, coaches and mentors. A Technology Skills Inventory survey was first administered to CAPCS staff in the 2005-2006 school year; this survey was repeated periodically in subsequent school years. Each individual was asked to self-assess their technology skills based on the National Educational Technology Standards developed by the International Society for Technology in Education. This information was used to design professional development and support for teachers to effectively integrate technology into their instruction.

Since the 2005-06 school year, CAPCS has offered technology skills and integration training to teachers as part of the Saturday Academy workshop program. While technology is integrated throughout the workshop programs, at least one session a year is devoted exclusively to the use of technology as an instructional tool. CAPCS also requires all instructional and support staff to attend a two-week training prior to each school year, which includes information about the ways in which technology should be incorporated into the classroom instruction. All teachers are provided planning time and training to effectively integrate technology into their lesson plans. Classroom teachers are required to complete at least one technology-integrated Demonstration of Learning per year to demonstrate mastery and inclusion of technology topics presented at the professional development workshops.

In 2006-07, CAPCS hired two technology coaches to expand the use and integration of technology resources to support instruction across network schools. CAPCS received \$400,000 in grants for this effort, funds that were used to create a new computer lab in the middle school campus and interactive whiteboards for a pilot program. The pilot was successful, and additional whiteboards were installed in additional classrooms. This staffing structure has proven to be successful, and has continued to this day. CAPCS also employs a full time Director of Education Technology to oversee the school's technology infrastructure and to develop technology mentors at each campus.

Specific Use of Technology in Instruction. All campuses use technology software in their educational programs. Teachers require that students regularly use computers to research and complete writing assignments and projects, such as creating PowerPoint presentations. CAPCS has created a Network Operations Center located at CAPCS headquarters to support the state-of-the-art technology infrastructure across the CAPCS campuses. Each CAPCS campus has a dedicated computer lab, and technology classes are offered at different grade levels to provide students with a dedicated block to develop their technology skills. CAPCS has also introduced SMART boards into almost every classroom to provide an additional way to for teachers to integrate technology and learning. The Butler campus is utilizing the Odyssey Learning Program, an individualized technology-driven intervention. This program is supplemented by other technology interventions such as AutoSkills and Voyager's Ticket to Read program designed for K-6th grade students. Skype is used to teach lessons across campuses and to allow students to communicate with CAPCS leaders and other classrooms.

Students also are creating classroom blogs. In 2010-11, each Butler teacher received a laptop so that he or she could more easily contact parents and review real-time student data; teachers at other CAPCS campuses received laptops on an as-needed basis. All CACPS classrooms have interactive whiteboards and 4 computers for student use. The Amos 1, Amos 2 (formerly Rand), Amos 3, and Butler campuses have computer labs, and Amos 1, Butler have mobile computer carts.¹¹

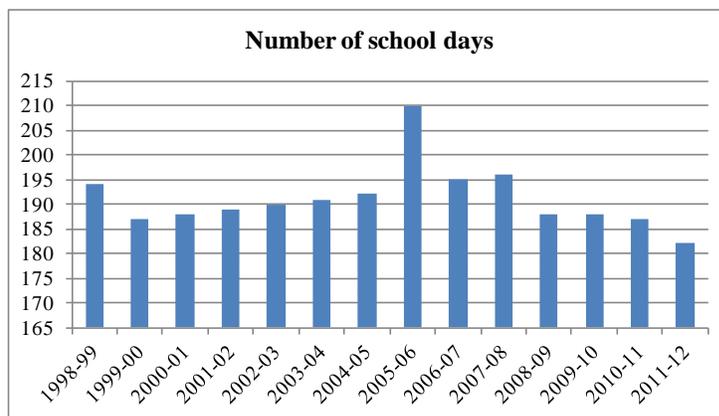
For CAPCS Online, the platform for delivery of instruction is technology. CAPCS Online is the only virtual school in DC. Its award-winning K¹² curriculum utilizes a variety of technology tools in providing instruction to students in their home environment. Each family receives a learning kit inclusive of a computer and learning modules.

Finally, Amos 3 has a STEM focus and offers students a variety of opportunities increase their exposure to technology and provide hands-on science experience. Many of these opportunities are offered through partnerships or affiliations with external organizations including the following: Community Science Fest (traveling science outreach program led by Lockheed Martin, Howard University Department of Chemistry, and the National Oceanic and Atmospheric Administration); Project Lead the Way (a leading provider of rigorous and innovative STEM curriculum with a hands-one project-based approach); Let's Go Boys & Girls (activities include the Lego Robotics Program for 4th through 6th grade student); EAA Young Eagles (program that offers a flight training course and a twenty minute flight with a trained pilot); and Sea Perch (underwater robotics program and related competition, offered through an affiliation with the Office of Naval Research and the Naval Surface Warfare Center).

8. CAPCS will increase the minimum number of schools days from 180 to 210 days per year.

Since its inception, CAPCS has always extended the instructional calendar beyond the 180 days to maximize learning opportunities for students. The school has experimented with different calendar configurations throughout the years, with the school year fluctuating from 182 days to a high of 210 in 2005-06. School leaders, however, ultimately decided that the extended year model was not practical at the school. First, attendance on days when DCPS schools were closed dropped significantly, as families with children attending both CAPCS and DCPS schools would often keep their CAPCS students home. Second, teachers and staff whose own children attended DCPS schools had difficulty managing the extended CAPCS school year. As a result, school leadership has decided that a calendar closer to 180 days is most manageable for the school. However, the school remains committed to the extended school day schedule that has always been in place, and continues to seek out additional ways to target student needs through afterschool programming and other activities.

¹¹ Before it was closed, Rand also had a mobile computer cart.



9. CAPCS will offer tutoring and mentoring opportunities to children

CAPCS has consistently offered tutoring and mentoring opportunities to children to support their academic and personal development. As discussed above, the Kids House afterschool program has offered homework assistance and tutoring since the school's inception, and adjustments to the structure were made over time to further integrate Kids House staff with the instructional day program and align the afterschool program with student academic needs.

CAPCS offers a formal tutoring program, which began in the school's second year of operation with an afterschool tutoring program. In 2004-05, the school began offering a Saturday Academy for students in need of extra help, and in 2006-07, the school expanded this program to include formal tutoring by teachers on Tuesdays and Thursdays. This program has since evolved further to focus the Saturday Academy on continuing teacher professional development rather than student tutoring. The tutoring program is skills-based and is driven by the results of the quarterly DC-BAS assessments. Beginning in the 2009-10 school year, students enrolled in CAPCS Online who have been performing below grade level have been able to receive small group face to face sessions with tutors at the Amos 3 campus.

A number of strong external partnerships over the years have enhanced the tutoring and mentoring opportunities for students. For example, over the years CAPCS has benefited from partnerships with organizations including Americorps, Growing Together, the Boy Scouts, the Girl Scouts, local fraternities and the Washington-area Duke Alumni Association. Amos 3 middle school boys enjoyed mentoring opportunities with volunteers from Sigma Pi Phi (the Boule). In 2010-11, CAPCS middle school students participated one Saturday a month in STEM-related and college/career-awareness activities designed and led by volunteers from the Bates Area Civic Association, Howard University and the National Oceanic and Atmospheric Association (NOAA). The program grew over the course of the year to 70 students and 30 adult volunteers, and continues to this day.

In addition, CAPCS has also been able to access federal and city funding for Supplemental Education Services to provide tutoring to students. Tutors for the SES program are approved by the OSSE and are required to work directly with schools and parents to ensure an individualized tutoring program designed to bolster academic outcomes is provided to students.

For example, during the 2010-11 school year, CAPCS was able to provide afterschool tutoring for 87 students across campuses at no cost to parents.

C. ORGANIZATIONAL GOALS

1. CAPCS will provide professional opportunities for teachers and create opportunities to tap the expertise and experience of qualified professionals currently excluded from the public school system.

CAPCS has always been committed to the professional development and growth of its staff and provides such opportunities both over the summer and at in-house sessions each month. The school has also put a variety of structures in place over the years to support new teachers and other teachers in need of support. As noted in the most recent PCSB Program Development Review Report (2011-12), “there is evidence of systemic professional development” and the school received a rating of “proficient” with regards to how well PD offerings provide support in meeting the school’s goals and support learning gaps.

The foundation of all professional development activities at CAPCS is a two-week summer training for all instructional and support staff prior to each school year. Teachers in the CAPCS Online program receive extensive training and ongoing professional development tailored to the virtual school environment through the K-12 Virtual Schools Network.

CAPCS has offered a variety of professional development opportunities and support over the years, including conference attendance, demonstration teachers, instructional coaches, training for school leaders, a teacher induction program, and professional development plans to support each teacher’s individual needs. Starting in the 2005-06 school year, CAPCS instituted Saturday Academy for instructional staff to supplement its other professional development activities. Saturday Academy is a monthly meeting on Saturdays from September to May of each academic school year when teachers receive training in areas where the need for additional supports has been identified. Topics included in the Saturday Academy as well as in the monthly half-day sessions included key topics such as literacy, numeracy, instructional best practices, and socio-emotional skills. Professional development is differentiated to address specific weaknesses in instruction and help support new, less experienced teachers. As previously discussed, teachers are specifically trained in the use of technology as an instructional tool. Teachers who need additional support in the area of technology are able to receive this help between 4 and 5 p.m. each school day, which is time that has been set aside for professional learning community activities.

In the 2011-12 school year, the school began planning for the implementation of Professional Learning Communities. A survey was conducted of all staff during the 2011-12 school year. Priorities identified by individual staff members were analyzed to select focus areas, refine priorities already identified by the school management team, and create strategies for implementation of PLCs during the 2012-13 school year.

2. CAPCS will have an extended day (beyond 8-3) and building will be open 7:30AM -8:30 PM to provide students and families with education, enrichment, training and recreational opportunities

CAPCS has met this goal since the school's inception by providing an extended school day through Kids House afterschool programming at all of its campuses and through a host of family and community activities, including educational and training classes for parents, health fairs, and recreational opportunities for students and families.

CAPCS' school campuses are currently open at 8:00 a.m. for breakfast in the classroom; the buildings are open at 6:30 a.m. for students who attend Kids House. The instructional day at all CAPCS campuses currently runs from 8:30 a.m. to 4:00 p.m., thereby including an extra 30 minutes of instruction beyond the traditional school day. After 4:00 p.m., CAPCS campuses serve students and their families in a variety of ways, as briefly described below.

Kids House. Kids House has been an incredible support to CAPCS' working parents and an integral part of the full array of opportunities and services offered to students and families since the school's inception. The hours of CAPCS' Kids House have fluctuated over time, offering programming as early as 6:30 a.m. and as late as 7:30 p.m. in some years. Currently, Kids House runs from 6:30 a.m. to 8:00 a.m. and from 4:00 p.m. to 6:30 p.m. each school day. On days when school is not in session due to professional development, records keeping, or parent conferences, Kids House is open from 6:30 a.m. to 6:30 p.m. (if school is closed for a full day) or from 12:30 p.m. to 6:30 p.m. (if school is closed for a half day). To help parents afford the fee-based program, each Kids House site is a licensed childcare facility in the District of Columbia. This enables parents to use child-care subsidy vouchers for payment of services. Kids House is also available to all registered students on full and half-day teacher professional development days and parent-teacher conference days.

Parent and family activities. All CAPCS campuses have been regularly open for evening and family activities outside of school hours since the school was opened, including the afterschool activities and Parent Center-sponsored activities discussed above. The school has also offered health fair and other health-related workshops for the school community.

Community events. As part of the complete renovation of the historic Armstrong School to house the Amos 3 campus, CAPCS has restored and upgraded the existing auditorium to create the Billy Eckstine-Ellington Theatre. In doing so, CAPCS preserved a community resource, as the Armstrong School was one of only two high schools in DC open to African-American students at the turn of the 20th century. The school's auditorium is a focal point for the neighborhood, hosting productions that attract residents across the city. The renovated theater now serves as a fantastic resource for both the school and the community for productions, school-wide celebrations and other events.

3. CAPCS will maintain organizational and financial viability

CAPCS has maintained organizational and financial viability throughout its existence. CAPCS' continuing financial viability has been confirmed by several external entities that have examined the school's operations and finances and by the PCSB, which concluded in its Fall

2011 Charter review that “CAPCS is economically viable and of sound fiscal health.” For example, annual independent auditor reports over the history of the school confirm that the school is financially viable. In addition, CAPCS applied for and received full accreditation through the Middle States Commission on Elementary Schools in 2003-04. A renewal of the school’s accreditation in 2009 documented the school’s continued viability.

From 1998 through 2002, CAPCS was managed by UFI, the non-profit organization that founded the school. In 2002, the Board of Trustees decided that CAPCS could manage itself. After two years of self-management during which CAPCS continued to grow, in 2004 sought the services of a management company through a competitive bidding process and selected Community Action Partners and Charter School Management (“CAPCSM”), a company that included senior CAPCS staff members. CAPCSM provides financial and management services to all of the campuses and implements school-wide policies and procedures while individual Academy Leaders focus on the instructional program.

The Board of Trustees is the ultimate authority for educational, financial, and operational issues at CAPCS. CAPCS’ management includes a Chief Executive Officer who is responsible for ensuring Board directives are carried out. The Director of Operations is responsible for the financial and operational/facilities management of the school. On the instructional side, the Chief Academic Officer and Academy Leaders provide instructional leadership across and at each campus. During the 2011-12 school year, CAPCS created a new Office of Academic Services to spearhead the implementation of a new set of LEA-wide visions, goals and priority areas. Further details regarding CAPCS’ organizational structure are addressed below.

4. CAPCS will have a governance structure which provides both efficient operation and active involvement of parents, teachers and members of the community.

CAPCS has created a governance structure that has provided efficient operation and active involvement of parents, teachers and members of the community. In the 2011-12 Program Development Review reports, all campuses except Online were rated Adequate or Proficient for having the Board and School Administrators govern and manage in a manner consistent with the school’s design and mission.

a) Governance structure

CAPCS’ three-tier governance structure includes CAPCSM, the Board of Trustees, and campus administrators. When CAPCS was established in 1998, founders had envisioned a governance structure where each campus would have a Head of School (now Academy Leader) who reported to an overall Director (now Head of Schools), who, in turn, reported to the Board of Trustees. That structure has remained in place, augmented by a management company, CAPCSM, established in 2004 to oversee day-to-day management and operations of the expanding school. As CAPCSM is headed by a number of former CAPCS leaders, it has allowed for stability in overall leadership within CAPCS as well as preserving institutional knowledge of the school’s history. Through CAPCSM, the school is able to efficiently monitor and oversee operations across campuses on behalf of the Board of Trustees, streamlining key functions such as Human Resources, facilities management, student support services. This

allows the Board to focus on broader policy issues and overall oversight. CAPCSM reports to the Board and serves out the directives of the Board in a practical manner to ensure that the school is meeting the requirements of its charter. As detailed in the question above, the management structure for the school has ensured the financial and organizational viability of the school over its history.

CAPCS is governed by a Board of Trustees whose members bring diverse backgrounds and expertise to the governance of the school – including accounting, real estate, education and non-profit management – and represent the broader CAPCS community. The Board has always included parent members, who serve as a voice for other parents. The Board has an active committee structure that has grown over time from two primarily finance-related committees (through 2003-04) to currently five committees: Governance, Education, Finance, Audit and, most recently, Resource Management. Committees include representatives from all three tiers of CAPCS governance structure to ensure that all levels of management are in regular communication and collaboration.

Stability of leadership has been a strength of CAPCS' Board of Trustees. The Board of Trustees has had, over its history, six members who have served for seven years or more, including a parent of former CAPCS students who has stayed on the Board after her term as the designated parent member expired. Over the years, many CAPCS board members have served on the board for over five years (staggered over the school's history).

CAPCS has prioritized Board efficiency and development, particularly over the last few years. Among other things, Board members have attended PCSB governance workshops on board development, strategic planning and other governance issues; attended a leadership team-building symposium sponsored by FOCUS; and attended retreats to review board governance practices and to plan timelines for formulating and implementing specific governance goals, including strategic planning, leader/management company performance evaluation and school monitoring. The Board of Trustees also has invested in a web-based program created by charter school board governance experts The High Bar (<http://www.reachthehighbar.com/>). Membership in The High Bar's online "Board on Track" program is designed to help boards follow best practices, including assigning accountability for and tracking board goals, developing succession plans, effectively evaluating the Head of School, effectively communicating with board members and establishing processes for preserving institutional history of the school. These tools have improved communication both within the board and between the board and school staff to streamline processes and allow for quicker turnaround and implementation of decisions. The Board is confident that program participation will continue to strengthen its governance and oversight practices.

b) Parent and Teacher Involvement in Governance

Parent Involvement in Governance. Parents have served on the Board of Trustees throughout the school's history. Once there were multiple campuses, parent members typically represented different campuses, and have been very good at providing feedback to the board from the campuses' PTA/PTO. These formal parent associations have also served to advise on school operations and issues, review governance issues, and assist in outreach to other parents. Informal and formal parent organizations at the school have provided structures for parents to

meet with school staff on a regular basis. Over the years, the school has regularly surveyed parents to ensure that their feedback is considered when making decisions about the school. This is typically done at the individual campus level but shared across CAPCS leadership team. In 2009-10, a Parent Advisory Panel was created with representatives across campuses who regularly met with Trustees, in particular the Board Secretary. The Panel discussed challenges and successes at individual campuses and across the school and provided feedback on issues that impact parent satisfaction and re-enrollment decisions. One of the panel members ultimately joined the Board as the parent representative.

Staff Input. CAPCS believes that teachers should have the opportunity to collaborate with leadership in all aspects of school life, and has encouraged staff to informally share concerns and input on school issues with school leaders. The Middle States Accreditation Review highlighted that an “overall strength of the school’s leadership is that everyone has a voice” and “everyone has the potential to shape policy and procedures and contribute to the day-to-day operations of Community Academy.” As detailed above, the committee structure of the Board includes staff representatives to ensure that school-level perspective is part of committee discussions. Historically, teacher leaders have had a important role in key decisions about instructional improvement and professional development.

More formally, from 2007-10 CAPCS founder Kent Amos held a series of end-of-year “Dialogue with the Founder” meetings to provide every staff member an opportunity to elicit their observations, concerns, ideas and recommendations for improving CAPCS. Feedback included ways to improve communication across all constituencies, ways to improve parent involvement, professional development needs, policies, and operational issues. Some recommendations were implemented immediately, while others were considered in future planning. CAPCS plans to conduct similar feedback sessions in the future.

II. Criterion 2: Fulfillment of Student Academic Achievement Expectations

This section will describe CAPCS performance over the 15-year charter term, including its progress in reaching the academic achievement expectations of the approved charter; the percentage of students achieving proficient or advanced on state assessments; and the school’s performance on early childhood measures.

CAPCS has met many of its original charter goals, and strives to continue improving student academic achievement. The LEA’s performance, generally, is on par with the average performance of students in the District of Columbia, especially significant given that it serves all types of students. Since its founding, CAPCS’ philosophy has been that all students deserve a safe, nurturing educational alternative, despite their level of need. Compared with similarly situated public schools, CAPCS’ proficiency rates often meet, if not exceed, those neighborhood schools, as shown in more detail below. And, CAPCS has shown to move students along the proficiency spectrum – moving students up at least one level in proficiency over the years.

A. CAPCS’ performance on academic achievement expectations set forth in its original charter

- 1. By the time students have attended the Community Academy (CA) for two years, they will acquire skills in reading, writing, verbal proficiency and mathematics that meet or exceed those expected of students in the District of Columbia.**

In order to provide analysis of outcomes for this goal, performance analyses were conducted on students at the end of their second consecutive year at CAPCS. The idea behind the two-year cohort is that it allows for a natural adjustment period for each student, permitting students to acclimate to school culture and climate as well as show academic growth that may be more readily attributed to CAPCS. For these analyses, students were only included in one cohort – in other words, if a student attended CAPCS in 2006-2007 and 2007-2008, they were included in the 2008 two-year cohort. If the student continued to attend CAPCS in 2008-2009, they were not included in the 2009 two-year cohort because the student had already been included in the previous two-year cohort. It is important to note that this analysis does not control in any way for student demographic or background characteristics, such as race/ethnicity, gender, free/reduced lunch status, special education status, or English language learner status.

In terms of evaluating whether CAPCS’ cohort skills “meet or exceed those expected of students in the District of Columbia,” it is of note that the District of Columbia has established few specific expectations when it comes to student achievement except for those required by the federal government in terms of accountability. The DC Comprehensive Assessment System (DC CAS) is currently the only state-level test available to assess student performance in reading and math; the District of Columbia only began publishing any state-wide assessment results in 2003, and student-level assessment data was only available for these analyses starting in 2006. In addition, writing and verbal proficiency data are not provided by the District, and therefore these data were not included.¹²

Student-level assessment data begins in 2006, making the first two-year cohort in 2007. Without access to student-level data for the entire District of Columbia, and without clear DC expectations for student achievement, the comparison for this cohort analysis is simply the state average proficiency for elementary schools in the given year. In other words, the expectation measured in this goal is for students at CAPCS after two years to perform at or above the DC state average.

a) CAPCS LEA Results

In math, CAPCS does not quite meet the stated expectation, but most of this is due to one year in which test scores dropped precipitously (2010). The additional dip in 2012 is primarily due to student performance at the now-closed Rand campus.

¹² The DC CAS Reading assessment does include open response questions that evaluate writing, so arguably the reading proficiency scores also include writing results.

Table 1. CAPCS LEA-Level Two-Year Cohort Results, Math		
	DC	CAPCS Two-Year Cohort
2007	31%	20%
2008	40%	39%
2009	45%	53%
2010	46%	40%
2011	47%	44%
2012	49%	40%

In reading, the results are more positive. For the last three years, students at CAPCS for two years have met or come very close to meeting the state average.

Table 2. CAPCS LEA-Level Two-Year Cohort Results, Reading		
	DC	CAPCS Two-Year Cohort
2007	36%	25%
2008	43%	34%
2009	45%	37%
2010	45%	51%
2011	45%	43%
2012	46%	44%

b) Individual School-Level Results

Overall, three of the four CAPCS campuses¹³ met the student academic achievement expectations for the two-year cohort.

In math, Amos 1's two-year cohorts meet or exceed the state average in a majority of years. In reading, the two-year cohorts meet or exceed the state average in two of the three most recent years, with scores approximating the state average in 2012.

Table 3. Amos 1 Campus-Level Two-Year Cohort Results				
	MATH		READING	
	DC	CAPCS Two-Year Cohort	DC	CAPCS Two-Year Cohort
2007	31%	sample too small	36%	sample too small
2008	40%	39%	43%	37%
2009	45%	56%	45%	36%
2010	46%	41%	45%	60%
2011	47%	64%	45%	53%
2012	49%	54%	46%	45%

In both reading and math, Online two-year cohort students score well above the state average in two of the three years for which a sample is available.

¹³ The Rand campus was closed at the end of the 2011-12 school year.

Table 4. Online Campus-Level Two-Year Cohort Results				
	MATH		READING	
	DC	CAPCS Two-Year Cohort	DC	CAPCS Two-Year Cohort
2007	31%	no sample	36%	no sample
2008	40%	no sample	43%	no sample
2009	45%	no sample	45%	no sample
2010	46%	59%	45%	78%
2011	47%	35%	45%	43%
2012	49%	67%	46%	67%

In the past two years, Butler two-year cohort students have achieved almost double the DC state average in both reading and math. This campus in particular shows impressively high results. Butler's strong performance among CAPCS' campuses may be partially explained by the fact that it is a small campus that added a grade each year, under stable academic leadership.

Table 5. Butler Campus-Level Two-Year Cohort Results				
	MATH		READING	
	DC	CAPCS Two-Year Cohort	DC	CAPCS Two-Year Cohort
2007	31%	no sample	36%	no sample
2008	40%	no sample	43%	no sample
2009	45%	no sample	45%	no sample
2010	46%	42%	45%	42%
2011	47%	82%	45%	76%
2012	49%	78%	46%	83%

Amos 3 has struggled to meet expectations more than the other campuses. Amos 3 is located in the most challenging neighborhood of all of the CAPCS campuses, an area with a high number of homeless shelters and public housing, resulting in a high number of homeless and thus often transitory students. Discipline data of CAPCS shows that Amos 3 has the highest number of disciplinary infractions of all campuses. Moreover, due to these challenges, Amos 3 has struggled with teacher retention and has changed Academy Leaders more frequently than the other campuses. In response, in April 2012 CAPCS contracted with GEMS, an international education consulting firm, for an intense school improvement effort for the Amos 3 campus. The 2011-12 PMF results show that Amos 3 improved almost 5 points from the prior year.

Table 6. Amos 3 Campus-Level Two-Year Cohort Results				
	MATH		READING	
	DC	CAPCS Two-Year Cohort	DC	CAPCS Two-Year Cohort
2007	31%	sample too small	36%	sample too small
2008	40%	38%	43%	19%
2009	45%	38%	45%	23%
2010	46%	18%	45%	13%
2011	47%	25%	45%	33%
2012	49%	17%	46%	25%

The Rand campus was closed in 2012, and its imminent closing likely impacted the 2012 scores. In math, Rand saw peaks and valleys in its two-year cohort performance, with three of six years approximately meeting or exceeding the state average. The campus struggled with reading and did not meet or exceed the state average in any of the previous six years.

Table 7. Rand Campus-Level Two-Year Cohort Results				
	MATH		READING	
	DC	CAPCS Two-Year Cohort	DC	CAPCS Two-Year Cohort
2007	31%	19%	36%	24%
2008	40%	39%	43%	36%
2009	45%	55%	45%	42%
2010	46%	32%	45%	36%
2011	47%	56%	45%	25%
2012	49%	6%	46%	28%

2. **By the time students have attended the Community Academy for five years, they will acquire skills in reading, writing, verbal proficiency and mathematics that meet or exceed national and international expectations at the world's top kindergarten through 12th grades.**

The five-year cohort was created by identifying any student who attended CAPCS for five consecutive years between 2006 and 2012, and using each student’s proficiency on reading and math in the fifth year of their attendance, either 2010, 2011, or 2012. The comparison figures for the District of Columbia were calculated by combining the full elementary sample across the same set of years that constitute the “final” year of the five-year cohort, e.g. 2010, 2011, or 2012. However, the District of Columbia’s limited release of 2012 DC CAS data does not currently include the necessary sample specifics to be included in this analysis. Thus, the District of Columbia comparison figures use 2010 and 2011 data.

For this measure, it is important to note that there are no true international or national metrics that are currently available for comparison at the school level. NAEP (National Assessment of Education Progress), for example, only provides information at the district or state level, and even then only assesses a sample of students. CAPCS believes that current data limitations are no reason not to set an ambitious goal of meeting national and international expectation. That said, analysis of this measure is only able to be conducted using District of Columbia assessment data.

Table 8. Five-Year Cohort Analysis		
	CAPCS Five-Year Cohort	DC State
Reading	42%	44%
Math	42%	43%

Importantly, the differences between the CAPCS five-year cohort and the DC state average are statistically insignificant based on the standard t-test.¹⁴ In other words, CAPCS has

¹⁴ The t-test is a standard statistical calculation that examines two means, and compares them to see if one is statistically greater than the other. The calculation takes into account sample size and variance.

met its goal as students after five years are performing at least at the state average. Not surprisingly given trends in student enrollment in the District of Columbia, the sample of five-year cohort students at CAPCS was quite small, with just 43 students. While this is sufficient for basic validity purposes, it may limit our ability to fully capture the longer-term effect of CAPCS on student achievement. As with the previous cohort analysis, the five-year cohort analysis does not control for any student demographic or background characteristics.

3. The Community Academy will demonstrate student improvement on standardized test scores that equal or exceed schools with comparable student populations (with regards to race, gender, socioeconomic status).

Comparison schools were selected through three primary criteria. First, a comparison school must be located in the same ward as the CAPCS campus to which it will be compared in order to help control for certain aspects of student characteristics. It also makes intuitive sense to look at schools in the same geographic area or neighborhoods. Second, a comparison school must have roughly the same enrollment size as the CAPCS campus to which it will be compared. Third, a comparison school must have approximately the same racial/ethnic distribution and free/reduced lunch status (poverty measure) as the CAPCS campus to which it will be compared.

a) Amos 1

Three comparison schools were identified for Amos I: Capital City PCS, Raymond ES, and LaSalle-Backus EC. Test scores for all three comparison schools were available from 2006 to 2011. While the proficiency levels at each school were different in 2006, the absolute growth and percent improvement in proficiency levels over time are indicators of student improvement over time at each school. During this time period, Amos I demonstrated the most growth in math increasing student proficiency by 19.48 percentage points, representing a 61.41% increase over its 2006 baseline value. Growth at comparison schools for the same time period ranged from a decrease of 11.03 to an increase of 13.77 percentage points (a 38.46% decrease to a 40.95% increase over the baseline value). In reading, Amos I also demonstrated the most growth in increasing the percentage of students proficient during the time period (7.53 percentage points, a 17.90% improvement from baseline value). Comparison schools ranged from a decrease of 18.13 to an increase of 7.52 percentage points (a 47.74% decrease to a 12.53% increase from baseline value). The results indicate that students at Amos I outperformed their peers in comparison schools in improvement in proficiency over time in math and reading.

Table 9. Math Proficiency %, Amos 1				
	CAPCS - Amos 1	Capital City Lower (PCS)	Raymond ES (DCPS)	LaSalle-Backus EC (DCPS)
2006 - DC CAS	31.72	48.53	29.79	28.68
2007 - DC CAS	17.89	65.96	38.14	32.79
2008 - DC CAS	58.33	72.97	71.43	32.54
2009 - DC CAS	57.35	62.94	50.38	28.11
2010 - DC CAS	49.26	65.31	36.05	39.89
2011 - DC CAS	57.25	69.80	45.96	29.38
2012 - DC CAS	51.20	62.30	41.99	17.65
Change 2006-12	19.48	13.77	12.20	-11.03
% Change 2006-12	61.41%	28.37%	40.95%	-38.46%

Table 10 Reading Proficiency%, Amos 1				
	CAPCS - Amos 1	Capital City Lower (PCS)	Raymond ES (DCPS)	LaSalle-Backus EC (DCPS)
2006 - DC CAS	42.07	60.00	41.84	37.98
2007 - DC CAS	30.89	65.96	46.39	43.44
2008 - DC CAS	51.26	77.55	72.53	39.68
2009 - DC CAS	47.79	72.03	61.07	43.01
2010 - DC CAS	52.94	65.99	36.73	44.81
2011 - DC CAS	50.40	69.80	42.24	29.38
2012 - DC CAS	49.60	67.81	40.33	19.85
Change 2006-12	7.53	7.52	-1.51	-18.13
% Change 2006-12	17.90%	12.53%	-3.61%	-47.74%

b) Amos 3

Three comparison schools were identified for Amos 3: Brown EC, Wheatley, and Hope-Tolson PCS. Test scores for all three comparison schools considered the school years from 2009 to 2012, the years during which Amos 3 administered the DC CAS. While the largest student improvement gains in math proficiency were evident at Hope-Tolson PCS, Amos 3 had the second highest absolute growth of the comparison schools. In reading, Amos 3 was also second highest (9.07 percentage points, a 44.02% improvement over the 2009 baseline year) behind Wheatley. The results indicate that as compared to schools with equal student populations, students at Amos 3 demonstrated improvement on standardized test at higher absolute rates and higher or comparable percentage improvements than two of the three comparison schools.

Table 11. Math Proficiency %, Amos 3				
	CAPCS - Amos 3	Browne EC (DCPS)	Wheatley (DCPS)	Hope-Tolson (PCS)
2009 - DC CAS	22.92	19.93	31.45	31.45
2010 - DC CAS	25.00	14.50	16.67	31.45
2011 - DC CAS	30.00	29.32	20.43	46.71
2012 - DC CAS	25.00	21.84	30.40	50.57
Change 2009-12	2.08	1.91	-1.05	19.12
% Change 2009-12	9.08%	9.58%	-3.34%	60.79%

Table 12. Reading Proficiency %, Amos 3				
	CAPCS - Amos 3	Browne EC (DCPS)	Wheatley (DCPS)	Hope - Tolson (PCS)
2009 - DC CAS	20.83	20.59	12.82	45.91
2010 - DC CAS	27.78	22.90	19.05	35.22
2011 - DC CAS	37.28	22.49	18.72	46.71
2012 - DC CAS	30.00	19.41	25.60	44.83
Change 2009-12	9.07	-1.18	12.78	-1.08
% Change 2009-12	44.02%	-5.73%	99.69%	-2.35%

c) Butler

Two comparison schools were identified for the Butler campus: Garrison ES and Ross ES. Test scores for all the comparison schools considered between results between 2006 and 2012, the years during which Butler administered the DC CAS. Like Amos I, Butler students outperformed their peers at the comparison schools in both math and reading. Butler students' proficiency increased by 60 percentage points in math and 31 percentage points in reading. For both math and reading, Butler's growth was two times greater than a comparison school. The Butler results indicate that students improved on standardized test scores exceeded the improvement of comparable schools.

Table 13. Math Proficiency %, Butler			
	CAPCS -Butler	Garrison ES (DCPS)	Ross ES (DCPS)
2006 - DC CAS	3	20	29
2007 - DC CAS	20	24	57
2008 - DC CAS	*	56	48
2009 - DC CAS	50	41	70
2010 - DC CAS	50	47	59
2011 - DC CAS	71	26	71
2012 - DC CAS	64	51	73
Change 2006-12	60	30	44
% Change 2006-12	2000.00%	150.00%	151.72%

Table 14. Reading Proficiency %, Butler			
	CAPCS -Butler	Garrison ES (DCPS)	Ross ES (DCPS)
2006 - DC CAS	28	30	48
2007 - DC CAS	53	39	67
2008 - DC CAS	*	57	66
2009 - DC CAS	29	40	77
2010 - DC CAS	42	55	77
2011 - DC CAS	67	44	72
2012 - DC CAS	59	45	65
Change 2006-12	31	15	17
% Change 2006-12	110.71%	50.00%	35.42%

*Butler had insufficient enrollment for producing assessment results in 2008

d) Rand

It is more difficult to find comparable schools for Rand because of Rand's small enrollment size in recent years prior to closure. That said, Rand had a higher percentage improvement in proficiency than its DCPS comparison schools in both reading and math.

Table 15. Math Proficiency %, Rand			
	CAPCS - Rand	Marshall ES (DCPS)	Center City Trinidad (PCS)
2006 - DC CAS	14.81	30.84	
2007 - DC CAS	26.32	30.92	
2008 - DC CAS	36.99	35.09	
2009 - DC CAS	44.76	40.70	25.55
2010 - DC CAS	39.06	39.45	33.04
2011 - DC CAS	29.69	25.93	40.00
2012 - DC CAS	25.80	22.20	41.50
Change 2006-12	10.99	-8.64	15.95
% Change 2006-12	74.21%	-28.02%	62.43%

Table 16. Reading Proficiency %, Butler			
	CAPCS - Rand	Marshall ES (DCPS)	Center City Trinidad (PCS)
2006 - DC CAS	31.48	36.92	
2007 - DC CAS	33.33	26.32	
2008 - DC CAS	38.64	43.86	
2009 - DC CAS	38.10	49.43	43.80
2010 - DC CAS	35.94	49.09	35.71
2011 - DC CAS	32.31	33.33	54.62
2012 - DC CAS	36.00	29.60	40.70
Change 2006-12	4.02	-7.32	-3.10
% Change 2006-12	12.77%	-19.83%	-7.08%

B. CAPCS’ performance on academic achievement expectations, including student proficiency and advanced on state assessments and student growth in proficiency on the state assessment

In addition to the specific academic achievement goals set out by CAPCS, analyses were also conducted on the following areas required in the PCSB guidelines: (1) Percentage of students achieving proficient or advanced performance on SAT-9 and DC CAS exams, including students with disabilities and English language learners; and (2) Student growth in proficiency on the state assessment.

1. Proficiency and advanced performance on SAT-9 and DC CAS, including students with disabilities and English language learners

The District of Columbia state assessments – the SAT-9 until 2005 followed by the DC CAS – are the primary measure of Community Academy Public Charter School’s success with meeting its goals regarding student achievement.

The following tables present student achievement in math and reading for all years for which data are available, by campus. As will be further explained in this section, while gains in achievement have ebbed and flowed over the years, CAPCS generally has demonstrated student achievement on par with the DC averages and fulfills the intent of CAPCS original goals.

Table 17. Special Education and English language learner proficiency				
	SPED Math	SPED Reading	ELL Math	ELL Reading
2009	10%	13%	35%	24%
2010	12%	13%	37%	33%
2011	8%	13%	44%	30%
2012	11%	13%	36%	36%

Table 18. Math Proficiency By Campus, 2003-2012					
MATH	CAPCS - Amos 1	CAPCS - Online	CAPCS - Amos 3	CAPCS - Rand	CAPCS - Butler
2003 - SAT9	46%	n/a	n/a	n/a	n/a
2004 - SAT9	43%	n/a	n/a	n/a	n/a
2005 - SAT9	61%	n/a	n/a	26%	38%
2006 - DC CAS	32%	52%	n/a	15%	3%
2007 - DC CAS	18%	49%	n/a	26%	20%
2008 - DC CAS	58%	43%	n/a	37%	n/a
2009 - DC CAS	57%	60%	23%	45%	50%
2010 - DC CAS	49%	52%	25%	39%	50%
2011 - DC CAS	57%	57%	30%	30%	71%
2012 - DC CAS	51%	61%	25%	26%	64%

MATH	CAPCS - Amos 1	CAPCS - Online	CAPCS - Amos 3	CAPCS - Rand	CAPCS - Butler
2003 - SAT9	42%	n/a	n/a	n/a	n/a
2004 - SAT9	47%	n/a	n/a	n/a	n/a
2005 - SAT9	71%	n/a	n/a	34%	38%
2006 - DC CAS	42%	76%	n/a	31%	28%
2007 - DC CAS	31%	69%	n/a	33%	53%
2008 - DC CAS	51%	71%	n/a	39%	n/a
2009 - DC CAS	48%	75%	21%	38%	29%
2010 - DC CAS	53%	62%	28%	36%	42%
2011 - DC CAS	50%	65%	37%	32%	67%
2012 - DC CAS	50%	66%	30%	36%	59%

In general, there has been fluctuation amongst the year-to-year scores across campuses. To some extent, it is important to understand external factors outside of CAPCS’ purview that have occurred. For instance, when DCPS closed a multitude of schools in 2009, CAPCS gained numerous new students who performed significantly below grade level from failing DCPS schools. In addition, CAPCS educates a large percentage of the District’s homeless students. In 2009-2010, almost 15 percent of CAPCS students met the federal definition of homelessness, meaning that CAPCS served more homeless students than any other charter school in DC. At the same time, CAPCS prides itself on engaging in a constant cycle of assessment and adjustment, and takes seriously its mission to educate all students who enter the school.

English language learners at CAPCS tend to perform at or above the state average for students in that category. For instance, elementary English language learners averaged 34% proficiency in math and 25% in reading in 2011. CAPCS ELL students scored 44% proficient in math and 30% proficient in reading in that year.

CAPCS is aware that the performance of its students with disabilities presents an important challenge to the charter school. Prior to 2008, CAPCS had insufficient sample sizes to produce reliable special education or English language learner proficiency rates. Sample sizes are also generally too small to produce reliable scores for individual campuses. In general, CAPCS has a strong policy of openness to all students; the school has only expelled 4 students in 15 years. This is important to consider when examining the performance of subgroups such as students with disabilities, as CAPCS continues to accept and support students across the performance spectrum.

2. Student growth in proficiency on the state assessment

Student growth in proficiency was examined in two ways. The first analysis looks at the two-year weighted average median growth percentiles (“MGP”) for 2010-11 and 2011-12. The MGP is the District of Columbia’s student growth measure and the data are produced by OSSE.

As defined by OSSE, MGP scores “indicate where a school stands in terms of student growth in relation to other schools.” In other words, a MGP score of 62 (Butler, Math 2011-12)

means that the school’s students, on average, outperformed 62 percent of similar students in the District of Columbia.

The MGP scores show that the Butler and Online campuses perform better than over half of similar students in DC. Amos 1 currently hovers around the 50 percent mark. Rand shows the lowest MGP scores, but as previously mentioned, has already been closed. Amos 3 also outperforms approximately half of DC students in reading, and slightly less than half in math. Overall, CAPCS students are performing in the top half of District of Columbia students.¹⁵

	Math MGP 2010-11	Math MGP 2011-12	Reading MGP 2010-11	Reading MGP 2011-12
Amos 1	41	49	42	49
Butler	69	62	61	62
Online	57	53	57	55
Amos 3	44	44	49	51
Rand	35	37	34	39

The second analysis considers how CAPCS has shown movement along the proficiency spectrum of poorly-performing students. In other words, after two years at CAPCS, how do students perform in their second year when they scored Below Basic in the first year? Again, the analysis reveals that CAPCS successfully moves the vast majority of students at least to the Basic level from Below Basic. While tracking this kind of specific student movement was not included in CAPCS’ original academic goals, it is absolutely in line with CAPCS’ priority on understanding student achievement, and it is considered a best practice to understand student achievement along the proficiency spectrum.

There are important limitations to this analysis that should be noted; specifically, it does not account for student demographic information (race/ethnicity, gender, free/reduced lunch status) or for other important student characteristics, such as special education or English language learner status. In addition, this analysis was run on the LEA as a whole and just two specific campuses because limited sample sizes within proficiency categories ruled out conducting this analysis at the Online and Butler campuses.¹⁶

Year	MATH		READING	
	% move to Basic or above from Below Basic	% move to Prof or Adv from Basic	% move to Basic or above from Below Basic	% move to Prof or Adv from Basic
2007	37%	25%	50%	13%
2008	71%	37%	75%	22%
2009	57%	43%	36%	19%
2010	44%	24%	8%	32%
2011	48%	34%	42%	27%
2012	38%	16%	36%	26%

¹⁵ Please note that MGP analyses are not available for subgroups due to sample size considerations.

¹⁶ A minimum sample size of 10 students was used for these analyses, which is a commonly used sample size in research analysis.

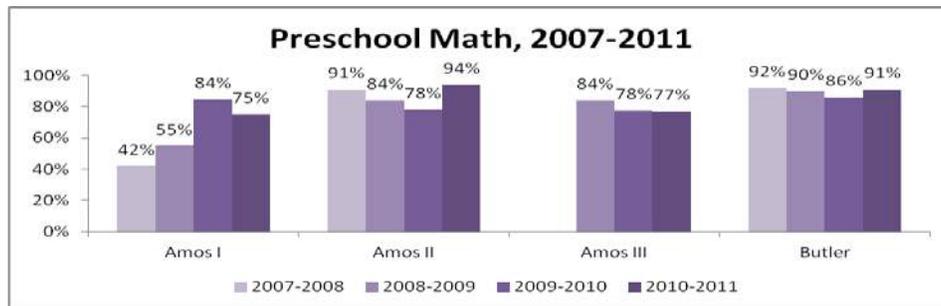
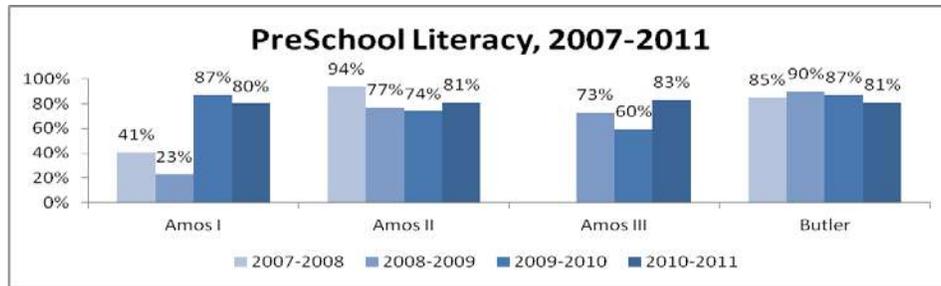
Table 22. Student Movement on Proficiency Spectrum, Amos 1				
	MATH		READING	
Year	% move to Basic or above from Below Basic	% move to Prof or Adv from Basic	% move to Basic or above from Below Basic	% move to Prof or Adv from Basic
2007	no sample	sample too small	sample too small	no sample
2008	90%	50%	sample too small	25%
2009	sample too small	23%	sample too small	22%
2010	sample too small	33%	sample too small	46%
2011	80%	60%	sample too small	33%
2012	sample too small	29%	60%	33%

Table 23. Student Movement on Proficiency Spectrum, Rand				
	MATH		READING	
Year	% move to Basic or above from Below Basic	% move to Prof or Adv from Basic	% move to Basic or above from Below Basic	% move to Prof or Adv from Basic
2007	39%	23%	38%	13%
2008	70%	33%	77%	21%
2009	63%	50%	67%	13%
2010	sample too small	11%	sample too small	20%
2011	sample too small	33%	sample too small	0%
2012	60%	0%	14%	29%

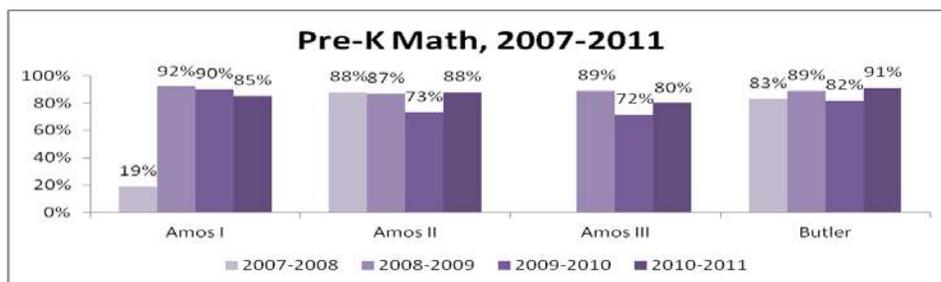
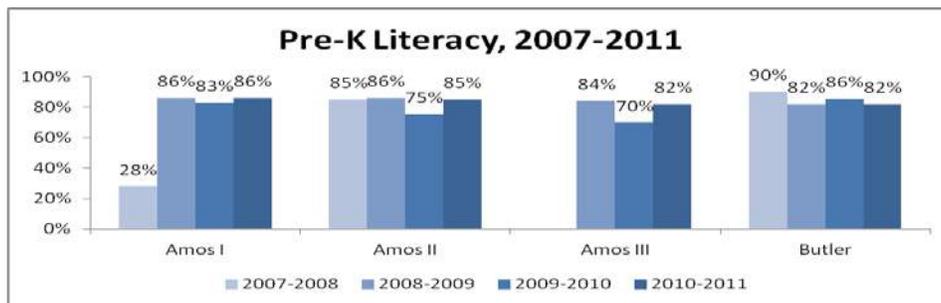
C. CAPCS' performance on early childhood academic achievement expectations

Early childhood achievement in literacy and mathematics is measured by the Core-Knowledge Pre-School Assessment Tool (CK-PAT) to assess preschool and prekindergarten students. The CK-PAT measures competency in literacy and math, and is administered three times each year at all CAPCS campuses with early childhood programs. This early childhood assessment is produced by the Core Knowledge Foundation based at the University of Virginia, is considered a reliable and valid assessment, and is used in conjunction with other Core Knowledge products by schools in a majority of states in the U.S., including other schools in the District of Columbia as well as neighboring Maryland and Virginia.

The following charts demonstrate that the vast majority of early childhood students at CAPCS campuses complete their preschool and/or prekindergarten year appropriately competent in math and literacy. The Amos 2 and Butler campuses present the highest scores, with at least three-quarters of all preschool students demonstrating competency in both literacy and math by the end of the year for all years of CK-PAT data. Amos 1 and Amos 3 have also shown impressive early childhood results, with more than 80% of preschool students demonstrating literacy competency in 2011.



Pre-kindergarten students are demonstrably exiting pre-kindergarten competent and prepared for kindergarten, with more than 80% of students showing competency in both literacy and math in recent years across CAPCS. The following charts quite clearly show the extent of CAPCS' success in preparing pre-kindergarten students for high academic achievement.



III. Criterion 3: Compliance with Applicable Laws

CAPCS believes that it has materially complied with most applicable laws but acknowledges issues in certain areas, as detailed below. In addition, the PCSB confirmed in its 2012-13 annual Compliance Review Report that, for each CAPCS campus, CAPCS is in compliance with applicable laws in all reviewed areas including: fair enrollment process; notice and due process for student suspension and expulsion; student health; student safety; employment policies and the protection of confidential information; appropriate insurance;

occupancy, lease, and license for the facility; high quality teachers; board fiduciary duty; articles of incorporation; school organization; litigation status; school calendar; high school courses for graduation; submission of annual report; and accreditation status. The PCSB has noted, from time to time, other compliance issues, such as concerns with truancy rates and attendance. CAPCS has addressed each of these concerns and corrected any compliance issues. The information provided below applies generally to all CAPCS campuses, except where otherwise indicated.

A. General Laws

1. Health and Safety

CAPCS believes it has materially complied with applicable health and safety laws – including D.C. Code § 38-1802.02(11), D.C. Code § 38-1802.04(c)(4), the Healthy Schools Act of 2010, American with Disabilities Act facilities provisions, and the D.C. Fire Prevention Code, D.C. Code § 6-701 – and is unaware of any compliance issues.

CAPCS has received funding pursuant to the Healthy Schools Act each year since it was enacted, and it would not receive such funding if it the school were not compliant. Each month, CAPCS sends menus to OSSE to review as program administrator; based on these menus, OSSE verifies what, if any, days are reimbursable and to what extent. Although CAPCS may have a couple days each month that do not qualify for full or partial reimbursement, the vast majority of menus are found to be compliant.

CAPCS leases most of its facilities, with the exception of its Amos 3 campus, and hence has limited ability to make physical renovations to these facilities. Each facility has a certificate of occupancy issued by the DCRA. The DCRA notes on its website that one of the main purposes of a certificate of occupancy is to ensure compliance with the D.C. Building Code, which includes accessibility requirements. In addition, when CAPCS renovated the Amos 3 facility in 2008, the school submitted building plans to the DCRA for review. CAPCS is unaware of any issues with a student or parent being denied access to any CAPCS program or event due to facility accessibility.

Each year, the D.C. Fire Department sends inspectors to CAPCS to check for compliance with the D.C. Fire Prevention Code. At the end of each visit, the fire inspector typically provides the school with list of minor issues that the school needs to correct. The fire inspector subsequently returns between 15 and 30 days later to ensure that CAPCS had made the necessary changes. CAPCS is unaware of any issues that have been raised by fire inspectors but remain unresolved or uncorrected. Each CAPCS campus also conducts regular fire drills and has its own evacuation plan that is provided to teachers and staff and posted in the main office.

The PCSB confirmed in its 2012-13 annual Compliance Review Report that, for each CAPCS campus, CAPCS is in compliance with applicable laws relating to student safety and relating to the occupancy, lease and license for CAPCS' facility.

2. Enrollment Data

CAPCS believes it has materially complied with applicable laws regarding enrollment data and conducting a fair enrollment process – D.C. Code 38-1802.04(c)(12) and D.C. Code 38-1802.06 – and is unaware of any compliance issues.

CAPCS has established procedures for ensuring that student enrollment data is tracked and student enrollment is conducted in accordance with applicable laws. CAPCS offers open enrollment to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition requirement. CAPCS uses a random selection process, subject to the exceptions provided in D.C. Code § 38-1802.06, if it receives more applications than it has spaces, and does not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs. CAPCS tracks the full name, address, sex, and date of birth of each student attending CAPCS. Enrollment information is included in CAPCS' annual report submitted to the PCSB and is audited annually.

The PCSB confirmed in its 2012-13 annual Compliance Review Report that, for each CAPCS campus, CAPCS is in compliance with applicable laws regarding offering a fair enrollment process.

3. Maintenance and Dissemination of Student Records

CAPCS believes it has materially complied with applicable laws regarding the maintenance and dissemination of student records – including D.C. Code § 38-501 *et seq.* and 38-301 *et seq.* – and is unaware of any compliance issues. As Subtitles B and D of the School Reform Act address compliance with enrollment and attendance laws and are addressed separately in this charter renewal submission, this information will not be duplicated here. The non-profit corporation statute, D.C. Code § 29-401, does not relate to student records and hence is inapplicable here. CAPCS has established procedures for ensuring that student health records and proof of immunizations – are collected, maintained, and disclosed in accordance with applicable laws. CAPCS' Parent-Student Handbook notes that CAPCS follows DC regulations regarding immunization and health records and details what health and immunization information parents are required to provide to the school. CAPCS has not enrolled any non-residents as students.

The PCSB confirmed in its 2012-13 annual Compliance Review Report that, for each CAPCS campus, CAPCS is in compliance with applicable laws relating to student health records and the protection of confidential information – including the D.C. Code Section 38-1802.04, FERPA, and the Public Education Reform Amendment Act of 2007.

4. Compulsory Attendance Laws

CAPCS believes it has materially complied with applicable laws regarding the compulsory attendance laws – D.C. Code § 38-201 *et seq.* – and is unaware of any compliance issues. CAPCS has established procedures for ensuring that student attendance is tracked and reported in accordance with applicable laws. For example, CAPCS' Parent-Student Handbook provides parents with information regarding the school's attendance policies and includes a copy

of the District of Columbia's regulations regarding Compulsory Education and School Attendance. Pursuant to these policies and procedures, teachers take attendance daily during every class, recording whether each student is present, tardy, or absent. This information is entered into PowerSchool – and uploaded to the PCSB database – and maintained in hard copy.

The PCSB confirmed in its 2012-13 annual Compliance Review Report that, for each CAPCS campus, CAPCS is in compliance with applicable laws regarding student suspension and expulsion.

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

CAPCS receives Title I funds believes it has materially complied with District and Federal requirements regarding the use of these funds; it has established procedures in its Accounting Procedures and Internal Controls Manual to ensure that District and Federal requirements for the use of these funds will be met. It is CAPCS' policy to adhere to all federal guidelines including OMB Circular A-133, "Audits of States, Local Governments and Non-Profit Organizations."

The PCSB confirmed in its 2012-13 annual Compliance Review Report that CAPCS is in compliance with Elementary and Secondary Education Act guidance that all elementary and secondary subject area teachers are highly qualified.

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

CAPCS believes it has materially complied with applicable civil rights laws and is unaware of any compliance issues. CAPCS has established policies and procedures in its employee handbook, which it provides to all employees at the start of each school year, and ensures it is in compliance with applicable laws. In addition, CAPCS conducts mandatory training sessions for both employees and for supervisors regarding these issues. The employee handbook addresses, among other things, nondiscrimination in hiring, employee grievance procedures, and sexual harassment policies. The CAPCS Parent-Student Handbook contains a notice of nondiscrimination. Both handbooks were reviewed by an attorney when they were drafted for compliance. CAPCS also has not had to make any claims against its legal liability insurance, which covers issues including discrimination, wrongful termination, and harassment. A link to CAPCS's nondiscrimination policy is posted on the home page of CAPCS' website.

The PCSB confirmed in its 2012-13 annual Compliance Review Report that, for each CAPCS campus, CAPCS is in compliance with applicable laws regarding employment policies and the protection of confidential information – including the D.C. Code 38-1802.04, D.C. Code 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.

7. Other

CAPCS is unaware at this time of any other issues regarding compliance with applicable laws.

B. Special Education Laws

CAPCS believes it has materially complied with applicable special education laws, including 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). The PCSB has noted that compliance with special education laws will be ascertained through a desk audit. The PCSB also conducted a special education compliance audit of all CAPCS campuses last year and concluded, in reports dated December 2011, that “[t]here are no material violations of applicable laws relating to the education of children with disabilities” for any of the CAPCS campuses. In addition, OSSE regularly conducts a review of CAPCS’ compliance with special education laws and has, from time to time, identified areas where CAPCS needs to improve. CAPCS has either addressed or is working to address all correctable issues raised by OSSE regarding compliance with special education laws.

C. Financial Laws

CAPCS has not materially complied with all applicable financial laws – D.C. Code § 38-1802.13(b), D.C. Code § 38-1802.04(c)(1), and D.C. Code §§ 38-1802.04(d)(11)(B)(ix) and (xi). CAPCS has complied with laws to ensure fiscal soundness by establishing policies and procedures in its accounting procedures and internal controls manual that ensure that CAPCS’ financial management procedures are fiscally sound. This manual was reviewed by an attorney when drafted for compliance. CAPCS’ financial statements are audited by an approved auditor each year. These audit reports, which CAPCS provides each year to the PCSB, have not identified any material issues of noncompliance with applicable financial laws. In addition, CAPCS includes in its annual report submitted to the PCSB a list of grantors and donors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.

CAPCS has not materially complied with the requirements of D.C. Code § 1802.04(c)(1); CAPCS has not solicited requests for proposals for all procurement contracts in excess of \$25,000 and has not provided required documentation for each contract to the PCSB. Attached as an appendix is a list of all individuals and organizations that have received \$25,000 or more in payments from CAPCS over the last two fiscal years.

APPENDICES

EXHIBIT A

FY2011 Contracts over \$25,000

Vendor	Value of Contract
Achieve Tutoring	\$ 64,651.00
Achievement Network	\$ 32,000.00
Adobe Design Center	\$ 34,060.00
Alexander Security Company	\$ 148,030.00
Alfax Furniture, LLC	\$ 72,938.00
Allied Waste	\$ 38,686.00
Busy Bee Environment	\$ 64,727.00
CDWG, Inc.	\$ 98,626.00
CDW-Government	\$ 89,354.00
Center for Youth	\$ 30,618.00
Champion Knowledge	\$ 1,261,207.00
Children Literacy Initiative	
Cintas Corp	\$ 50,004.00
City General, Inc	\$ 30,972.00
COG Acquisition, LLC	\$ 31,803.00
Community Action Partners	\$ 1,100,000.00
Conoboy & Associates	\$ 128,000.00
Dade Paper	\$ 53,397.00
DCPCSB	\$ 133,483.00
De Lage Financial Services	\$ 68,922.00
Digidoc, Inc	\$ 29,728.00
Downey Construction	\$ 112,670.00
En Pointe Technology	\$ 55,402.00
Evigilant Services	\$ 33,990.00
Global Playgrounds	\$ 28,915.00
Howard University	\$ 76,415.00
Jenkins, Patricia A	\$ 149,859.00
Jennifer Munson	\$ 78,780.00
K12 Inc.	\$ 799,923.00
Kenyatta Dorey Graves	\$ 66,450.00
Lakeshore Learning Materials	\$ 136,757.00
Land's End	\$ 31,457.00
Law Offices of Geoffrey	\$ 84,000.00
Mary Beth Crowder	\$ 65,100.00
Math Solutions	\$ 62,332.00
Maurico Painting Services	\$ 28,000.00
National City Christian Church	\$ 211,128.00
Office Depot	\$ 38,689.00
Origin	\$ 32,712.00
Patricia A. Jenkins	\$ 30,375.00
Preferred Meal Service	\$ 516,038.00
Revlountion Foods Inc.	\$ 244,407.00
Rocket Learning Partner	\$ 77,838.00
RSC Electrical & Mechanical	\$ 86,700.00
SB & Company	\$ 34,911.00
SLS Landscaping LLC	\$ 34,481.00
Standard Office Supply	\$ 34,705.00
Staples Business	\$ 41,174.00
Stoneridge Construction	\$ 235,485.00
The Booksource	\$ 44,975.00
The Wright Group	\$ 30,216.00
UGI Energy Services	\$ 30,216.00
YMCA	\$ 60,000.00

FY2012 Contracts over \$25,000

Vendor	Value of Contract
AAA, LLC	\$ 28,385.00
Achieve Tutoring, LLC	\$ 84,350.58
Alexander Security Consultants, LLC	\$ 35,924.00
Bear Paw	\$ 25,655.90
Broadpoint Technologies	\$ 116,889.88
Knowledge Learning Corporation	\$ 299,422.66
City General, Inc.	\$ 60,000.00
Community Action Partners	\$ 1,883,400.68
Compass Learning, Inc	\$ 31,240.00
Conoboy & Associates, Inc.	\$ 79,934.00
D.C. Public Charter School Board	\$ 102,728.62
De Lage Landen Financial Services Inc.	\$ 88,288.15
Discovery Education	\$ 203,607.20
DMNJ Home Improvement	\$ 40,000.00
Downey Construction	\$ 102,020.00
Educational Dimensions	\$ 85,283.60
Martin & Gitner, PLLC	\$ 84,000.00
Graves, Horton, Askew & Johns, LLC	\$ 45,177.00
Higher School Publishing Company	\$ 39,885.62
Howard University	\$ 142,998.00
K12 INC.	\$ 45,651.28
K12 INC.	\$ 1,150,000.00
Learning4Today	\$ 35,220.00
Marvelous Minds, LLC	\$ 48,164.00
Mechanical Design Systems Inc.	\$ 65,000.00
M. Russell & Associates	\$ 37,134.00
National City Christian Church Foundation	\$ 224,439.96
Preferred Meal Systems	\$ 1,035,829.51
Reed Smith, LLP	\$ 65,144.35
Rehab Focus, LLC	\$ 221,057.58
Rocket Learning Partners, LLC	\$ 55,926.00
SB & Company, LLC	\$ 33,950.00
SLS Landscaping, Inc.	\$ 63,608.65
Stoneridge Construction	\$ 90,000.00
SUPES Academy, LLC	\$ 50,000.00
YMCA National Capital	\$ 108,000.00

Appendix G



March 11, 2013

Ernest Green, Jr., Board Chair
Community Academy Public Charter School
1351 Nicholson St. NW
Washington, DC 20011

Dear Mr. Green:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of all PCSB schools. According to the School Reform Act, § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-2013 school year for the following reason(s):

- o School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report

On November 1 and November 13, 2012, a Qualitative Site Review team conducted on-site reviews of Community Academy Public Charter School – Amos 1 Campus. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the schools charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at your school. Thank you for your continued cooperation as PCSB makes every effort to ensure that Community Academy Public Charter School – Amos 1 is in compliance with its charter.

Sincerely,

Scott Pearson
Executive Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals that Community Academy PCS contracted to in its charter and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit. These are the goals the school indicated that it should be held accountable to.

Goal as Identified by the School	Evidence
Students who have attended CAPCS for two years will acquire skills in reading, writing, verbal proficiency and math that meet or exceed those of students in DC.	The QSR team neither looked for nor observed any evidence related to this goal.
Students who have attended CAPCS for five years will meet or exceed national and international expectations at the world's top K-12 schools.	The QSR team neither looked for nor observed any evidence related to this goal.
CAPCS will demonstrate that a diverse population of urban students can be educated to the level of academic achievement traditionally associated with private, college preparatory schools.	During classroom observations, the majority of teachers gave individual attention to students. A Matrix of Excellence, which lists expectations of excellence, was posted throughout the building to improve the learning climate.
CAPCS will demonstrate student improvement on standardized test scores that equal or exceed schools with comparable student populations.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will participate in community service activities.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will participate regularly in at least two non-academic activities each year.	Randomly selected students who attended the focus group reported opportunities to participate in after school clubs such as media, drama, Spanish cooking. Parents can elect to place their students in these after school programs. This program was not mandatory and it was not clear if every child participated in “at least two non-academic activities per year.”
Students will understand and demonstrate a commitment to the school's core principles.	Students were able to articulate that part of the school’s mission was to help the community. Students said in the focus group that they were expected to show excellence, show pride, honor and scholarship. Classroom observations showed a majority of students raising their hands when teachers asked questions. Students expressed pleasure when they answered questions correctly. Students spoke respectfully to teachers and peers in the majority of classes observed.
CAPCS will have a higher rate of attendance than traditional DCPS schools.	During the classroom observations, there were few empty seats in the classrooms.
CAPCS will have a higher staff attendance rate than traditional DCPS schools.	The QSR team did not review staff attendance rates.

Goal as Identified by the School	Evidence
CAPCS will have a higher rate of parent participation than DCPS.	<p>While the team did not attend a parent meeting, staff in the focus group said that the school had a commitment to fostering parent engagement, and indicated that participation to monthly meetings had improved this year.</p> <p>The QSR team did not review any evidence comparing parent participation at CAPCS and DCPS. However, the QSR team did observe a CAPCS parent event. Approximately 50 parents came to a conference on topics related to parenting. With regard to opportunities for parental involvement, the administrative team described monthly PTO meetings and a literacy night. The school requires parents to perform 24 hours of community service; according to the administrative team, this usually takes the form of volunteering within the school. Teachers described that parents love to volunteer, and that the school offers volunteer opportunities on a “first come, first serve” basis.</p>
CAPCS will integrate high levels of technology into its learning program, to prepare children for the 21st century.	<p>The team observed teachers using a minimal to average amount of technology. Teachers used LCD projectors and whiteboards, to a lesser extent, in their lessons. There were computers in rooms though few were being used at the time of observation.</p>
CAPCS will provide professional opportunities for teachers and create opportunities to tap the expertise and experience of qualified professionals currently excluded from the public school system.	<p>All teachers are encouraged to seek their own professional development (PD). Every month a few teachers attend trainings, then different teachers the next month. Examples of PD opportunities this year include Reading Street and data walls (how to make them interactive and student-friendly). Teachers who attend off site PD are expected to share what they learned in grade level meetings or whole staff meetings. There is also a summer 2-week institute. There are upcoming PD sessions planned for co-teaching, the SST process, and BCR questions. Teachers and the administration reported there being new teacher support meetings for novice teachers, one hour per month. Student-friendly data walls were observed in the classrooms.</p>
CAPCS will increase the minimum number of school days from the traditional 180 days to at least 210 days per year.	<p>The QSR team did not review the school calendar.</p>
The school day will be extended beyond the traditional 8:00am-3:00pm schedule. CAPCS will be open at a minimum from 7:30am-8:30pm offering students and their families education, enrichment, job training, recreational and other opportunities.	<p>While the team observed before care and after school programs in the form of clubs, these are optional and do not constitute an “extended school day”.</p>
CAPCS will offer tutoring and mentoring opportunities for children.	<p>The team did not observe mentoring opportunities, however, after school intervention programs are offered such as the tutoring program, Reading Partners.</p>

Goal as Identified by the School	Evidence
CAPCS will offer several special programs to assist high schools students pursuing careers in computer and automotive technology.	The QSR team neither looked for nor observed any evidence related to this goal.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

Charter Goals	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.
The school is on target to becoming the school that it promised to be in its charter.	The school demonstrates limited evidence of progress towards becoming the school outlined in its charter.	The school demonstrates adequate evidence of progress towards becoming the school outlined in its charter.	The school demonstrates proficient evidence of progress towards becoming the school outlined in its charter.	The school demonstrates exemplary evidence of progress towards becoming the school outlined in its charter.

School Mission Summary

According to the charter application, the mission of Community Academy Public Charter School (CAPCS) is to create a child and family centered community learning environment which offers world class preschool through twelfth grade education to neighborhood children while serving the diverse educational and social needs of the families. The school will be based on academic accountability, flexibility, innovation, parental choice, parent-teacher involvement, and public-private partnerships. This is what PCSB staff looked for when visiting the classrooms, board meeting, and conducting the focus groups.

Through classroom observations, administrator, teacher and student focus groups, the review team concluded that day-to-day operations and activities of CAPCS – Amos 1 are aligned to the mission and goals as described in the charter agreement. The discussion held by CAPCS Board members at the meeting demonstrated various elements of the mission, including academic accountability and innovation. Students described diverse program offerings such as media, drama, Spanish cooking, and art available to them as part of the school day or after school. School-wide humanities integration is also embedded into the educational program, as was seen in classroom observation. Staff described the school's commitment to fostering parent engagement, and indicated that participation to monthly meetings had improved this year. Staff also reported that administrators frequently conducted informal observations and provided support and feedback. School leaders described an educational program based on Common Core State Standards, supplemented with a diverse array of programs such as chess club, media club, art club and Rosetta stone (which is free to students as part of the English language learners program). There were various examples of leadership celebrating student and staff success in the building, contributing to a positive school culture. While classroom environment demonstrated greater alignment to the mission than classroom instruction, the school appears to be aware and working on areas of growth.

PCSB staff visited the Community Academy Public Charter School board meeting on November 14, 2012. There were a sufficient number of board members present to make a quorum for this meeting. The focus of the meeting included a 15-year historical perspective on the school, academic programs and student academic performance, and operations and finance. During the discussion around the academic performance, board members discussed DC CAS Reading and Math performance.

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Eighty-four percent of all classroom observations scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

There were several examples of positive teacher-student rapport, such as teachers consistently using words of praise (“*great job, I like how XXX is doing her work*”). Students were greeted and acknowledged when they came into class. Some teachers played soothing music in the background. “High Fives” were given to students.

Teachers actively built a culture of learning by posting student work on the walls.

Students did what they were asked to do and objectives on the board matched the lessons being taught. Additionally, the “do now”, essential question, and class rules were posted throughout classrooms consistently. Overall very little classroom time was lost during transitions, in part due to the use of timers, songs sang as the transition was occurring, 3-2-1 countdowns, and teachers alerting students of how much time was left before they would move on to the next activity (“*in 5 minutes we will move back to our seats*”).

Teachers managed student behavior using the following strategies: poster of noise levels allowed during various activities; high fives; having community helpers; call and response (“*1-2-3 all eyes on me*”); and pointing out positive behavior to other students (“*I like how XXX is in his seat and silent*”). There was diverse use of carpet time for both large group activities and turn-and-talk activities.

Lessons on the LCD projector supplemented the teacher's lessons, although the whiteboards were not used to their full capacity. About ¾ of rooms showed evidence of centers, and there appeared to be deliberate grouping at tables.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately 59% of classrooms were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

The majority of teachers gave clear and direct instructions prior to beginning a lesson. Many classes opened with “what we learned yesterday...” and closed with “tomorrow we will learn...”

The team observed pair share used by some teachers, although in some classes there was not enough time given for both students to hear each other's explanation before the teacher called everyone back to the whole group teacher directed portion. Student to student discourse was overall

inconsistent from classroom to classroom. Teachers consistently asked questions to the class, and most probed for additional information. In some classes teachers asked students not only to share an answer, but also to explain how the answer was derived (for example in a math class, *“tell the class what strategy you used to get that answer”*). There were varied degrees of higher order questions from classroom to classroom.

Observers noted more time devoted to teacher-directed instruction than student-directed activities.

Approximately 40% of classrooms observed were proficient or exemplary in Using Assessment in Instruction and Demonstrating Flexibility. Students were informally assessed at varying degrees from classroom to classroom. The QSR team observed most teachers checking for understanding through whole group questioning, often by asking lower-level recall questions. Teachers also informally assessed student understanding by walking around and observing as students worked. Teachers differentiated the number of tasks students were asked to complete and, to varied degrees, differentiated instructional content for advanced and struggling learners. In some classes, teachers adjusted the lesson based on student needs (*“we’re going to move the quiz to next week because it’s been a crazy week”*). Additionally, questions were rephrased or clues were given when students had difficulty coming up with the answer.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research-based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

The team observed some differentiated instruction, but observed less differentiation for advanced learners than for struggling learners. The school operates intervention programs such as Reading Partners as part of their after school tutoring program. According to administration, a continuum of services is provided for students with disabilities. First through fifth grade instruction is primarily inclusionary, though there are also dedicated pull-out teachers: one for pre-K through 2nd grade and another for 3rd through 5th grade. Teachers reported that all lesson plans are done collaboratively with special education and English Language Learner ("ELL") teachers. These lesson plans are turned in to administration a week in advance for review. According to the focus groups, teachers are expected to differentiate for the various needs of learners. This is done by having small groups or making accommodations for struggling and special education students; both of these strategies were observed in classroom observations. According to the teacher focus group, ELL and special education teachers talk daily and during grade level meetings on how to present concepts. The ELL team also operates an inclusion model. Programs are available for students with decoding disabilities through

the Wilson reading program. According to administration, at the beginning of the school year all students are assessed and kids are grouped based on their assessed needs. Rosetta Stone is provided for the ELL program.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

During the focus group discussions, the administrative team and teachers described many professional development (“PD”) opportunities that have been made available to staff. There has been targeted training with the Achievement Network. Also, all teachers are encouraged to seek their own PD, such as trainings with the Office of the State Superintendent of Education. Every month a few teachers attend the training, then different teachers the next month. In house, there is professional learning during staff meetings which coaches lead. Examples of PD opportunities this year include Reading Street and how to make data walls interactive and student-friendly. Teachers who attend offsite PD are expected to share what they learned in grade level meetings or whole staff meetings. For example, a staff member will be expected to share strategies learned at a recent National Association for the Education of Young Children conference. There is also a two week summer institute. Teachers had some choice in which sessions they could attend, a change in response to feedback from last year’s post-institute evaluation. There are upcoming PD sessions planned for co-teaching, the Student Support Teams (SST) process, and Brief Constructed Response (BCR) questions. Additionally, there are new teacher support meetings for novice teachers, one hour per month. Every new teacher has a mentor, according to teacher and administrator focus groups.

SCHOOL CLIMATE

This rubric summarizes the school’s performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school’s discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school’s discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school’s discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school’s discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

Students in the focus group expressed that they felt safe in the building. Two students expressed that there have been problems with bullying and that the school had an assembly against bullying called NED (Never give up; Encourage others; Do your best). Teachers reported that positive behavior interventions such as the high five system have been helpful and that the color system (green, yellow, red, to denote student behavior) helps communicate expectations to students. The hallways were quiet and orderly during the QSR team’s visits. There are systems in place to foster a classroom climate that encourages student learning, such as Second Step, a social-emotional program taught by a counselor, psychologist, or social worker. The school hired an outside consultant to help teachers with constructive criticism. Administrators do frequent walk-throughs in classrooms to assist in this effort. Regarding parental engagement, administrators described several initiatives including monthly meetings with parents, a monthly newsletter, a parent coordinator for the whole LEA, FLIPS program (family literacy program), and a parent resource room. Teachers reported that parent turnout to meetings has been “better this year than last year.”

Appendix H



March 11, 2013

Ernest Green, Jr., Board Chair
Community Academy PCS – Amos 2
1351 Nicholson St. NW
Washington DC, 20011

Dear Mr. Green:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report

On November 13 and 29, 2012, a Qualitative Site Review team conducted on-site reviews of Community Academy Public Charter School - Amos 2. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Community Academy Public Charter School - Amos 2. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Community Academy Public Charter School is in compliance with its charter.

Sincerely,

Scott Pearson
Executive Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals that Community Academy Public Charter School (“CAPCS”) contracted to in its charter and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit. These goals are what the school indicated that it should be held accountable to.

Goal as Identified by the School	Evidence
Students who have attended CAPCS for two years will acquire skills in reading, writing, verbal proficiency and math that meet or exceed those of students in DC.	The QSR team neither looked for nor observed any evidence related to this goal.
Students who have attended CAPCS for five years will meet or exceed national and international expectations at the world's top K-12 schools.	The QSR team neither looked for nor observed any evidence related to this goal.
CAPCS will demonstrate that a diverse population of urban students can be educated to the level of academic achievement traditionally associated with private, college preparatory schools.	<p>The QSR team did not review student achievement data at the school and was unable to compare them to those of private, college preparatory schools.</p> <p>The QSR team noted an emphasis on academic achievement and excellence throughout the school. Data walls displayed student performance on various benchmark and summative assessments. Teachers also used checklists and anecdotal data regularly to track students’ skill attainment and academic growth. Additional staff was available to meet the needs of all teachers and students. Teachers reported that various stakeholders, including parents, administrators, and CAPCS central office representatives, regularly observe classroom climate, students, and instruction. The team noted stratified groupings, such as whole classes, small groups, and skill groups to support learning activities. The QSR team also noted student-centered instruction, as well as an emphasis on vocabulary enrichment, language arts, creativity, and the core subjects.</p>
CAPCS will demonstrate student improvement on standardized test scores that equal or exceed schools with comparable student populations.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will participate in community service activities.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will participate regularly in at least two non-academic activities each year.	The QSR team did not observe student participation in extracurricular activities or data on participation rates. Anecdotally, focus groups reported that students participate in system-wide and school initiatives such as the Walk for the Homeless, food drives, coat drives.
Students will understand and demonstrate a commitment to the school's core principles.	Observers saw that the school reinforced Expectations of Excellence during morning meeting and throughout the day: <i>Always do your best. Always respect yourself, others, and the environment. Always exhibit pride, honor, and scholarship.</i>

Goal as Identified by the School	Evidence
CAPCS will have a higher rate of attendance than traditional DCPS schools.	The QSR team did not observe any evidence related to this goal.
CAPCS will have a higher staff attendance rate than traditional DCPS schools.	The QSR team neither looked for nor observed any evidence related to this goal.
CAPCS will have a higher rate of parent participation than DCPS.	The QSR team did not review any evidence comparing parent participation at CAPCS and DCPS. However, the parent event visit indicated that parents are engaged with the school operation. Approximately 50 parents came to a conference on topics related to parenting. With regard to opportunities for parental involvement, the administrative team described monthly PTO meetings and a literacy night. The school requires parents to perform 24 hours of community service; according to the administrative team, this usually takes the form of volunteering within the school. Teachers described that parents love to volunteer, and that the school offers volunteer opportunities on a “first come, first served” basis.
CAPCS will integrate high levels of technology into its learning program, to prepare children for the 21st century.	Computers, overhead projectors and other technology were evident in each classroom and in use in most classrooms.
CAPCS will provide professional opportunities for teachers and create opportunities to tap the expertise and experience of qualified professionals currently excluded from the public school system.	The administrators, teachers, and the calendar on the school’s website indicated that the school coordinates professional development for staff. The website’s school calendar indicated at least one system-wide professional development day per month. Teachers indicated that they have some choice in the breakout sessions. Teachers meet with other grade-level teachers across campus to reflect, share activities, concerns, and to expand and enhance units. Teachers referred to professional development during a two week summer session before school starts and one hour a week during school. The school used some professional development time to continue to develop units of study and assessments aligned to the Common Core State Standards. The Academy Leaders presented topics that were applicable system-wide or particular to the campus. Some teachers went to Italy this past summer for training in the Reggio Amelia model. Teachers attended local and national conferences and training at the Office of the State Superintendent of Education (OSSE).
CAPCS will increase the minimum number of school days from the traditional 180 days to at least 210 days per year.	The QSR team did not review the school calendar.
The school day will be extended beyond the traditional 8:00am-3:00pm schedule. CAPCS will be open at a minimum from 7:30am-8:30pm offering students and their families education, enrichment, job training, recreational and other opportunities.	CAPCS students are offered before and after school care “for a fee” according to the school’s website.

Goal as Identified by the School	Evidence
CAPCS will offer tutoring and mentoring opportunities for children.	According to focus groups, there were opportunities for struggling students to get extra help built into the school day. Special education and English Language Learner teachers assist service students and teachers with strategies that will enhance learning for all students. The school has a reading interventionist who works with kindergarten students identified as struggling. Observers also saw the reading interventionist work with small groups of students and teachers and administrators described using computer intervention programs. An instructional coach helps teachers in their efforts to plan and implement best practices and strategies more effectively.
CAPCS will offer several special programs to assist high schools students pursuing careers in computer and automotive technology.	The QSR team neither looked for nor observed any evidence related to this goal.v

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting the qualifications for acceptance to a competitive high school. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a parent meeting and board meeting, and conducting the focus groups.

The QSR team determined that the school program at Community Academy PCS - Amos 2 aligns with the school mission. QSR team reviewers concluded that nearly all staff demonstrated adherence to the mission through classroom instruction, including activities to foster skill acquisition, critical thinking, and social competence. During focus groups, school administrators and teachers reported the use of the Reggio Emilia model to inspire the student-centered, age-appropriate use of the physical space, materials for instruction, and learning activities that support teaching and learning. Observers saw evidence of the Reggio Emilia model. Specifically, some classrooms reflected documentation of students' thought processes by way of photographs and quotes throughout the classroom. According to administrator and teacher focus groups, the school began to implement a curriculum framework aligned to the DC Learning Standards and Common Core State Standards in English/language arts and mathematics this year. Teacher teams prioritized standards and grouped them into teaching units, and reported that they continue to plan lessons together regularly. Focus group discussions revealed that teacher teams back-mapped standards for the prekindergarten students from the Common Core State Standards for kindergarten. Guided by the principles of the Reggio philosophy, teachers reported that they plan together to develop a rigorous learning environment that allows them to cultivate thinkers in engaging ways through daily work, art infusion, and center- and project-based learning. Observers saw these varied activities taking place in the classroom. As the school works towards data-driven instruction, it chose to use *Inform* as its database, which currently houses the Core Knowledge Preschool Assessment Tool (CK-PAT) assessment data for three and four year old students. The database also supports the continued alignment of assessments to the curriculum framework. Focus groups reveal that leaders and teachers meet regularly to discuss data and next steps to meet the needs of all students. Focus groups discussed how the school adapted the Responsive Classroom model to foster and develop social competence through a structured behavior management and school culture program. Observers noticed more positive interactions in classrooms than negative, and noted the prevalence of "please" and "thank you." Teachers established routines to facilitate proactive classroom management and maximize time for learning. The parent event attended by a PCSB staff member demonstrated a focus on the various elements of the mission. Specifically, this parent conference focused on parenting skills, curriculum, and parent-teacher relationships. Some of the specific topics covered included "*Preparing Your Child for High School and Beyond*" and "*Improving the Teacher-Parent Bond.*" Conversations with the focus groups confirmed the review team's observations of a strong focus on the school's mission.

PCSB visited the Community Academy Public Charter School board meeting on November 14, 2012. A sufficient number of board members attended to make a quorum for this meeting. The focus of the meeting included a 15-year historical perspective on the school, academic programs and student academic performance, and operations and finance. During the discussion around the academic performance, board members discussed DC-CAS Reading and Math performance.

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher’s classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher’s classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher’s classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Sixty-eight percent of all classrooms observed scored proficient or exemplary on the elements of the classroom environment rubric: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

Observers noted respectful teacher to student interactions, with teachers modeling positive language, such as “please” and “thank you.” In 75% of the classrooms observed, teachers used the word “friends” to refer to students.

Reviewers noted displays of student work in all classrooms and in hallways. Classrooms contained age-appropriate materials to support learning and both teachers and students had high energy for the learning tasks. Observers noted inconsistent expectations of learning in some classrooms for all students, with only a few students able to answer correctly during question and answer periods.

Students appeared to follow classroom procedures effectively in half of the classes observed. In 90% of classes observed, the paraprofessionals supported classroom procedures and instruction by reinforcing the teacher’s directions, using cues, and guiding students. Teachers used cues such as rhymes, chants, and songs to make students aware of expectations. Reviewers noted in a few classrooms that that classroom instruction and activities only partially engaged students unless students were working directly with the teacher.

Teachers recognized appropriate behavior by calling the names of individual students. Reviewers observed some disrespect from students. In all of the observations, teachers used positive language to modify behavior and in two-thirds of the classes, the teachers used proactive management to maximize instructional time. Teachers conveyed clear expectations through modeling, gentle reminders, praise and respectful redirection of behavior. In five of 12 classes, the teacher expected students to sit for extended periods of time on the carpet.

Teachers had organized seventy-five percent of classrooms with ample space for student passage without disrupting other students. Teachers creatively used space to support learning activities and learning centers. One classroom seemed bare compared to the others, and students in another seemed to be confused where the dividers for the centers were unclear.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately 60% of classrooms observed were proficient or exemplary in areas of Instructional Delivery: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

Teachers used scaffolding in 5 of 12 classrooms observed. Teachers clearly stated student objectives and expectations. Observers noted review and connections of previous learning at the beginning of the lessons. In 50% of the observed classes, observers noted partial success in explaining the instructional purpose of the lesson to students, as evidenced by mixed levels of understanding on the part of students. Teachers did not consistently provide students with clear or age-appropriate explanations. During read-aloud time, the teacher did not clarify what the students were supposed to look for or consider in their responses.

Fifty percent of the teachers observed used a wide range of age appropriate strategies such as songs or movement to maximize language development and student participation. Teachers promoted thinking and encouraged discussion through a variety of questions and strategies, although some teachers predominantly used a path of single inquiry with predetermined answers to elicit student participation. In three classes, teachers accepted one word answers from students rather than requiring complete thoughts or sentences.

Fifty-six percent of students observed engaged in discussion during center time, though observers noticed inconsistencies in the academic focus of discussion. Fifty-six percent of classrooms observed scored proficient or exemplary in classroom engagement. In more than half of the classrooms observed, students had choice in how they engaged in learning, such as choosing what to draw or choosing a center. One classroom had centers that required little student engagement. Teachers used a variety of age appropriate materials and resources to engage students productively. Some teachers did not build on prior knowledge to stimulate intellectual engagement for the activity.

Three of 12 classrooms exhibited student self-assessment, while the teacher assessed learning throughout the lesson in 11 of 12 classrooms. Some teachers reinforced skills by requiring students to give an answer related to a learning topic before going to line or to the table. Reviewers observed inconsistencies in teachers eliciting targeted feedback from students to demonstrate understanding of material, as well as inconsistencies in the use of assessments oriented toward the improvement of a skill.

The teachers demonstrated flexibility and responsiveness to students through scaffolding, persistent questioning, wait time, and restating questions and prompts in two-thirds of the classes observed. Teachers responded flexibly to the changes in the energy level in students. In 25% of classrooms observed, teachers experienced only partial success in responding to student misunderstanding. Some teachers used limited strategies to support student learning. In one classroom, the teacher did not take advantage of a “teachable moment.” Overall, teachers demonstrated a range of levels of teaching and use of effective strategies.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

Observations and focus groups revealed the use of several strategies to meet the needs of all learners at CAPCS-Amos 2. During focus groups, teachers and administrators reported using data analysis to track the academic and social growth of each student, assess instruction, and reflect on the curriculum. Administrators and teachers regularly used formative and summative data in the form of checklists and anecdotal assessments to track the growth of each student. Teachers assessed prekindergarten-3 students during the sixth week of school to determine appropriate skill groupings, and continued to use data throughout the prekindergarten and kindergarten years to track student growth. Teachers bring class and individual data to weekly grade level meetings to discuss instruction and individual student or group concerns. Teachers and administrators use human and material resources to assist students who are struggling and to ensure rigor in the instruction. Teachers got extra support from the Academy Leader, an instructional coach, a reading interventionist, special education and English Language Learner ("ELL") staff; each classroom also has a paraprofessional. From focus group discussions, observers concluded that the school drew on the support of central office

staff and staff from other CAPCS sites for additional expertise and collaboration. Teachers reported the frequent presence of Community Academy PCS staff, both from the central office and the schools, and specialists to observe students, instruction, and the teacher's fidelity to the curriculum. Administrators and teachers discussed the process and procedure for intervention for struggling students during focus groups. QSR reviewers observed that each room had a paraprofessional that worked with small groups, or circulated to work with students while the teacher worked with a small group or individual students on specific skills. Students who continued to struggle had specific strategies and interventions to meet their needs. According to focus groups, if the student did not respond to these strategies, they may progress to the Student Support Team ("SST") process for screening to determine if the student has special needs requiring an Individualized Education Plan ("IEP").

Teachers reported that the special education staff and the ELL staff are involved in lesson planning to ensure that students receive instructional accommodations and strategies aligned with the IEP or ELL plan. The teachers reported that they receive professional development from the special education staff and the ELL staff on strategies to use with specific students as well as strategies that can benefit all students. Teachers also noted that they used each other as resources in order to plan standards-based units and lessons together that included scaffolded questioning and activities. The Reading Interventionist works with kindergarten students who are identified for intervention by assessments. The teachers reported using programs such as "Ticket to Read," "Dreambox," and Voyager Math as supplementary materials for struggling students. The school tutors and mentors students during the school day; there is no school-sponsored before or after school tutoring and mentoring.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The CAPCS system offers multiple opportunities for professional development. The calendar on the school's website showed the monthly system-wide professional development and the two week summer training for the upcoming year. During the focus group, teachers expressed that they particularly liked the choice built into the summer training. Teachers said leadership allowed them to attend local and national conferences and then share their knowledge with the rest of the staff. Some teachers went to Italy this year to attend a Reggio Emilia training. Teachers reported that they collaborate and plan with their team once a week. Teachers indicated that the Academy Leader performs site-based training particular to the needs of the Amos 2 Campus. Some professional development may reflect a particular concern or need, or it may reflect teacher interest. School leadership purposefully paired veteran teachers and new hires on the "buddy system" to support mentoring. Teachers reported that the veteran teachers possess a wealth of knowledge to share. Teachers have worked on the new curriculum, which is a blend of several resources such as the District of Columbia Public Schools (DCPS) standards, the Common Core State Standards, Reggio Emilia, and Core Knowledge. The system and the school itself have staff to support curriculum writing and instructional best practices. According to the focus groups, the special education staff ordered Voyager Math to use this year and a trainer provided in-depth training on the materials. School leaders provided an additional week of training for teachers who planned to teach summer school.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

Teachers and administrators consistently described the school's discipline policy and practices. The students reported that they felt safe and comfortable, and that they enjoy school. Teachers and administrators reported the presence of minor disciplinary issues typical of students' age, which teachers addressed. Observers reported that teachers anticipated possible areas where problems may occur and used proactive interventions such as cues, chants, songs, or proximity to preempt problems before they happened. Teachers modeled respectful behavior and positive language by using words such as "please" and "thank you." According to school leaders, moving to the new site this year caused some reenrollment loss, however the school has 280 students enrolled to date.

Appendix I



March 11, 2013

Ernest Green Jr, Board Chair
Community Academy Public Charter School – Amos 3 Campus
1351 Nicholson Street, NW
Washington, DC 20011

Dear Mr. Green:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of all PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-2013 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report

On November 14 and December 3, a Qualitative Site Review team conducted on-site reviews of the Community Academy Public Charter School – Amos 3 campus. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the schools charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Community Academy Public Charter School – Amos 3. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Community Academy Public Charter School is in compliance with its charter.

Sincerely,

Scott Pearson
Executive Director

Enclosures
CC: School Leader

CHARTER GOALS

This table summarizes the goals that Community Academy Public Charter School (“CAPCS”) contracted to in its charter and the evidence that the Qualitative Site Review (“QSR”) team observed of CAPCS - Amos 3 meeting the goal during the Qualitative Site Visit. These goals are what the school indicated that it should be held accountable to.

Goal as Identified by the School	Evidence
Students who have attended CAPCS for two years will acquire skills in reading, writing, verbal proficiency and math that meet or exceed those of students in DC.	The QSR team neither looked for nor observed any evidence related to this goal.
Students who have attended CAPCS for five years will meet or exceed national and international expectations at the world's top K-12 schools.	The QSR team neither looked for nor observed any evidence related to this goal.
CAPCS will demonstrate that a diverse population of urban students can be educated to the level of academic achievement traditionally associated with private, college preparatory schools.	<p>The QSR team did not review student achievement data and was unable to compare them to those of private, college preparatory schools.</p> <p>There are “Expectations of Excellence” posted throughout the building. Students are exposed to Science, Technology, Engineering, and Math (“STEM”) programs during the regular school day and in Saturday school tutoring and enrichment activities. The school is aligning its curriculum to meet the Common Core State Standards and assessments are regularly administered to students. The school exposes students to outside partnerships that bring additional human, programmatic, and financial resources to the school. Teacher evaluation is tied to student growth; according to school leaders, average growth of 10% is expected each year. In the focus groups, teachers stated that they feel there are sufficient resources for reading and math, but there is a need for more social studies materials.</p>
CAPCS will demonstrate student improvement on standardized test scores that equal or exceed schools with comparable student populations.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will participate in community service activities.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will participate regularly in at least two non-academic activities each year.	<p>The QSR team did not observe student participation in extracurricular activities or data on participation rates.</p> <p>Participants in the student, teacher, and administrator focus groups referenced student participation in afterschool extracurricular clubs. Afterschool clubs and the Saturday school included STEM programs, enrichment activities, step and dance teams, a Double Dutch team, a “smart girls club”, and special field trips such as the pilot flight school. According to the focus groups, the teacher bulletin solicited suggestions from students for clubs.</p>

Goal as Identified by the School	Evidence
Students will understand and demonstrate a commitment to the school's core principles.	Students in the focus group were able to articulate the school's mission, vision, and the school's code of conduct in their own words. They described their community service activities, and the school's expectations for student behavior. The review team did not observe student misbehavior in the school, inside or out of the classroom.
CAPCS will have a higher rate of attendance than traditional DCPS schools.	The QSR team did not observe any evidence related to this goal. Administrators stated that the school has a high student attendance rate.
CAPCS will have a higher staff attendance rate than traditional DCPS schools.	The QSR team neither looked for nor observed any evidence related to this goal.
CAPCS will have a higher rate of parent participation than DCPS.	The QSR team did not review any evidence comparing parent participation at CAPCS and DCPS. However, the parent event visit indicated that parents are engaged with the school operation. Approximately 50 parents came to a conference on topics related to parenting. With regard to opportunities for parental involvement, the administrative team described monthly PTO meetings and a literacy night. The school requires parents to perform 24 hours of community service; according to the administrative team, this usually takes the form of volunteering within the school. Teachers described that parents love to volunteer, and that the school offers volunteer opportunities on a "first come, first served" basis.
CAPCS will integrate high levels of technology into its learning program, to prepare children for the 21st century.	The school has integrated STEM programs into the curriculum at all grade levels. The review team observed average but not "high" levels of technology used in instruction, such as computers, Smart boards, and projectors.
CAPCS will provide professional opportunities for teachers and create opportunities to tap the expertise and experience of qualified professionals currently excluded from the public school system.	According to teacher and administrator focus group sessions, teachers attend the district-wide summer institute before the school year begins. The school offers monthly professional development meetings at staff meetings and individual professional development based on the results of a needs assessment. Professional development days are scheduled several times throughout the year. The school provided a professional development calendar for the QSR team to review.
CAPCS will increase the minimum number of school days from the traditional 180 days to at least 210 days per year.	The QSR team did not review the school calendar.
The school day will be extended beyond the traditional 8:00am-3:00pm schedule. CAPCS will be open at a minimum from 7:30am-8:30pm offering students and their families education, enrichment, job training, recreational and other opportunities.	The QSR team did not observe the school facilities schedule. There is a before and after care program and a Saturday academy. According to the school leaders, Amos 3 facilities are often used for community events, CAPCS district-wide events, and for events sponsored by various District of Columbia education agencies.
CAPCS will offer tutoring and mentoring opportunities for children.	The school has various partnerships with organizations that provide tutoring and mentoring services. Students also have access to these services after school and in the Saturday academy. The QSR team did not observe these activities or evidence of student participation rates.

Goal as Identified by the School	Evidence
CAPCS will offer several special programs to assist high schools students pursuing careers in computer and automotive technology.	The QSR team neither looked for nor observed any evidence related to this goal.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

The mission of the Community Academy Public Charter School is to create child and family centered learning environments which offer world class preschool through twelfth grade education to neighborhood children while serving the diverse educational and social needs of their families. The Community Academy will be based on academic accountability, flexibility, innovation, parental choice, parent-teacher involvement, and public-private partnerships. This is what PCSB staff and consultants looked for when visiting classrooms, attending a parent meeting and board meeting, and conducting the focus groups.

The CAPCS Amos 3 campus serves students in grades PreK-3 through eighth grade. This QSR report focused on grades K-8 as the prekindergarten grades will have a separate early childhood review. The school's Academic Leader is new to the CAPCS system and has two assistant academy

leaders for the PreK/elementary and the middle school who have been with the CAPCS system for twelve and two years respectively. The school has a school psychologist, a special education coordinator, a social worker, a counselor, and behavior specialists to address the socio-emotional needs of the students at the school, as well as coordinate wrap-around services for students who need them. A parent coordinator works with the newly established Parent Partnership Institute to serve as a liaison between the school and parents.

Amos 3, along with other CAPCS campuses, is revising the curriculum to align with the Common Core State Standards. Elementary students work in literacy and math blocks and middle school students work with teacher teams. The Amos 3 middle school program also offers a STEM program with a focus on engineering and robotics. The school sponsors a Saturday Academy for older elementary school students and middle school students that meets monthly for STEM enrichment activities. Student achievement is also a component of the teacher evaluation process. The school also has several community partners that work with the school on various projects.

PCSB visited the Community Academy Public Charter School Board meeting on November 14, 2012. There were a sufficient number of board members present to make a quorum for this meeting. The focus of the meeting included a 15-year historical perspective on the school, academic programs, student academic performance, operations, and finance. During the discussion around the academic performance, Board members discussed DC-CAS reading and math performance.

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Approximately 85% of all classroom observations were rated proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

Eighty-five percent of teachers were rated proficient or exemplary on Creating an Environment of Respect and Rapport. Several teachers observed used positive terms such as “thank you”, “excuse me” and “please”, and in some classes the teacher referred to students as friends (e.g. “I like how my friends over here are...”, “I heard some clever friends saying...”).

Ninety percent of teachers were rated proficient or exemplary on Establishing a Culture for Learning. Teachers established the purpose of their lessons and made sure students understood expectations and outcomes, essential questions were posted for each content area, data and word walls were posted in every class and current student work was displayed.

Seventy percent of teachers were rated proficient or exemplary on Managing Classroom Procedures. Classroom rules, class schedules, behavior charts and the school’s mission and vision were posted in most classrooms. In most classrooms, there were smooth transitions from lesson to activity. However in several classrooms, the procedures were not well established and classroom routines did not function evenly.

Eighty-five percent of teachers were rated proficient or exemplary on Managing Student Behavior. Teachers modeled respectful interactions with students and students were respectful to the teacher. In most instances, those students who did not follow instructions were redirected with a gentle nudge, however in one classroom a teacher provided negative rather than positive reinforcement in response to student misbehavior.

Ninety-five percent of teachers were rated proficient or exemplary on Organization of Physical Space. The classrooms observed were large and neat; furniture was arranged to accommodate whole and small group work with students, as well as allowing easy access to various parts of the room. There was also ample space for storage, computer stations, and classroom libraries.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately three-quarters of classrooms were proficient or exemplary in areas of Instructional Delivery: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

Eighty-five percent of teachers were rated proficient or exemplary on Communicating with Students. In most classes observed, teachers gave lesson objectives and very clear directions and expectations for the class. In classrooms observed “Do Now’s” were posted on bulletin boards or on chalkboards and were referred to during the class period.

Seventy-five percent of teachers were rated proficient or exemplary on Using Questioning and Discussion Techniques. In classes where students were not required to work independently or in small groups, teachers used higher order questioning techniques. However, in several classes low-level recall questions were posed, and for some higher-order questions, students were not required to explain their thinking or justify their answers. In some instances, teachers did not use ample wait time and provided the correct answer when students did not answer quickly or correctly.

Seventy-five percent of teachers were rated proficient or exemplary on Engaging Students in Learning. Students and teachers used computers, whiteboards, or other forms of technology in several classes, and teachers related content of lesson to real life experiences to assist students in making connections. Student engagement was high in most classes, although in some, students were not paying attention while the others in the class were highly engaged. The review team observed only a few classrooms where teachers utilized differentiated instruction.

Seventy-five percent of teachers were rated proficient or exemplary on Using Assessment in Instruction. In the focus groups, teachers indicated that they appreciate the school's push to use data to improve instruction. Teachers used questioning techniques to determine if students understood the lesson or concept. Students received immediate feedback and redirection of incorrect answers in a non-threatening manner. Although some teachers used higher order questions to solicit student responses, this was not observed consistently among teachers.

Seventy percent of teachers were rated proficient or exemplary on Demonstrating Flexibility and Responsiveness. In several classes, teachers attempted to incorporate students' interests into the lesson. Teachers used student questions to make connections between the current topic and their lives. In some classes when students did not understand the concept, redirection attempts were unsuccessful.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research-based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of all Learners Summary

In the focus group, school leaders indicated that special education students are taught in inclusion programs and, depending upon the student's needs, can also be in a pull-out resource room for part of the day. The QSR team did not observe the resource room. Struggling students can get additional help in the after school program, Saturday Academy, special interests groups, and from tutors. Scaffolded curriculum resources are available to help struggling students catch up, such as Reading Street, Voyager, Reading Partners, and "Read Well". A cross disciplinary team meeting is held each week to discuss specific school and individual student issues and to review student data. The school also identified programs for advanced students that involve additional enrichment activities such as the smart girls club, Lead the Way engineering classes, Howard University Capstone partnership, STEM lab, and trips to college campuses. There are currently no English Language Learners ("ELLs") enrolled at the school, thus the school's performance on this criterion was not assessed.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The school presented the observation team with a comprehensive professional development calendar. The CAPCS central office sponsors a summer institute that focuses on training teachers and staff in various curriculum components and district initiatives. Individual campuses plan campus-specific professional development based on needs assessments and recommendations of outside consultants. Amos 3 offers professional development after school once a month and on professional development days throughout the school year. In addition to district and school-wide sponsored professional development, teachers are assigned professional development and growth activities based on individual needs. In the focus groups, teachers indicated that they enjoy the professional development sessions with the Achievement Network.

In their focus groups, teachers and administrators stated that assistant academy leaders for the lower and middle school provide mentoring support for new and struggling teachers and that instructional coaches are used to observe and assist teachers, primarily in reading and math. Teachers have 40 minutes of planning time each day and time is also allotted for grade level meetings. Meetings between special and regular education teachers are scheduled during specials.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

Classrooms in the school were large, bright, welcoming, and conducive to setting an atmosphere for learning. In the focus group, students stated they love the teachers and the school. All of the students in the focus group knew the mission of the school and could explain it in their own words. They knew the discipline policy and the rewards and consequences of good and bad behavior. The students reported feeling safe during the day and said that they felt that they had someone can to turn to if they have a problem. However, sometimes they do not feel safe outside of school. When asked what they would do to improve the school, the group agreed that the school should build a larger playground for the younger students.

Appendix J



March 11, 2013

Ernest Green, Jr., Board Chair
1351 Nicholson St. NW
Washington, DC 20011

Dear Mr. Green:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act, § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-2013 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report

On November 7 and November 15, 2012, a Qualitative Site Review team conducted on-site reviews of Community Academy Public Charter School - Butler Campus. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, and a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the schools charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at the Community Academy Public Charter School - Butler Campus. Thank you for your continued cooperation as the PCSB makes every effort to ensure that the Community Academy Public Charter School is in compliance with its charter.

Sincerely,
Scott Pearson
Executive Director

Enclosures
cc: School Leader

Charter Goals

This table summarizes the goals that Community Academy Public Charter School (“CAPCS”) contracted to in its charter and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit. These goals are what the school indicated that it should be held accountable to.

Goal as Identified by the School	Evidence
Students who have attended CAPCS for two years will acquire skills in reading, writing, verbal proficiency and math that meet or exceed those of students in DC.	The QSR team neither looked for nor observed any evidence related to this goal.
Students who have attended CAPCS for five years will meet or exceed national and international expectations at the world's top K-12 schools.	The QSR team neither looked for nor observed any evidence related to this goal.
CAPCS will demonstrate that a diverse population of urban students can be educated to the level of academic achievement traditionally associated with private, college preparatory schools.	The QSR team did not review student achievement data and was unable to compare them to those of private, college preparatory schools. There are “Expectations of Excellence” posted throughout the building, which detail how students are to act, though observers did not record specifics. Assessments are regularly administered to students in order to differentiate instruction. Observers noted that the school seems to serve a wide range of students who are diverse in both their talents and their backgrounds. According to school leaders, students are exposed to outside partnerships, including STEM programs, though specific partners were not described by administration or teachers. Instructional frameworks are posted outside of all classrooms, and the administrative focus group described how the school hosts bimonthly global excellence forums. The QSR team is unable to speak to the quality of education at CAPCS - Butler in comparison to instruction in a typical private school.
CAPCS will demonstrate student improvement on standardized test scores that equal or exceed schools with comparable student populations.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will participate in community service activities.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will participate regularly in at least two non-academic activities each year.	The QSR team did not observe on student participation in extracurricular activities or data on participation rates. Students have exposure to electives such as swimming, African drumming, music, Spanish, and other foreign languages. These electives are part of the regular school day. The QSR team did not review data to determine how many students participate in non-academic activities.
Students will understand and demonstrate a commitment to the school's core principles.	The QSR team did not observe any evidence related to this goal.
CAPCS will have a higher rate of attendance than traditional DCPS schools.	The QSR team did not observe any evidence related to this goal.
CAPCS will have a higher staff attendance rate than traditional DCPS schools.	The QSR team neither looked for nor observed any evidence related to this goal.

Goal as Identified by the School	Evidence
CAPCS will have a higher rate of parent participation than DCPS.	The QSR team did not review any evidence comparing parent participation at CAPCS and DCPS. However, the QSR team did observe a CAPCS parent event. Approximately 50 parents came to a conference on topics related to parenting. With regard to opportunities for parental involvement, the administrative team described monthly PTO meetings and a literacy night. The school requires parents to perform 24 hours of community service; according to the administrative team, this usually takes the form of volunteering within the school. Teachers described that parents love to volunteer, and that the school offers volunteer opportunities on a “first come, first serve” basis.
CAPCS will integrate high levels of technology into its learning program, to prepare children for the 21st century.	The QSR team did not observe any evidence related to this goal.
CAPCS will provide professional opportunities for teachers and create opportunities to tap the expertise and experience of qualified professionals currently excluded from the public school system.	While the QSR team did not observe direct evidence of content learned at Professional Development opportunities being used in the classrooms, teachers said that they are required to attend one professional development conference per year. Teachers also said that they are subsequently required to share their learning with staff. School leaders said that teacher assistants are allowed to attend professional development.
CAPCS will increase the minimum number of school days from the traditional 180 days to at least 210 days per year.	The QSR team did not review the school calendar.
The school day will be extended beyond the traditional 8:00am-3:00pm schedule. CAPCS will be open at a minimum from 7:30am-8:30pm offering students and their families education, enrichment, job training, recreational and other opportunities.	The team observed before care but not after care. Students described before and after care programs. The team did not confirm that the building’s operating hours.
CAPCS will offer tutoring and mentoring opportunities for children.	According to teachers and school administrators, CAPCS - Butler has various partnerships with organizations that are focused on tutoring opportunities, such as Reading Partners and the Student Enrichment Committee. Additionally, teachers and administrators said that all teachers sponsor a club or tutor after school.
CAPCS will offer several special programs to assist high schools students pursuing careers in computer and automotive technology.	The QSR team neither looked for nor observed any evidence related to this goal.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

Charter Goals	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Community Academy Public Charter School is to create child and family centered community learning environments which offer world-class preschool through twelfth grade education to neighborhood children while serving the diverse educational and social needs of their families. CAPCS is based on academic accountability, flexibility, innovation, parental choice,

parent-teacher involvement, and public-private partnerships. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a parent meeting and board meeting, and conducting the focus groups.

The review team concluded that the mission aligns with day-to-day operations and activities at CAPCS - Butler Campus, and that nearly all staff members exhibit commitment to the school goals. The discussion during the Board Meeting reflected various elements of the mission, including academic accountability and innovation. The Board Meeting included a presentation on CAPCS students' DC-CAS performance in English/language arts and math. Board Members also discussed initiatives to improve student access to technology beyond the school day, including giving students iPads, leveraging cell phone technology for student learning, and a program called E-Rate (details of E-Rate not discussed). Students in focus groups described diverse program offerings, including Spanish; Science, Technology, Engineering, and Math ("STEM"), particularly for the fifth grade; and African drums. Staff in focus groups described a data-driven instructional focus with differentiation through group work, enabling them to support the diverse educational and social needs of students. Staff in focus groups described a globally-focused school that prepares students for private or college preparatory high schools. School leaders described a balanced program based on Common Core State Standards. Classroom observers noted literacy activities, such as interactive read-alouds, guided reading, and vocabulary building activities. During the administrative team focus group, the principal in particular described his vision and strategic plan for a global focus, with annual program development. In multiple classrooms, the QSR team saw examples of this global focus in teachers naming learning stations by countries and in the African drumming class, which exposed students to African culture. At a conference for parents, which focused on how parents could help improve students' academic performance, PCSB staff observed that teachers demonstrated a commitment to various elements of the mission, including parenting skills, curriculum, and parent-teacher relationships. Some of the specific topics covered included "Preparing Your Child for High School and Beyond," as well as "Improving the Teacher-Parent Bond."

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher’s classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher’s classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher’s classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.
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Classroom Environments Summary

Eighty-seven percent of all classrooms observed scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

The team rated over 85% of classrooms observed as proficient in creating an environment of respect. Observers noted uniform respectful interactions between teachers and students, such as regular use of the words, “please” and “thank you.” Teachers employed reward systems on a consistent basis throughout the school. Where students required corrections to their actions, teachers did so while respecting students’ dignity.

Observers noted teachers using the word “excellence” frequently, and teachers posted and stated objectives teachers in student-friendly language.

Classroom routines and procedures functioned with little loss of instruction time. Teachers used chants and cues to aid in transitions. Observers also noted that paraprofessionals consistently engaged with students and reinforced the teachers’ cues. One observer noted a classroom where the teacher did not post or make clear the objectives for learning centers.

Every classroom scored either a proficient or exemplary in managing student behavior. Observers noted very few instances of student misbehavior, with most students actively engaged in instruction. Teachers regularly praised students, and used positive language to model behavioral expectations.

CAPCS - Butler is located in an unused wing of a church; the rooms were not originally designed to be used as classrooms. Most classrooms observed were small and irregularly shaped; in some cases, teachers did not have clear views of all areas of a classroom. Observers noted that students have ample materials with which to learn, and some teachers use technology to aid in instruction.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately 70% of classrooms were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

In 85% of classrooms, the teacher clearly communicated instructional purpose, giving thorough, clear, and accurate explanations, and inviting student engagement. Observers noted a prevalence of age-appropriate language, including sign, oral, and written language. There was clear evidence of scaffolding, particularly for English Language Learners (“ELLs”), whose teachers introduced key vocabulary before the lesson. One observer noted that a teacher gave five-step instructions orally without scaffolding for visual learners. The QSR team noted an isolated example of a teacher’s incorrect use of grammar and misspelled words on a board.

Teachers used essential questions to frame instruction. In 60% of classrooms, observers noted that teachers had effective questioning and discussion techniques. The teachers' questions to the students were open-ended, and the teacher used high-level questioning. In one case, an observer noted a trend of questioning with a single path of inquiry, where answers to questions were predetermined.

In 80% of classrooms observed, teachers sought multiple ways to engage students. For example, one reviewer noted that one teacher used strategies such as singing, dancing and technology. Teachers generally aligned questions to instructional outcomes. During reading centers, the observers saw students taking control of the learning process and leading discussions.

In the majority of classrooms observed, teachers engaged students in frequent assessments to check for understanding. Observers noted the use of questions, prompts, and symbols to monitor guided reading groups. In many classrooms, observers noted that teachers gave students immediate, accurate, and specific feedback. In a few classrooms, observers noted frequent choral responses, which limited the teacher's ability to assess individual students.

In 70% of classrooms observed, teachers promoted all students' successful learning by adjusting to the instructional needs of the students and accommodating students' needs, interests, and questions. One observer noted that during guided reading, the teacher, aware of a "teachable moment", used the "chunking" strategy to teach students an unknown vocabulary word.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

The focus groups of administrators and teachers said that they use several strategies to meet the needs of all learners. The administrative team described the quarterly review of assessment data to tier students according to support needed. Teachers and administrative staff described the Read Well intervention system, as well as Reading Partners, iExcel, online resources, and mentor teachers who support students struggling to meet school goals. Teachers said that they chart data in classrooms. The leadership team said that the school is just beginning to use early childhood assessments. Both special education teachers and ELL teachers described how they differentiate instruction to meet the needs of their students. Classroom observations corroborated teacher descriptions of differentiated support; observers saw push-in instruction for both special education students as well as ELLs. Teachers also described how they pull students who are struggling during non-instructional time for additional instruction. Observers saw the use of small groups throughout the building, though they could not confirm use of small groups during non-instructional time. Teachers get support to meet the needs of various learners from their mentor teacher. Teachers also described the use of

the Student Support Team process, which supports students with academic challenges prior to the special education referral process.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The QSR team did not observe any professional development during their school visits, but was able to gather feedback from the teacher and staff focus groups. Both teacher and administrative team focus groups described how the school day and the school's calendar reflect a focus on professional development and planning. Teachers described monthly professional development, either at their particular campus or within the broader CAPCS network. Teachers also noted that they have the opportunity to attend a local or national conference. Teachers discussed the system by which they disseminate knowledge to the rest of their team through PowerPoint presentations and reflection papers. Teachers described PowerSource, an online professional development program that allows users to choose courses according to their need or interest. Teachers thought that the two week institute before the start of the school year was productive and specific, particularly in that they were able to choose courses that fit their need and interest. Teachers pair with mentor teachers for their collaborative time. The administrative team noted that during their recruitment process this summer, they intentionally considered teacher pairs when hiring new staff members. One new teacher described how he presented at this institute, and the experience allowed him to deepen his knowledge in his content area.

Administration supports staff at CAPCS - Butler Campus in a variety of ways. The instructional coach described how she is able to assist

teachers in areas where they request support. Other forms of support include frequent pop-ins and observations, as well as peer teaching whereby teachers can watch each other teach to share best practices. The QSR team noted that support from the instructional coach was on an as-requested basis, rather than a formal coaching calendar. Teachers had the opportunity to request support from the instructional coach, though that they were not part of a formal coaching cycle.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

Student, teacher, and administrative team focus groups described the school's discipline policies consistently. The QSR team did not note any student violations of these policies; the learning environment was safe and orderly. The administrative team described a focus on positive school culture, and the QSR team noted various pieces of evidence of this throughout the building. Students described the "pyramid rule," saying it deals with respecting yourself, respecting others, and respecting the environment. Students described that this was how they show excellence, and earn "High Fives." Students noted that they have opportunities to participate in clubs and other activities aligned to their interests. Both teachers and students commented on the "system of excellence" that describes expectations for discipline and conduct. Teachers detailed school-wide interventions, but also noted that they are able to implement their own discipline policies in their classrooms. The QSR team noted that students and teachers interacted positively with each other.

The school's mission includes having a family-based school, focused in part on parent-teacher involvement. PCSB attended a parent event on Saturday, November 17, 2012. The event was a Community Academy Parent Training Conference. During the conference, administration shared PowerPoint presentations with CAPCS parents in smaller, individual campus settings. Topics of the conference included "Tips to Being a More Effective Parent," "Preparing your Child for High School and Beyond," and "Improving the Teacher-Parent Bond." Approximately 50 out of 100 registrants attended. With regard to opportunities for parental involvement, the administrative team described monthly parent teacher organization meetings, along with a literacy night. Parents are required to perform 24 hours of community service; according to the administrative team, this usually takes the form of volunteering within the school. Teachers described that parents love to volunteer, and that volunteer opportunities are on a "first come, first serve" basis. The QSR team did not specifically look for the presence of parent volunteers

during their visit.

Appendix K



March 11, 2013

Ernest Green, Board Chair
Community Academy PCS - Online
1351 Nicholson Street, NW
Washington, DC 20011

Dear Mr. Green:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- o School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report

On November 14, 2012 a Qualitative Site Review team conducted on-site review of the Community Academy Public Charter School (CAPCS) – Online Academy, which is one of five CAPCS campuses. A Quality Site Review team also observed virtual classes on December 11, 2012. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the every-day operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at CAPCS – Online. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Community Academy PCS is in compliance with its charter.

Sincerely,

Scott Pearson
Executive Director

Enclosures
cc: School Leader

CHARTER GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Community Academy PCS goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit.

Goal	Evidence
Students who have attended CAPCS for two years will acquire skills in reading, writing, verbal proficiency and math that meet or exceed those of students in DC.	The QSR did not report any evidence related to this goal.
Students who have attended CAPCS for five years will meet or exceed national and international expectations at the world's top K-12 schools.	The QSR team did not report any evidence related to this goal.
CAPCS will demonstrate that a diverse population of urban students can be educated to the level of academic achievement traditionally associated with private, college preparatory schools.	Since K ¹² is the online curriculum provider for CAPCS – Online, students are able to take courses to challenge them at the same time as completing credits for promotion. K ¹² offers a wide variety of classes online to students throughout the world. Administrators, teachers, and students expressed the mission of the school to prepare students for high school through rigorous lessons and course work.
CAPCS will demonstrate student improvement on standardized test scores that equal or exceed schools with comparable student populations.	The QSR team did not report any evidence related to this goal.
Students will participate in community service activities.	The QSR team did not observe any evidence related to this goal.
Students will participate regularly in at least two non-academic activities each year.	The QSR team did not observe any evidence related to this goal.
Students will understand and demonstrate a commitment to the school's core principles.	Teachers and students expressed, in the focus groups, the mission of the school as preparing them for high school through rigor in the lessons, meeting students where they are, making connections to real world experiences. Students also said that they were expected to show excellence, pride, honor, and scholarship.
CAPCS will have a higher rate of attendance than traditional DCPS schools.	The QSR team did not observe any evidence related to this goal.
CAPCS will have a higher staff attendance rate than traditional DCPS schools.	The QSR team did not observe any evidence related to this goal.
CAPCS will have a higher rate of parent participation than DCPS.	The QSR team did not observe any evidence related to this goal.
CAPCS will integrate high levels of technology into its learning program, to prepare children for the 21st century.	CAPCS – Online is the only virtual campus in the District of Columbia. K ¹² uses a variety of technology tools from dashboards to BlackBoard to web video and podcasts to teach lessons and engage students.

Goal	Evidence
CAPCS will provide professional opportunities for teachers and create opportunities to tap the expertise and experience of qualified professionals currently excluded from the public school system.	The Head of School stated that all teachers are required to participate in professional development focused on how to teach in an online environment. All teachers go through an onboarding program through K ¹² to ease the transition to virtual teaching. Teachers have opportunities to plan collaboratively via email and during their weekly face-to-face meetings. However, it was unclear to the QSR team how professional development needs are determined and implemented.
CAPCS will increase the minimum number of school days from the traditional 180 days to at least 210 days per year.	During the focus groups, the Head of School, teachers stated that since the K ¹² curriculum is self-paced and flexible, teachers work with students in developing individual plans. Students also said that teachers worked with them to create plans to complete assigned work. The Head of School said students are expected to work four to six hours per day and, if necessary, past the end of the traditional school year to complete coursework.
The school day will be extended beyond the traditional 8:00am-3:00pm schedule. CAPCS will be open at a minimum from 7:30am-8:30pm offering students and their families education, enrichment, job training, recreational and other opportunities.	Since CAPCS – Online is a virtual school where students manage their time at home working from the computer and through text materials, the typical school schedule does not apply. Instruction is also delivered to students via face- to-face learning sessions facilitated at the CAPCS - Amos 3 campus. The school advertises that it also offers a variety of extracurricular activities. The Head of School reported that the online student community does gather for social events and field trips to enrich the academic environment. Field trips this year have included tours of the White House and Capitol building, a partnership with the Kennedy Center, and visits to the National Geographic Museum, US Botanical Gardens, and the zoo.
CAPCS will offer tutoring and mentoring opportunities for children.	The Head of School said that tutoring is available to all students; instruction is tailored to meet individual students’ instructional needs. Tutoring occurs through the online forum and also one day per week at a school location. K ¹² teachers meet with students one-on-one and in small groups to assist with coursework. The review team was able to observe the small group tutoring at the CAPCS Amos 3 campus, which meets weekly.
CAPCS will offer several special programs to assist high schools students pursuing careers in computer and automotive technology.	The QSR team did not observe any evidence related to this goal.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Community Academy Public Charter School (CAPCS) is to create a child and family centered community learning environment which offers world class preschool through twelfth grade education to neighborhood children while serving the diverse educational and social needs of the families. The school will be based on academic accountability, flexibility, innovation, parental choice, parent-teacher involvement, and public-private partnerships. This is what PCSB staff and consultants looked for when observing the educational environment, visiting a board meeting, and conducting the focus groups.

Community Academy Public Charter School (CAPCS) Online Academy of Washington DC is one of five CAPCS campuses. CAPCS - Online is the only virtual school in the CACPS network of schools and in the District of Columbia. According to the Head of School, the school uses the K¹² curriculum, which offers six core courses: Language Arts/English, Math, Science, History, Art, and Music. In addition, CAPCS – Online creates a community learning environment by hosting a day each week that students attend face-to-face for tutoring and families gather as a community. Families plan activities together and field trips area also integrated on these days.

In addition to the flexible online learning environment, the mission is implemented in the day-to-day operations of the school by serving the diverse educational and social needs of the families. The Head of Schools said that students receive individual learning plans from their teachers and teachers work with each student to meet his or her goals. Students are invited to various CAPCS events and picture day, to name a few. The Head of School also stated that CAPCS also supports the online campus as it would the other campuses by providing materials and resources as needed.

The Head of School reported that CAPCS – Online follows a very different model from the other CAPCS schools, as technology is used as the primary tool to deliver instruction to students directly in their homes with teachers from K¹². These same teachers also deliver instructional assistance to students via weekly face-to-face learning (tutoring) sessions facilitated at the CAPCS – Amos 3 campus. According to the principal, the face-to-face sessions are extensions of the online learning to help students further understand the work. A student can be excused from the weekly tutoring sessions if they are proficient on their DC CAS scores. The weekly meetings are also the time when the students and their families can go on the school’s field trips. This year, students have been on a variety of field trips, including the Library of Congress, Tour of the White House, and ice-skating at DuPont Ice Complex. In addition to the K¹² course instructors, CAPCS Online has two general education teachers, a half-time special education teacher, an academic administrator, and Head of School, all of whom are experienced teachers.

PCSB staff visited the Community Academy Public Charter School board meeting on November 14, 2012. There were a sufficient number of board members present to make a quorum for this meeting. The focus of the meeting included a 15-year historical perspective on the school, academic programs and student academic performance, and operations and finance. During the discussion around the academic performance, board members discussed DC-CAS Reading and Math performance.

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher’s classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher’s classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher’s classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

All online classroom observations scored proficient or exemplary in elements of the Classroom Environment rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space. The QSR Team also observed the weekly face-to-face tutoring that occurs at the school.

In most of the classrooms observed, including both face-to-face and virtual, there was a strong environment of respect among the students and the teachers. Talk between teacher and students and among students was uniformly respectful. Terms such as “thank you” and “please” were often used by both teachers and students when interacting with each other.

Students were encouraged to help each other and to work collaboratively on assignments. To support the virtual learning environment, CAPCS online also has most students meet with their teachers once a week for tutoring and additional support. In the face-to-face sessions, teachers used proximity to support managing student behavior. Teachers in both the face-to-face and online sessions used positive reinforcements such as “good job”, “excellent questions”, and “great ideas”. Students are encouraged to work in small groups both online and through weekly tutoring. The review team also observed teachers working with students to stay focused and probing students to further expand on responses when a student was close to understanding the concept.

The teacher focus group reported that due to the virtual nature of the school, teachers do not manage classroom procedures in the traditional sense. Students work individually with their teachers. At times, teachers assign small group work and students must find a time to “meet” online together to work on their assignments. The review team observed that in face-to-face weekly tutoring sessions, teachers kept the pace of the session appropriate and alerted students of the time left to complete activities. The review team did not observe any instructional time lost during the tutoring.

Students' behavior was appropriate at all times during the weekly tutoring sessions. The review team observed teachers using proximity and counting down from five to manage student behavior.

Although instruction is primarily delivered virtually, the “brick and mortar” classrooms failed to organize physical space effectively. The observers noted that, in general, objectives were posted in the form of mastery terms and standards of learning. However, the review team also observed that teachers in the face-to-face classrooms did not post daily schedules for students. There was no student work posted in the classrooms and there were no instructional tools and resources (i.e., diagrams, learning charts, etc.) to support learning.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

All face-to-face and online classrooms observed were proficient or satisfactory, with the overwhelming majority in the proficient range, in areas of the six elements of Instructional Delivery: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

The very low student-to-teacher ratios in the face-to-face tutoring and the level of differentiation in virtual instruction has the ability to enhance student learning. Teachers had the capacity to effectively check for understanding, accommodate students' needs, and pace lessons appropriately.

The administrators stated that teachers embrace students as individuals and meet students where they are academically. The goal every year is for

students to demonstrate one year of growth. However, during the classroom observations, the review team observed the quality of instructional delivery was not consistently high, particularly when comparing the virtual and face-to-face instruction. In the virtual classes, the team observed differentiation in terms of process and product, as the teacher assigned different problems to some students and encouraged students to solve problems in different ways. The QSR team observed very little differentiation in instructional content and assignments in the face-to-face classes. The primary work product in the face-to-face classes was worksheets. In addition to encouraging students to solve problems in different ways, the review team observed that teachers in the virtual classes required students to explain their thinking and justify their answers; teachers missed these opportunities in the face-to-face classes.

Additionally, while teachers in the face-to-face classrooms used questioning as a vehicle for checking understanding, the majority of questions were low-level, recall questions, not questions that evoked critical or creative thinking. They rarely persisted with students when they did not know an answer. In many cases, teachers called on other students or answered the questions themselves. Teachers in the virtual classes more effectively employed higher order thinking questions (i.e., evaluate, synthesize, compare, contrast, etc.) In the face-to-face classes observers noted very little student to student discourse, as students were not invited to respond to each other's questions or answers and teachers gave very little wait time. In both learning environments, the teachers did the majority of the talking.

During the administrator focus group, leadership stated that administrators and teachers discuss data to identify gaps in student learning and to determine how to address those gaps. In addition to teacher input, reviews of students' work, and teacher-created assessments, the school uses Achievement Network assessments, Scantron, and the K12 mastery assessments to assess student progress.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

CAPCS Online offers a variety of instructional models to meet each student's unique learning preferences and learning needs, including one-on-one focused instructional support and self-paced learning. Through the virtual environment, teachers focus on individualizing instruction for every student, including special education and general education students. Additionally, there are opportunities for remediation and enrichment through classroom connects, online tutoring, and in the face-to-face and virtual classroom meetings. Teachers stated that the face-to-face meetings are an additional opportunity to meet with students to clarify materials and further assess their understanding. To assist students who are struggling in reading, K¹² uses Mock12 or Mark for third to fifth graders. These programs provide two hours of direct instruction daily to bring students up to grade level in their reading skills. While the administration states that online learning is not an effective learning

environment for every student, the Head of School said it can be a very effective tool for many students. Online learning eliminates many of the distractions in the traditional school setting.

There are currently no English Language Learners (“ELLs”) enrolled at the school, thus the school’s performance on this criterion was not assessed.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

All of the teachers at CAPCS - Online work for K¹² and live in the DC area allowing them to meet with their students weekly at the Amos 3 campus. All K¹² teachers are required to receive professional development in how to teach in an online environment, including an onboarding program to support the transition to virtual teaching. The Head of School stated that the focus for professional development is on differentiating instruction for students across all levels. Currently, teachers are taking a course on differentiations in the virtual classroom. Teachers have opportunities to plan collaboratively via email and during their weekly face-to-face meetings. However, it is unclear how professional development needs are determined and how improvement strategies are implemented.

In the focus group, CAPCS – Online teachers expressed an appreciation for the school's programming and support for teaching and learning (i.e. professional development, instructional resources, time for collaboration, etc.)

Novice teachers are able to take a series of courses to help them adjust to the virtual environment and how this environment is different from a brick and mortar school. K¹² also organizes professional learning communities for all teachers.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

In the focus group, students reported feeling safe and cared for. They said they know what acceptable and unacceptable behavior is and what is expected of them in the face-to-face and online learning environments. Additionally, teachers and students expressed a sense of satisfaction with the school. Students indicated that they like the school for a variety of reasons, including small class sizes, friendly and helpful teachers, safety, getting help when they need it and how they need it, and their ability to take classes online.

Appendix L



September 25, 2009

Sue Marshall, Chair
3426 Community Academy PCS
16th Street NW, #104
Washington, DC 20010

Dear Ms. Marshall:

This letter serves to inform you that in its public meeting held on September 21, 2009, the District of Columbia Public Charter School Board (PCSB) issued a Notice of Concern to Community Academy Public Charter School based on the failure to pass the Initial Screen stage of the Performance Management Framework (PMF) Non-Academic Compliance Review. The PMF is the PCSB's new accountability system aimed to provide a set of standard measures for each public charter school to ensure that school leaders and their boards have a clearer understanding of performance expectations and enable them to use the information obtained from the PMF to make necessary adjustments to their programs.

Community Academy Public Charter School did not submit the required document(s) and/or the required documentation was not submitted in a timely manner (by the extended absolute due date of 9/11/09) with accuracy and completeness. Thus, the following documents need to be submitted if the school has not yet done so:

- SST*
 - Submit SST member list with identified homeless liaison.
 - Submit schedule of planned SST meetings w/SST roster.
- Employee Handbook*
 - Submit an updated Staff Handbook, which includes key section policies for sexual harassment, equal opportunity hiring, drug-free workplace, termination policies.
 - Submit documentation of complaint resolution process to PCSB.
- Student Privacy
 - Submit Staff Handbook that reflects updated safeguarding student privacy policies and procedures.

*= Pertains to all campuses



District of Columbia Public Charter School Board

- Background Checks*
 - Background checks for all full time employees and volunteers working at the school for more than ten hours must be completed. Submit updated background check report.
- School Suspension and Expulsion Policies (*All campuses but A1 and A2*)
 - Submit addendum to the Student Handbook that reflects updated discipline policy that includes all required components below:
 - 2009-2010 date, (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlines due process procedures. The due process procedures must include one (1) clearly outlined basis for suspension.
- Inventory*
 - Submit electronically, a comprehensive and updated asset inventory for SY 2009-2010, which includes a list of equipment and furnishings, quantity, cost, source of funds, and labeled identification code (such as alpha, numeric, or barcode). All items listed on the inventory should be identified by campus.
- Safety*
 - Submit Certification from DCFD for Required Inspections.
 - Submit Updated School Emergency Response Plan w/ active members
 - At least (10) drills are to be conducted per year, one per month of operation. First drills should be conducted/scheduled within (10) days of the opening of school.
- D.C. Food Code (*Butler and Rand only*)
 - Submit a current BBL Certificate as the one submitted expired on 6/30/09.
- NCLB*
 - HQT -- As required by NCLB all teachers hired after 2002 must meet the highly qualified requirements. The school must submit (1) the appropriate documentation for verification of HQT compliance, (2) a plan of action to assist teachers in meeting the requirements and/or (3) make appropriate staffing changes to ensure compliance with the law.
- NCLB (*A1 and Rand only*)
 - Provide evidence that school administrators have requested a transfer relationship with at least 3 schools not identified as “in need of improvement”. Submit copies of letters to PCSB.



District of Columbia Public Charter School Board

- Submit response letter from three (3) schools.
- Submit letter to parents informing them of their child(ren's) right to receive SES
- Submit invoice for SES

The PCSB will conduct Triage, which is the second stage of the compliance review, to address outstanding compliance issues by October 13th. If all outstanding concerns are successfully resolved by that date, the PCSB will lift the Notice of Concern at the October board meeting. However if the issues remain unresolved, then a Notice of Deficiency will be issued and a Deep Dive on-site review will be conducted.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees the PMF Non-Academic Compliance Review process as one that assesses a school's ability to operate lawfully in the District of Columbia. The PCSB appreciates the efforts of your Board of Directors, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,

A handwritten signature in black ink, appearing to read "Thomas A. Nida", is centered within a light gray rectangular box.

Thomas A. Nida
Chair

cc: Academy Leaders

Appendix M



November 22, 2011

Mr. Francis Smith
Board Chair
Community Academy Public Charter School
7527 12 St. NW
Washington, DC 20012

Dear Mr. Smith,

This letter serves to inform you that in its public meeting held on November 21, 2011, the District of Columbia Public Charter School Board (PCSB) issued a **Notice of Concern** to Community Academy Public Charter School based on the failure to pass the Performance Management Framework (PMF) Non-Academic Compliance Review. The PMF is the PCSB's accountability system aimed to provide a set of standard measures for each public charter school to ensure that school leaders and their boards have a clearer understanding of performance expectations and enable them to use the information obtained from the PMF to make necessary adjustments to their programs.

Community Academy Charter School did not submit the required document(s) and/or the required documentation was not submitted in a timely manner with accuracy and completeness to address the following compliance indicators:

- **Certificate of Occupancy:** The Certificates of Occupancy for Amos I, Amos II, Butler, and Rand campuses need to be updated to support, at minimum, the total number of enrolled students and staff. The Certificate of Occupancy for Amos III needs to be amended in the description to support the additional staff housed at the building. Please ensure that the Certificate of Occupancy for Amos III supports the Online students and staff, as well.
- **Enrollment:** Please be sure AOIS reflects only one application (i.e. there are two different applications for CAPCS Online) that requests only basic information. For more guidance, please see the Policy and Procedures manual, available via the School Leaders Portal on the PCSB website.

All outstanding compliance issues must be addressed by **December 5, 2011**. If all outstanding concerns are successfully resolved by that date, the PCSB will lift the Notice

of Concern at the December board meeting. However if the issues remain unresolved, then a Notice of Deficiency may be issued.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees the PMF Non-Academic Compliance Review process as one that assesses a school's ability to operate lawfully in the District of Columbia. The PCSB appreciates the efforts of your Board of Directors, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Jones", with a long horizontal flourish extending to the right.

Brian Jones
Chair

cc: Mr. Kent Amos, CEO and Founder

Appendix N



Community Academy Public Charter School - Amos 1
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



Community Academy Public Charter School - Amos 1
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



Community Academy Public Charter School - Amos 1
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	

Appendix 0



Community Academy Public Charter School - Amos 2
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



Community Academy Public Charter School - Amos 2
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



Community Academy Public Charter School - Amos 2
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	

Appendix P



Community Academy Public Charter School - Amos 3
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



Community Academy Public Charter School - Amos 3
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



Community Academy Public Charter School - Amos 3
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	

Appendix Q



Community Academy Public Charter School - Butler
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



Community Academy Public Charter School - Butler
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



Community Academy Public Charter School - Butler
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	

Appendix R

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Printed Newspaper	Yes
ii. Cutoff date for enrollment was announced in advance.	Flyer	No
iii. Lottery, if needed, was conducted fairly.		N/A
iv. Waiting list is accurately maintained. Students are enrolled in order from list.		N/A

Comments:

Flyers and brochures did not indicate cutoff

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept/Oct Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments:

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Parent/Student Acknowledgement Form	Yes
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, POT, etc.)	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.	Parent Notification Letter	Yes

Comments:

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Locked File Cabinet	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments:

Records viewed from main office. Appropriate storage and access is evident.

I. STUDENT INFORMATION (Continued)

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Assessment Results	Yes
iv. Invoices are on file to show documentation of special education services.	SPED Vendor Contracts	Yes

Comments:

i.v. Contracts signed and dated indicating contracted services for current school year.

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Documentation of Services Provided	Yes
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	Pre-LAS (4-6 yr. olds)	Yes
iv. School has appropriate resources and supports available for ELLs.	Supplemental Materials	Yes
v. Students are exited from language support programs when they have reached Level 5 English proficiency.	Monitoring Service Forms	Yes
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.	Student Roster of ELLs w/Assessment Dates	Yes
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	No Nurse, But Staff Certified to Administer Medicine	Yes
ii. Student health records exist and are up to date.	Updated Student Health Card	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Memo from principal or other school administration informing relevant staff of student health conditions.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments:

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.		

Comments:

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.		No

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.		No

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

All key sections are in place.

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

Refer to II B i. Per e-mail from Ms. Miller date 10/22/08 a review by another team revealed the following: no background checks for Field, K.; Kelly, W.; and Peart, J.

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.		Yes

Comments:

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds....)	View electronic copy of inventory	Yes
ii. Sources of funds are identified.	All Sources of Funds are Present	Yes
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	All Inventory are Labeled	Yes

Comments:

Funding is done by the central office.

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O	Yes

Comments:

Cert of Occup effective date 07/17/07; lease expires 06/30/2013.

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	Yes
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Held w/in First 10 Days of School and monthly	Yes

Comments:

i. Fire inspection was held on 03/19/07 by Inspector A. Stuckey. iii. First fire drill was held on 09/03.

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:

iii. Pereira, Ana with certificate # 0000031657. Expiration date 8/20/2010.

III. SITE INFORMATION (Continued)

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.		No
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.	Board of Trustee Roster w/Members Identified	Yes
iv. PCSB has been notified of all Board changes, with updated contact information.		No

Comments:

Update BOT list. As shown, there are 16 members on the board. There should only be an odd number with 15 being the maximum. School has indicated 3 members are in process of being removed and list will be updated immediately.

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

No evidence of sectarian activity.

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.	Main Office	Yes
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan	SIP Document	Yes

Comments:

Due to small testing group, student achievement is not measure by NCLB AYP guidelines. School has developed a School Improvement Plan.

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.		No
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."		No
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."		No
v. Paraprofessionals meet the HQT requirements of NCLB.		No

Comments:

Per DCPCSB Program Manager, employee J. Peart is not highly qualified. Employee records are not available at this site to confirm HQT status of this teacher. Per school list 3 paraprofessionals are not HQT including Alston, D., Anderson, S., and Ross-Culbreath, T.

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP		
		Additional components for transition services for students age 16 and over		
		Transfer of rights at least one year prior to the age of majority		
	Provision of Services	Special education and related services are provided as indicated on IEPs		
Comments:	<input type="text"/>			
ii. § 300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability		
	Assessment in Student's Native Language	Students are assessed in their native language		
	Reevaluations	Students are evaluated at least every three years		
Comments:	<input type="text"/>			
iii. § 300.500-509 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons		
	Observations	Observation conducted in regular classroom by team member other than regular teacher		
	Written Report	Written report contains all required components		
Comments:	<input type="text"/>			
iv. § 300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities		
Comments:	<input type="text"/>			

V. SPECIAL EDUCATION (Continued)

v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are <u>appropriately certified</u>		
	Provision of Services	Related services included on students' IEPs are <u>provided as specified</u>		
	Extended School Year	Extended School Year eligibility is considered to <u>ensure FAPE</u>		

Comments:

§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revise d annually		
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)		
		Include additional participants for transition planning for students age 16 and over.		
	Parent Participation	Parents are notified and invited to participate in IEP meeting		
Additional procedures are implemented to ensure parent participation				

Comments:

vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes <u>required components</u>		
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed <u>only of that information</u>)		

V. SPECIAL EDUCATION (Continued)

	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information		
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Comments:

Appendix S

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

I. STUDENT INFORMATION

CAPCS-AMOS III

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.		Yes
ii. Cutoff date for enrollment was announced in advance.	Flyer	Yes
iii. Lottery, if needed, was conducted fairly.		N/A
iv. Waiting list is accurately maintained. Students are enrolled in order from list.		N/A

Comments:

i. and ii. - Office manager indicates that flyers and other documents were used for announcing enrollment information, but reviewer did not see documents because they have not been unpacked because of the school's recent relocation 3 weeks ago.

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept/Oct Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments:

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.		No
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.		N/A

Comments:

i. - Document will be distributed at Back to School Night on November 18, 2008.

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments:

iii - exist in Parent Handbook as well.

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

I. STUDENT INFORMATION (Continued)

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Assessment Results	Yes
iv. Invoices are on file to show documentation of special education services.	Invoices for SPED Services	Yes

Comments:

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	Yes
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	ACCESS for ELLs	Yes
iv. School has appropriate resources and supports available for ELLs.	Bilingual or Native Language Texts	Yes
v. Students are exited from language support programs when they have reached Level 5 English proficiency.	Exit Notification Forms	Yes
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.	Student Roster of ELLs w/Assessment Dates	Yes
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:

vii. - Only two students fall in need category. The new campus is still in process of creating necessary documents on as needed basis for Amharic.

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	No Nurse, But Staff Certified to Administer Medicine	Yes
ii. Student health records exist and are up to date.	Checklist of Required Documents	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Parent permission to inform relevant staff of health conditions that may require an emergency response.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments:

ii. - Process in place to acquire updated information when expiration occurs.

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Mid-Term Progress Reports	Yes

Comments:

i. - 9 week progress reports (mid advisory).

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.		No

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.		No

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

i. ii. The employee non-compliant list is being sanitized by Brenda Bethea, Nicholson St, and will be faxed or emailed to the DCPCS board to Monique Miller

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

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Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds.....)		No
ii. Sources of funds are identified.		No
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)		No

Comments:

Labelling to be done by the Dir. Of Technology and electronic inventory updated.

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O	

Comments:

The school has a C of O on file at the PCSB. Please ask the school to forward a signed electronic copy of its lease or provide you with a signed hard copy. Ms. Tucker, principal, has indicated the building is owned by Community Academy and that paperwork indicating same is housed at the Nicholson St., Office.

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.		No
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Not Held w/in First 10 Days, But Held Monthly	Yes

Comments:

i. Mr. Hill, facilities mgr., will obtain copy of fire department inspection and fax to Monique Miller on 11-06-08.

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

III. SITE INFORMATION (Continued)

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.		No
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.	Board of Trustee Roster w/Members Identified	Yes
iv. PCSB has been notified of all Board changes, with updated contact information.		

Comments:

Update BOT list. As shown, there are 16 members on the board. There should only be an odd number with 15 being the maximum. School has indicated 3 members are in process of being removed and list will be updated immediately and evidence of same faxed to the DCPCS board..

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.		N/A
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments:

This school serves grades PK and K only. AYP does not apply.

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.	Letter to Parents Dated Before Sept. 1	Yes
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."	Letter to Parents about Long-Term Sub	Yes
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."	Letter to Parents with Teacher Qualifications	Yes
v. Paraprofessionals meet the HQT requirements of NCLB.		

Comments:

i. The non-compliant employee list provided by the PCSB was given to Brenda Bethea to be updated. She will then forward to the PCSb.

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP	
		Additional components for transition services for students age 16 and over	
		Transfer of rights at least one year prior to the age of majority	
	Provision of Services	Special education and related services are provided as indicated on IEPs	
Comments:	<input type="text"/>		
ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability	
	Assessment in Student's Native Language	Students are assessed in their native language	
	Reevaluations	Students are evaluated at least every three years	
Comments:	<input type="text"/>		
iii. §300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons	
	Observations	Observation conducted in regular classroom by team member other than regular teacher	
	Written Report	Written report contains all required components	
Comments:	<input type="text"/>		
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities	
Comments:	<input type="text"/>		

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

V. SPECIAL EDUCATION (Continued)			
v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified	
	Provision of Services	Related services included on students' IEPs are provided as specified	
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE	
Comments:	<input type="text"/>		
§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revise annually	
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)	
		Include additional participants for transition planning for students age 16 and over.	
	Parent Participation	Parents are notified and invited to participate in IEP meeting	
Additional procedures are implemented to ensure parent participation			
Comments:	<input type="text"/>		
vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components	
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)	

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

V. SPECIAL EDUCATION (Continued)			
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information	

Comments:

Appendix T

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

I. STUDENT INFORMATION

CAPCS-AMOS III

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.		Yes
ii. Cutoff date for enrollment was announced in advance.	Flyer	Yes
iii. Lottery, if needed, was conducted fairly.		N/A
iv. Waiting list is accurately maintained. Students are enrolled in order from list.		N/A

Comments: i. and ii. - Office manager indicates that flyers and other documents were used for announcing enrollment information, but reviewer did not see documents because they have not been unpacked because of the school's recent relocation

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept/Oct Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments:

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.		No
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, PCT, etc.)	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.		N/A

Comments: i. - Document will be distributed at Back to School Night on November 18, 2008.

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments: iii - exist in Parent Handbook as well.

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

I. STUDENT INFORMATION (Continued)

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Assessment Results	Yes
iv. Invoices are on file to show documentation of special education services.	Invoices for SPED Services	Yes

Comments:

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	Yes
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	ACCESS for ELLs	Yes
iv. School has appropriate resources and supports available for ELLs.	Bilingual or Native Language Texts	Yes
v. Students are exited from language support programs when they have reached Level 5 English proficiency.	Exit Notification Forms	Yes
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.	Student Roster of ELLs w/Assessment Dates	Yes
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:

vii. - Only two students fall in need category. The new campus is still in process of creating necessary documents on as needed basis for Amharic.

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	No Nurse, But Staff Certified to Administer Medicine	Yes
ii. Student health records exist and are up to date.	Checklist of Required Documents	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Parent permission to inform relevant staff of health conditions that may require an emergency response.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments:

ii. - Process in place to acquire updated information when expiration occurs.

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Mid-Term Progress Reports	Yes

Comments:

i. - 9 week progress reports (mid advisory).

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.		No

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.		No

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

i. ii. The employee non-complaint list is being sanitized by Brenda Deane, Nicholson St, and will be faxed or emailed to the DCPCS board to Monique Miller

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

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Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds.....)		No
ii. Sources of funds are identified.		No
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)		No

Comments:

Labelling to be done by the Dir. Of Technology and electronic inventory updated.

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O	

Comments:

The school has a C of O on file at the PCSB. Please ask the school to forward a signed electronic copy of its lease or provide you with a signed hard copy. Ms. Tucker, principal, has indicated the building is owned by Community Academy and that paperwork indicating same is housed at the Nicholson St.,

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.		No
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Not Held w/in First 10 Days, But Held Monthly	Yes

Comments:

i. Mr. Hill, facilities mgr., will obtain copy of fire department inspection and fax to Monique Miller on 11-06-08.

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

III. SITE INFORMATION (Continued)

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.		No
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.	Board of Trustee Roster w/Members Identified	Yes
iv. PCSB has been notified of all Board changes, with updated contact information.		

Comments:

Update BOT list. As shown, there are 16 members on the board. There should only be an odd number with 15 being the maximum. School has indicated 3 members are in process of being removed and list will be updated immediately and evidence of same faxed to the DCPCS board..

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.		N/A
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments:

This school serves grades PK and K only. AYP does not apply.

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.	Letter to Parents Dated Before Sept. 1	Yes
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."	Letter to Parents about Long-Term Sub	Yes
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."	Letter to Parents with Teacher Qualifications	Yes
v. Paraprofessionals meet the HQT requirements of NCLB.		

Comments:

i. The non-compliant employee list provided by the PCSB was given to Brenda Bethea to be updated. She will then forward to the PCSB.

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP	
		Additional components for transition services for students age 16 and over	
		Transfer of rights at least one year prior to the age of majority	
	Provision of Services	Special education and related services are provided as indicated on IEPs	
Comments:			
ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability	
	Assessment in Student's Native Language	Students are assessed in their native language	
	Reevaluations	Students are evaluated at least every three years	
Comments:			
iii. §300.340-343 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons	
	Observations	Observation conducted in regular classroom by team member other than regular teacher	
	Written Report	Written report contains all required components	
Comments:			
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities	
Comments:			

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

V. SPECIAL EDUCATION (Continued)

v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified	
	Provision of Services	Related services included on students' IEPs are provided as specified	
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE	

Comments:

§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revise d annually	
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate) Include additional participants for transition planning for students age 16 and over.	
	Parent Participation	Parents are notified and invited to participate in IEP meeting	
		Additional procedures are implemented to ensure parent participation	

Comments:

vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components	
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)	

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

V. SPECIAL EDUCATION (Continued)			
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information	

Comments:

Appendix U

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

I. STUDENT INFORMATION

CAPCS-AMOS III

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.		Yes
ii. Cutoff date for enrollment was announced in advance.	Flyer	Yes
iii. Lottery, if needed, was conducted fairly.		N/A
iv. Waiting list is accurately maintained. Students are enrolled in order from list.		N/A

Comments: i. and ii. - Office manager indicates that flyers and other documents were used for announcing enrollment information, but reviewer did not see documents because they have not been unpacked because of the school's recent relocation

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept/Oct Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments:

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.		No
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, POT, etc.)	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.		N/A

Comments: i. - Document will be distributed at Back to School Night on November 18, 2008.

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments: iii - exist in Parent Handbook as well.

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

I. STUDENT INFORMATION (Continued)

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.	Signed Parent Receipt of Manual	Yes
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Assessment Results	Yes
iv. Invoices are on file to show documentation of special education services.	Invoices for SPED Services	Yes

Comments:

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	Yes
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	ACCESS for ELLs	Yes
iv. School has appropriate resources and supports available for ELLs.	Bilingual or Native Language Texts	Yes
v. Students are exited from language support programs when they have reached Level 5 English proficiency.	Exit Notification Forms	Yes
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.	Student Roster of ELLs w/Assessment Dates	Yes
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:

vii. - Only two students fall in need category. The new campus is still in process of creating necessary documents on as needed basis for Amharic.

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	No Nurse, But Staff Certified to Administer Medicine	Yes
ii. Student health records exist and are up to date.	Checklist of Required Documents	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Parent permission to inform relevant staff of health conditions that may require an emergency response.	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).	Emergency Posters Displayed in Building	Yes

Comments:

ii. - Process in place to acquire updated information when expiration occurs.

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Mid-Term Progress Reports	Yes

Comments:

i. - 9 week progress reports (mid advisory).

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.		No

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.		No

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

i. ii. The employee non-complaint list is being sanitized by Brenda Deane, Nicholson St, and will be faxed or emailed to the DCPCS board to Monique Miller

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

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Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds.....)		No
ii. Sources of funds are identified.		No
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)		No

Comments:

Labelling to be done by the Dir. Of Technology and electronic inventory updated.

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O	

Comments:

The school has a C of O on file at the PCSB. Please ask the school to forward a signed electronic copy of its lease or provide you with a signed hard copy. Ms. Tucker, principal, has indicated the building is owned by Community Academy and that paperwork indicating same is housed at the Nicholson St.,

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.		No
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Not Held w/in First 10 Days, But Held Monthly	Yes

Comments:

i. Mr. Hill, facilities mgr., will obtain copy of fire department inspection and fax to Monique Miller on 11-06-08.

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

III. SITE INFORMATION (Continued)

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.		No
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.	Board of Trustee Roster w/Members Identified	Yes
iv. PCSB has been notified of all Board changes, with updated contact information.		

Comments:

Update BOT list. As shown, there are 16 members on the board. There should only be an odd number with 15 being the maximum. School has indicated 3 members are in process of being removed and list will be updated immediately and evidence of same faxed to the DCPCS board..

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.		N/A
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments:

This school serves grades PK and K only. AYP does not apply.

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."		No
ii. Notify parents of their right to request information on the qualifications of their child's teacher.	Letter to Parents Dated Before Sept. 1	Yes
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."	Letter to Parents about Long-Term Sub	Yes
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."	Letter to Parents with Teacher Qualifications	Yes
v. Paraprofessionals meet the HQT requirements of NCLB.		

Comments:

i. The non-compliant employee list provided by the PCSB was given to Brenda Bethea to be updated. She will then forward to the PCSB.

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP	
		Additional components for transition services for students age 16 and over	
		Transfer of rights at least one year prior to the age of majority	
	Provision of Services	Special education and related services are provided as indicated on IEPs	
Comments:			
ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability	
	Assessment in Student's Native Language	Students are assessed in their native language	
	Reevaluations	Students are evaluated at least every three years	
Comments:			
iii. §300.340-343 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons	
	Observations	Observation conducted in regular classroom by team member other than regular teacher	
	Written Report	Written report contains all required components	
Comments:			
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities	
Comments:			

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

V. SPECIAL EDUCATION (Continued)

v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified	
	Provision of Services	Related services included on students' IEPs are provided as specified	
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE	

Comments:

§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revise d annually	
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate) Include additional participants for transition planning for students age 16 and over.	
	Parent Participation	Parents are notified and invited to participate in IEP meeting	
		Additional procedures are implemented to ensure parent participation	

Comments:

vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components	
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)	

Charter School Annual Performance Review

Community Academy PCS - Amos II Compliance Review

V. SPECIAL EDUCATION (Continued)			
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information	

Comments:

Appendix V



Community Academy Public Charter School
Online Campus
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	



Community Academy Public Charter School
Online Campus
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	



Community Academy Public Charter School
Online Campus
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Compliant	The Online campus has never submitted a Certificate of Occupancy with the rationale that the school is a virtual school. In communication sent to the school on July 28, 2011, PCSB informed the school that a valid Certificate of Occupancy would need to be uploaded as the Online campus uses space at the Amos III building at least twice a week. On January 5, 2012, Community Academy Public Charter School submitted a valid Certificate of Occupancy for the Amos III campus, which also covers the enrollment of the Online school sharing the building.
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	N/A	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	



Community Academy Public Charter School
Online Campus
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	

Board of Trustees

Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Compliant	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	

Appendix W



PROGRAM DEVELOPMENT REVIEW REPORT

2010-2011

Dorothy I. Height Community Academy Public Charter School
December 14-15, 2010

REVIEW TEAM MEMBERS:

Caroline Mwendwa-Baker
Dorothee Bush, Team Leader
Linda Harrison
Radhika Parithivel

PCSB STAFF:

Monique Miller
Kimberly Worthington

EXECUTIVE SUMMARY:

The Amos 3 Elementary Campus of the Dorothy I. Height Community Academy Public Charter School has two distinct organizations: the early childhood program that is led by an early childhood coordinator, and an elementary school that is led by an Academy Leader (principal) who has been in her position for three (3) weeks. She is assisted by an assistant Academy Leader, two intervention specialists, a behavioral specialist, social worker and school psychologist. The student population of 367 students is somewhat equally divided (189 elementary students; 179 early childhood) between the two components. The ratings in this report reflect an average of the two. If considered separately, the early childhood component would have been rated between proficient and exemplary in virtually every category. The school is managed by a Board of Trustees (Board) with an identified school liaison to ensure that schools' needs are addressed in a timely manner. There is no formally organized parent association, and parents expressed an unawareness of the Board and the role of its parent representatives. The following summaries represent our findings in the areas of curriculum and standards, instruction, and assessment since the last Program Development Review which was conducted in May 2010

Curriculum:

Curricula for the Amos 3 Campus include *Core Knowledge Preschool, Blueprint*, and *Responsive Classroom Social* for the early childhood component, along with *Award Reading Online* for kindergarten classes. The elementary component focuses on balanced literacy and instructional decisions are informed by *Reader's and Writer's Workshops* for English language arts (ELA) and reading, and *Everyday Mathematics* for math classes. Curriculum maps have been developed for Science and Social Studies that include standards that are to be addressed and assessed; however, there was not sufficient evidence to determine if the elementary school teachers include these two subjects in their daily and/or weekly schedules. This is of particular concern for science which is one of the subjects assessed on the DC CAS. The school has no clearly defined, comprehensive written curriculum for Spanish (taught to early childhood students), and no clearly defined curricular documents for physical education and music. Teachers are provided opportunities to participate in the revising, updating, and modifying of curricular documents during the summer professional development sessions. Amos 3 also implements the *Positive Behavior and Intervention Strategies (PBIS)* curriculum to address behavioral concerns.

Instruction:

In early childhood and elementary classrooms, students were actively involved, classrooms were well organized, and teachers were helping students to make connections. The early childhood team, monitored closely by its coordinator, utilizes effective strategies that are developmentally appropriate and provide many opportunities for active engagement. Teaching staff and leadership agree that, given enough time, the instructional program at the elementary level could benefit from more professional development to address areas such as classroom management, relating test results to classroom instruction, the development of higher order thinking skills, and differentiated instruction. Teachers could also benefit from professional development on strategies for working with ELL students and special needs students assigned to them, especially when the resource teachers are not working with these students. The master schedule does not allow time during the academic day for teachers to engage in grade level and vertical planning.

The low teacher retention rate has hindered the instructional program and limited the ability of the teaching staff and leadership team to implement many of the desired changes that they have identified themselves and that have been identified by others. It has also resulted in draining resources and repetition of much of the same professional development training that is required to implement curricular programs in an effective and efficient manner. The fact that planning time is not adequate exacerbates the situation.

Assessment:

Amos 3 campus administers a number of external assessments, supported by teacher created assessments, in an effort to monitor both student progress and measure curricular effectiveness. While interviews with leadership and teachers as well as observations reveal that that the Early Childhood component meets regularly and uses formal and informal assessments to inform instruction and instructional effectiveness, the elementary teachers continue to struggle (as noted on the 2009-2010 PDR Report) to use data consistently and effectively to provide differentiation within the learning environment.

Review of the previous year's PDR also indicates that a system to collect, record, analyze and track student achievement data has yet to be implemented. Interviews with the leadership and teachers indicate that it is unclear how the multiple assessments are monitored and used to inform instructional delivery and effectiveness. There is a formal and systematic process to identify and evaluate students with special needs. A SST plan is in place; however the school is in transition to the Response to Intervention (RTI) model.

School Climate:

Amos 3 campus implements *Second Step* and Positive Behavior and Intervention Strategies (PBIS) curricula to guide decision-making regarding student behavior, and to positively influence the establishment of a school climate that is conducive to an effective teaching-learning process. The school's student incentive program focuses on Amos Bucks and "High Five Dollars" for students who adhere to Amos 3's Code of Conduct. The "money" may be spent in the school store to purchase a variety of school supplies and small electronics. Incentives also include the awarding of "chips" to students and a color system to recognize students who demonstrate desired behavior as outlined in the Code of Conduct. Staff and student successes are celebrated and recognized at regular intervals through student and teacher-of-the-month, honor awards assemblies, and shout-outs. Students participating in the interview expressed disappointment with the school's decision to stop the extra-curricular program to allow students to focus on academic achievement at the elementary level. Parents shared that the school has an open-door policy, and expressed a genuine appreciation to the school's staff for educational opportunities provided their children. There is no organized parent association, and parents shared an unawareness of the Board of Trustees and the role that the parent representative plays. They also were unaware of the process that the Board of Trustees uses to share its decisions with stakeholder groups.

Governance and Management:

The Board of Trustees demonstrates a strong commitment to the school's mission and design. The current school leadership team has placed emphasis on building capacity of instructional staff and creating a positive school climate to promote academic achievement. However the lack of adherence to deadlines for submitting such documents as Strategic Plan and Succession Plan has hindered the success of the Board in providing strong leadership, support and oversight of the academic program. The Board has been working on completing the CAPCS strategic plan. The Review Team encourages the Board to create transparent and engaging ways to meet with parents to hear their voices about school matters and concerns, to strengthen the management of the central office, to create opportunities to support school leadership team, to review and update by-laws and conflict of interest policy.

Program Development Review Summary

Curriculum and Standards	
1.1 The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy.	Adequate
a. The curriculum identifies the essential knowledge and skills that all students are expected to achieve.	Adequate
b. The curriculum aligns with the state and/or national standards.	Proficient
c. The curriculum aligns with school's mission, goals and philosophy.	Adequate
1.2 The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.	Adequate
a. The school's curriculum is implemented with fidelity.	Adequate
b. Resources (human/material) are available to support the implementation of the curriculum	Adequate
1.3 There are clear, regular and ongoing procedures and a process in place to review and revise the curriculum.	Proficient
Instruction	
2.1 Instruction utilizes effective strategies that are grounded in the school's philosophy and provide opportunities for student learning and active engagement in the learning process.	Adequate
a. The school has a clear instructional philosophy that guides instructional delivery to support academic achievement.	Adequate
b. Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	Adequate
2.2 The school has strategies in place to address the variant student needs and learning preferences, inclusive of students at risk of academic failure, advanced learners, and/or students not making reasonable progress toward achieving school goals.	Adequate
2.3 The school ensures that a program and services are in place and essential strategies are utilized to meet the needs of English Language Learners (ELL).	Adequate
a. The school has a program in place to meet the needs of English Language Learners (ELL).	Adequate
b. The school is in compliance with implementation of its ELL services.	Proficient
c. The school ensures that staff members utilize essential strategies to support the literacy needs of English Language Learners (ELL).	Limited
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	Proficient
a. The school utilizes instructional strategies that address the special needs of students according to IEP objectives.	Proficient
b. The school allocates resources (human/material) to address the needs of students with special needs.	Proficient
c. The school provides related services and/ or accommodations for students according to IEPs.	Proficient
2.5 Time is made available throughout the year for planning designed to enhance and extend teaching and learning.	Inadequate
2.6 Professional development offerings provide support in meeting the school's academic, non-academic, and mission specific performance goals and addresses any identified shortcomings in student learning.	Adequate

2.7 A system of support is in place for new and struggling teachers. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	Adequate
a. A system of support is in place for new and struggling teachers.	Adequate
b. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	Adequate
Assessment	
3.1 The school administers standardized and internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals and targets; test results are made available regularly and in a usable format. (Assessment data are reflected in the SIP, if applicable.)	Adequate
a. The school administers standardized & internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals & targets.	Proficient
b. Test results are made available regularly.	Proficient
c. Test results are provided in a useable format.	Limited
3.2 The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals; and, reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	Adequate
a. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals.	Limited
b. The school reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	Proficient
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	Adequate
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	Adequate
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	Adequate
3.4 Procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place.	Proficient
3.5 Procedures to ensure accurate and timely identification and assessment of English Language Learners (ELL) are in place.	Proficient
School Climate	
4.1 Quality instruction is promoted through programs, procedures and practices designed to provide an academic learning climate in support of student achievement.	Adequate
4.2 The school is a safe and orderly learning environment.	Adequate
4.3 Parents/guardians and students are satisfied with the school.	Adequate
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Adequate
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, additional funding, and services for special needs students.	Limited
5.3 The Board has ensured strong and stable school leadership.	Limited
5.4 The Board has stable leadership and a succession plan.	Limited
5.5 The Board sets academic, financial, and other key annual targets, and provides adequate oversight of these expectations.	Limited

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS PDR RUBRIC

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.1. The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy.					
A. The curriculum identifies the essential knowledge and skills that all students are expected to achieve.	The document includes the identification of essential knowledge and skills for all core, elective, and mission specific courses that all students are expected to achieve.	The document includes the identification of essential knowledge and skills that all students are expected to achieve in all core content and elective courses and most unique courses and/or mission specific courses.	The document includes the identification of essential knowledge and skills that all students are expected to achieve in all core courses and some elective and mission specific courses.	The document is in the initial stage of development that identifies essential knowledge and skills that all students are expected to know in core courses content areas and electives and mission specific courses. Little or no development for unique or mission specific courses.	Little or no evidence that curriculum development process has occurred.
B. The curriculum aligns with the state and/or national standards.	Standards have been aligned to all relevant state/national standards and the school's mission for all core, elective, and mission-specific courses. For high school programs, core courses include all required courses for graduation.	Standards have been aligned to all relevant state/national standards and all core content and elective courses and most unique courses and/or mission specific courses. For high school programs, core courses include all required courses for graduation.	Standards have been aligned to all relevant state and national standards to all core courses and some elective and mission-specific courses. For high school programs, core courses include all required courses for graduation.	Selected standards have been identified (not necessarily aligned) for core courses (including graduation requirements at the high school level).	Little or no evidence that the state/national standards have been identified.
C. The curriculum aligns with school's mission, goals and philosophy.	All curriculum components for mission-specific courses/programs are fully aligned with the school's mission, goals and philosophy.	All curriculum components for mission-specific courses/programs are mostly aligned with the school's mission, goals and philosophy.	All curriculum components for mission-specific courses/programs are partially aligned with the school's mission, goals and philosophy.	Few components of the mission-specific courses/program are aligned with the school's mission, goals and philosophy.	The curriculum does not align with or reflect the school's mission, goals and philosophy.

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

Strengths 1.1 :	Recommendations to Enhance Strengths (optional) 1.1:	Potential Resources to Enhance Strengths (optional) 1.1:
<ul style="list-style-type: none"> • According to interviews and document reviews, the school implements <i>Core Knowledge Preschool Curriculum, the Blueprint Curriculum</i> and <i>Responsive Classroom Social Curriculum</i> for the early childhood component. • Teacher and leadership interviews validate that kindergarten teachers also implement <i>Award Reading Online</i> curriculum to deliver reading instruction. • Central office administrators and school leaders confirm that the elementary school utilizes <i>Reader's and Writer's Workshop</i> as its framework to inform ELA instructional decisions and for the development of lesson plans on a weekly basis. • Teacher and leadership interviews confirm that the elementary school utilizes <i>Everyday Math</i> to guide and inform instructional decisions for mathematics instruction. • A review of documents indicates that curriculum maps have been developed for science and social studies. • The school uses <i>Positive Behavior and Incentive Strategies</i> (PBIS) and <i>Second Step</i> as curricula to address behavioral issues and to guide student deportment, as validated by teachers and administrators. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Intentional curriculum planning/shared leadership. An in-depth example of one school district's entire shared, data-driven curriculum decision-making process, including their cycle of values clarification, program identification and selection, timeline development, monitoring and assessment, specific interventions and materials, and results analysis and evaluation. www.manatee.k12.fl.us/manatee/parents_corner/pdfs/Comprehensive_Reading_Plan_2005-2006.pdf

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

Areas needing attention 1.1:	Recommendations1.1:	Potential Resources (optional) 1.1:
<ul style="list-style-type: none"> • Interviews with leadership, central office staff and documents confirm that the school has no clearly defined, written curricula in place for Spanish, physical education, and music. • While interviews with the leadership indicated that standards for social studies and science are addressed and assessed on at least a weekly basis, documents and teacher interviews failed to validate this at the elementary level. 	<ul style="list-style-type: none"> • Design and develop, with teacher input, curricula for all elective courses that are aligned to state or national standards, pacing guides, instructional best practices, instructional resources, differentiation strategies and formative and summative assessments. • Revise the master schedule to include designated time for science instruction. Continue the development of the curriculum maps to include missing components; use the maps to structure a comprehensive science curriculum; train teachers to use it effectively to inform instructional decisions. 	<ul style="list-style-type: none"> • Jacobs, Heidi Hayes, ed. (2004). <i>Getting results with curriculum mapping</i>. Arlington, VA: Association for Supervision and Curriculum Development. • Miller, Patricia. <i>PCSB curriculum training component: Toolkit for curriculum</i>. www.dcpubliccharter.com • Tyler, R. (1949). <i>Basic principles of curriculum and instruction</i>. The University of Chicago Press. Chicago, IL

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.2. The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.					
A. The school's curriculum is implemented with fidelity.	All teachers & administrators demonstrate a clear understanding of the curriculum & implement it effectively in accordance with written documents across all grade levels & subject areas.	Most teachers & administrators demonstrate a clear understanding of the curriculum & implement it effectively in accordance with written documents across most grade levels & subject areas.	Many teachers & administrators' curriculum skill level is at the development stage. The current level of development. Many teachers & administrators demonstrate an understanding of the curriculum & implement it effectively in accordance with written documents. This skill is developing for other staff. The current level of development, coordination & implementation across grade levels or subject areas is adequate.	Some teachers & administrators demonstrate an understanding of the curriculum & how to implement it effectively in accordance with written documents. The development, coordination & implementation across grade levels or subject areas are incomplete. Efforts to coordinate curriculum are made, but do not lead to a shared vision for student learning.	Few teachers & administrators demonstrate that they know how to implement the curriculum effectively & in accordance with written documents. Little effort is made to coordinate the curriculum across the grade levels or subject areas.
B. Resources (human/material) are available to support the implementation of the curriculum.	Appropriate staff, materials of instruction & modified curricular materials are available to meet the needs of all academic student subgroups (ELL, SPED, advanced learners, struggling students) to support curriculum implementation. Staff are utilized & materials are designed to support all mission-specific curriculum, courses or program implementation. The mission is embedded seamlessly across the curriculum (courses, programs, projects & strategies). Numerous evidence-based resources are available to support curriculum implementation that considers varied student learning needs & achievement levels.	Appropriate staff, materials of instruction & modified curricular materials to meet the needs of all academic student subgroups (ELL, SPED, advanced learners, struggling students) are available to support curriculum implementation. Staff is utilized & materials are designed to support all mission-specific curriculum, courses or program implementation.	Appropriate staff, materials of instruction & modified curricular materials to meet the needs of all academic student subgroups (ELL, SPED, advanced learners, struggling students) are available to support curriculum implementation. Some resources are available to support mission-specific curriculum, courses or program implementation.	Staff & appropriate curricular materials are available to meet the needs of some academic student subgroups (ELL, SPED, advanced learners, struggling students) to support curriculum implementation. Little evidence of resources available to support the school's mission curriculum, courses or program implementation.	Few human & material resources are available to support curriculum implementation. Varied student learning needs & achievement levels are rarely considered. No evidence of resources to support the school's mission.

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

<p>Strengths 1.2 :</p> <ul style="list-style-type: none"> • A review of lesson plans and teacher interviews confirm that early childhood teachers are required to submit weekly lesson plans via a lesson plan template for review and feedback to ensure implementation with fidelity. • According to leadership and elementary teachers, lesson plans are submitted weekly for review and feedback. • Teacher interviews document that informal walk-throughs and observations are conducted by the academy leader and assistant leader on an on-going basis to ascertain if the curriculum is being implemented with fidelity. A checklist is utilized to capture data regarding this practice. 	<p>Recommendations to Enhance Strengths (optional) 1.2:</p> <ul style="list-style-type: none"> • Consider revising the submission-feedback loop for lesson plans to allow sufficient time for the administrator to carefully review submitted plans and to make quality suggestions for improving the plans as necessary. The feedback loop should also provide time for teachers to make the recommended improvement strategies prior to delivering the plan(s). • Consider developing an informal observation instrument and maintaining a log of all informal visits to classroom. Such a process will serve at least two purposes: 1) to serve as a document to chart growth of teachers' skills in delivering instruction according to approved lesson plans, and 2) to ascertain if pacing guides, instructional resources, and curricular documents are adequately meeting the school's needs in these areas. 	<p>Potential Resources to Enhance Strengths (optional) 1.2:</p>
<p>Areas needing attention 1.2:</p> <ul style="list-style-type: none"> • Although a review of lesson plans and interviews with leadership confirm that the school has curriculum maps for science and social studies, there is no evidence of an established process for measuring the effectiveness daily of instructional delivery for standards in these two areas. • A review of report cards and leadership interviews validate that students receive science and social studies grades on their report cards; however, the team was unable to corroborate if the school has an instructional program for either of these subjects. 	<p>Recommendations1.2:</p> <ul style="list-style-type: none"> • Include science standards in lesson plans to ensure that all are addressed and assessed to positively impact students' ability to meet with success on the science portion of the DC CAS in April. However, designated time on the master schedule for science and social studies instruction is a preferable approach. • Develop a process that is designed to determine students' success in mastering standards for these core subjects, and to provide students' performance with parents and other significant stakeholders. 	<p>Potential Resources (optional) 1.2:</p> <ul style="list-style-type: none"> • Carr, J. & Harris, D. (2001). <i>Succeeding with standards</i>. Alexandria, VA: Association for Supervision and Curriculum Development • Marzano, R.J. (2003). <i>What works in schools: Translating research into action</i>. Alexandria, VA: Association for Supervision and Curriculum Development.

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

<ul style="list-style-type: none">• A review of documents indicated that there are no official scope and sequence and pacing guides to ensure that curricular content is delivered throughout the instructional year for music, physical education, and Spanish.• According to leadership and central office personnel, CMO employs only one literacy coach for the organization, thereby negatively impacting Amos III's elementary teachers' ability to avail themselves of services designed to improve instructional delivery and to implement the <i>Reader's and Writer's Workshop</i> curriculum with fidelity.• Although elementary school teachers use Readers' and Writer's Workshop as the framework for ELA instructional decisions, the level of teachers' abilities to effectively implement either curricular program vary and professional development is critically needed for the seven (7) new teachers as validated by teachers and leadership interviews.	<ul style="list-style-type: none">• Ensure that at least power standards and essential questions for these subjects (Spanish, physical education, and music) are clearly delineated on weekly plans to ensure that students are provided with opportunities to master them.• Proceed with plans to hire an additional literacy coach to work with Amos 3's elementary teachers as seven (7) of the teachers are new and have no experience in using <i>Reader's and Writer's Workshop</i>.• Provide continuous professional development in the implementation of all aspects of the Balanced Literacy Program, including demonstrations by effective teachers.	<ul style="list-style-type: none">• English, F.W. (2000). <i>Deciding what to teach and test: Developing, aligning and auditing the curriculum</i>. (Millennium ed.). Corwin Press. Thousand Oaks, CA.
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DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.3. There are clear, regular and ongoing procedures and a process in place to review and revise the curriculum.					
	<p>The school has clearly developed and well-established processes and procedures in place to review and make adjustments to the curriculum that are based on analyses of ALL of the following:</p> <ol style="list-style-type: none"> 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines). 	<p>The school has developed processes and procedures in place to review and make adjustments to the curriculum that are based on analyses of ALL of the following:</p> <ol style="list-style-type: none"> 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines). 	<p>The school has developed processes and procedures in place to review and make adjustments to the curriculum that are based on analyses of #'s 1 & 2 (review student data; identify learning gaps) of the following:</p> <ol style="list-style-type: none"> 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines). 	<p>The school has developed processes and procedures to review and make adjustments to the curriculum that are based on analyses of only #1 (review of student data) of the following:</p> <ol style="list-style-type: none"> 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines). 	<p>The school does not have processes and procedures in place to review and make adjustments to the curriculum, nor have they considered developing such a system.</p>

<p>Strengths 1.3 :</p> <ul style="list-style-type: none"> • Teachers and leadership interviews validate that the CAPCS Academy organization provided two-week Summer Institute designed to provide teachers with opportunities to participate in the reviewing and revising of curricular documents. 	<p>Recommendations to Enhance Strengths (optional) 1.3:</p> <ul style="list-style-type: none"> • Consider providing teachers with a specifically-designed form that will allow teachers to make instant notations regarding suggested modifications, revisions, and updates to curricular documents. 	<p>Potential Resources to Enhance Strengths (optional) 1.3:</p> <ul style="list-style-type: none"> • Curriculum Revision Process: Based on guidelines set forth by NCLB... cia.rcumsstate.edu/curriculum • Burris, Carol. (2008). <i>Detracking for excellence and equity</i> (Chapter 3: "The curriculum process for leveling-up instruction". ASCD • English, F.W. (2000). <i>Deciding what to teach and test: Developing, aligning and auditing the curriculum.</i> (Millennium ed.). Corwin Press. Thousand Oaks, CA.
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DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

Areas needing <i>attention</i> 1.3: <ul style="list-style-type: none">• None noted.	Recommendations 1.3: <ul style="list-style-type: none">•	Potential Resources (optional) 1.3:
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.1. Instruction utilizes effective strategies that are grounded in the school's philosophy and provide opportunities for student learning and active engagement in the learning process.					
A.	The school has a clear instructional philosophy that guides instructional delivery to support high level of academic achievement for most students.	The school has a clear instructional philosophy that guides instructional delivery to support academic achievement for most students.	The school has an instructional philosophy that supports academic achievement. However the philosophy is not evident in all instructional activities.	The school has a developing instructional philosophy.	There is very little evidence of an instructional philosophy.
B.	<p>All teachers use effective strategies that provide extensive opportunities for student learning.</p> <p>All students are actively engaged in the learning process.</p> <p>Consistent implementation of strategies across all instructional activities as evidenced in classroom observations:</p> <ol style="list-style-type: none"> 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ Instructional Delivery 	<p>Almost all teachers use effective strategies that provide extensive opportunities for student learning.</p> <p>Almost all students are actively engaged in the learning process.</p> <p>Consistent implementation of strategies in most instructional activities as evidenced in classroom observations:</p> <ol style="list-style-type: none"> 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ Instructional Delivery 	<p>Most teachers use effective strategies that provide opportunities for student learning.</p> <p>Most students are actively engaged in the learning process.</p> <p>Implementation of some strategies in most classrooms as evidenced in classroom observations:</p> <ol style="list-style-type: none"> 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ Instructional Delivery 	<p>Some teachers use effective strategies that provide opportunities for student learning.</p> <p>Some students are actively engaged in the learning process.</p> <p>Implementation of at least two strategies in a few classrooms as evidenced in classroom observations:</p> <ol style="list-style-type: none"> 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ Instructional Delivery 	<p>Few teachers use effective strategies that provide opportunities for student learning.</p> <p>It is not clear that students are actively engaged in the learning process.</p> <p>No evidence of implementation of strategies noted in classroom observations:</p> <ol style="list-style-type: none"> 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ Instructional Delivery

<p>Strengths 2.1 :</p> <ul style="list-style-type: none"> • According to observation tallies, a majority of students are actively engaged in the learning process, classrooms are well organized, and students are making connections. • Interviews and observation indicate that there is a "100 Book Challenge" and a Family Literacy Coordinator to support reading for the four-year-old students. • Observations and interviews reveal that the early childhood classes of 3-, 4-, and 5-year-old-students were above average in almost every category of the classroom 	<p>Recommendations to Enhance Strengths (optional) 2.1:</p> <ul style="list-style-type: none"> • 	<p>Potential Resources to Enhance Strengths (optional) 2.1</p>
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

<p>observation instrument.</p> <ul style="list-style-type: none"> • According to interviews with the leadership and document reviews, there are walk-throughs to monitor instruction and to ensure that certain elements necessary for effective instruction are evident in classrooms. • Document review and interviews indicate that the <i>Blueprint</i> and <i>Core Knowledge</i> curricula provide teachers of three and four-year-olds with strategies for working with the whole group, small groups, and individuals. They also offer higher level thinking questions. • According to interviews, the Early Childhood Academy Leader observes and gives feedback to classroom teachers as often as once a day. 		
<p>Areas needing attention 2.1:</p> <ul style="list-style-type: none"> • Classroom observations and interviews indicate a lack of effective higher level questioning skills by teachers. • Interviews and observation indicate a need to include more social studies and science as integral components of the instructional program <p>• Although <i>Reader's and Writer's Workshop</i>, "Just Right Books", conferences, and mini-lessons were mentioned as ways in which instruction is differentiated, according to observations and interviews, there is little evidence of monitoring of differentiated instruction in the classroom (and, in some cases, on lesson plans; not much grouping based on skill level was observed.)</p> <ul style="list-style-type: none"> • Observations and interviews with several groups of stakeholders indicated that classroom management is a school wide concern. 	<p>Recommendations 2.1:</p> <ul style="list-style-type: none"> • Professional development on questions that encourage higher level thinking skills could include some question starters that lend themselves to open ended questions. • Continue with plans to require that science be taught two or three days a week and social studies the rest of the week. Feedback on weekly plans that are submitted should address these plans. • Administrators and support staff can do focused walks concentrating on small group work. Teachers would be expected to explain the reason for the composition of the groups. Submitted lesson plans might have a brief explanation for the differentiation 	<p>Potential Resources (optional) 2.1:</p> <ul style="list-style-type: none"> • Caram, C. A., & Davis, P. B., "Inviting Student Engagement with Questioning", Kappa Delta Pi Record, fall 2005, pp 18-23. • Chalufour, I., & K. Worth. 2003 <i>Discovering Nature with Young Children</i>, St. Paul, MN: Redleaf Press. • Chalufour, I., & EK. Worth. 2005. <i>Exploring Water with Young Children</i>. St. Paul, MN; Redleaf Press. • Classroom Management Resources. Lists books, workshops and websites. www.indiana.edu/safeschl/resources_management.html

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.2. The school has strategies in place to address the variant student needs and learning preferences, inclusive of students at risk of academic failure, advanced learners, and/or students not making reasonable progress toward achieving school goals.					
	The school implements research-based and/or effective special programs and provides a full complement of resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.	The school implements research-based or effective special programs and provides resources to help students who are struggling academically, the advanced learners, and/or students not making reasonable progress to meet school goals.	The school adequately implements programs and provides adequate resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.	The school implements a limited number of programs to help students who are struggling academically, the advanced learners, and/or students not making reasonable progress to meet school goals.	The school has not implemented programs/resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.

<p>Strengths 2.2 :</p> <ul style="list-style-type: none"> Documentation and an interview indicate that there is an in-house Reading Specialist who works with students in grades 3, 4, and 5 whose needs she identifies through test results. She works with six groups of six students a day. Three groups work for 45 minutes in the morning with “Soar to Success” for comprehension. Three groups work for 45 minutes in the afternoon with “Quick Reads” for fluency. She works with each group for 15 weeks. The Reading Specialist gives feedback to each child’s teacher. Interviews indicate that a tutorial program for struggling students is provided before and after school. Parent, teacher and leadership interviews describe a process to help students who are not making reasonable progress toward achieving school goals. 	<p>Recommendations to Enhance Strengths (optional) 2.2:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 2.2:</p>
<p>Areas needing attention 2.2:</p> <ul style="list-style-type: none"> According to documentation and interviews, although Voyager is used for advanced students in kindergarten 	<p>Recommendations2.2:</p> <ul style="list-style-type: none"> Develop a plan to address needs of advanced learners. 	<p>Potential Resources (optional) 2.2:</p> <ul style="list-style-type: none"> Carol Ann Tomlinson and Marcia B. Imbeau, “Leading and Managing a Differentiated

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

<p>through second grade, there is limited evidence that the needs of the advanced learners are addressed in the classroom.</p>		<p>Classroom”</p> <ul style="list-style-type: none">• Rangman, and Anne Meyer, “Differentiated Instruction and Implications for UDL Implementation” ; http://www.cast.org/publications/ncac/ncac_diffinstructudl.html
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.3. The school ensures that a program, and services are in place and essential strategies are utilized to meet the needs of English Language Learners (ELL).					
A. The school has a program in place to meet the needs of English Language Learners.	The school ensures a successful program in place to identify, meet the needs of and monitor the progress of English Language Learners who enroll at the school.	The school has a successful program in place to identify, meet the needs of, and monitor the progress of English Language Learners who enroll at the school.	The school has a program in place to identify, meet the needs of, and monitor progress of English Language Learners who enroll at the school.	The school has a developing program in place to identify, meet the needs of and monitor progress of English Language Learners who enroll at the school.	The school does not have a program in place for English Language Learners who enroll at the school.
B. The school is in compliance with its services implementation	The services are in keeping with federal regulations and exceed standards for staffing with requisite training, qualifications, and material resources.	The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and material resources.	The services are in keeping with federal regulations for staffing, training and material resources.	The services are in keeping with federal regulations but could benefit from increased staffing, improved staff training/ qualifications, and additional resources.	The services are out of compliance with federal regulations and/or there are no services in place for existing students
C. The school ensures that staff utilize essential strategies to support the literacy needs of English Language Learners	The school ensures that teachers utilize the most appropriate and effective instructional best practices and strategies to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school provides appropriate and effective instructional best practices and strategies for teachers to use to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school provides some effective instructional best practices and strategies for teachers to use to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school provides limited instructional best practices and strategies for teachers to use to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school does not have instructional best practices and strategies in place for ELL's.

<p>Strengths 2.3 :</p> <ul style="list-style-type: none"> According to interviews and document review, the school has <i>Wilson Reading</i> as a curriculum to address the needs of some of the English Language Learners and students with limited language acquisition. According to interviews and documents, Community Academy has a Linguistically and Culturally Diverse ESOL Services Director whose job is to do spring and winter updates and to monitor the instructional program. 	<p>Recommendations to Enhance Strengths (optional) 2.3:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 2.3:</p>
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

<ul style="list-style-type: none"> • The Linguistically and Culturally Diverse ESOL Services Director informs parents of ACCESS scores and, in some cases, works directly with students. For example, she meets with one first grade NEP student twice a week for 60 to 90 minutes during the language arts block. Interviews with this Director and teachers, as well as documentation of the scores, verified this. • According to an interview with the Linguistically and Culturally Diverse ESOL Services Director and review of sign-in sheets, the Director and some of the Community Academy teachers at the Armstrong campus are taking a class to learn Amharic in order to better serve part of the ELL population. She has also shared information about a free language telephone line that allows teachers to use translators in several languages to communicate with parents. • According to interviews and documentation Amos III is in compliance with implementation of its ELL services. 		
<p>Areas needing attention 2.3:</p> <ul style="list-style-type: none"> • Documentation review and an interview revealed that, although the Community Academy at Armstrong does have a plan, the ELL plan does not include strategies that the classroom teachers can use with ELL students, nor have teachers received adequate training on effective strategies for working with ELL students. • Interviews validate that different stakeholders cite different numbers regarding the number of students who have been identified as in need of ELL services. 	<p>Recommendations2.3:</p> <ul style="list-style-type: none"> • Add strategies to the ELL plan that classroom teachers can use to help ELL students. The ELL plan should be revisited to be sure that teachers are in fact receiving on-going training to help them to work with the ELL students in their classroom. • One idea is to do a little inventory asking classroom teachers and others how many ELL students they have in their room and then compare this information with the leadership team's information. A conversation about the criteria and common language may be beneficial. 	<p>Potential Resources (optional) 2.3:</p> <ul style="list-style-type: none"> • Roseberry-McKibbin, C. & A. Brice. 2005. "What's 'normal,' what's not : Acquiring English as a second language". American Speech-Language-Hearing Association. Online:www.readingrockets.org/article/5126. • Echevarria, J., Vogt, M. E., Short, D. (2004 <u>Upper Saddle River</u>) <u>Making Content Comprehensible for English Learners: The SIOP Model</u> . Pearson Education: Upper Saddle River, NJ.

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.4. Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.					
A. The school utilizes instructional strategies that address the special needs of students according to IEP objectives.	The school has alternative curriculum/ instructional modifications, made through school wide collaboration in place that are consistently and appropriately implemented, to meet the individual needs for special education students according to IEP objectives.	The school has alternative strategies and curricular/instructional modifications in place that are consistently and appropriately implemented to meet the individual needs for special education students according to IEP objectives.	The school has alternative strategies and instructional adjustments in place to meet the individual needs for students with special needs according to IEP objectives.	The school has minimal strategies in place to ensure students with special needs are served according to IEP objectives.	Strategies are not in place to ensure students with special needs are served according to IEP objectives.
B. The school allocates resources (human or material) to address the needs of students with special needs.	The school has allocated ample staffing and sufficient material resources to ensure appropriate support to students with special needs. The school provides regularly scheduled and ongoing staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	The school has allocated ample staffing and sufficient material resources to ensure appropriate help to support students with special needs. The school provides regularly scheduled staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	Essential staffing and material resources are allocated to help support students with special needs. The school provides some scheduled staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	Limited staffing and needed material resources are allocated to help support students with special needs. The school provides little staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	Staffing or material resources are not allocated to help support students with special needs. The school provides no staff training opportunities to ensure appropriate use of material resources and most effective support of the student.
C. The school provides related services and/ or accommodations for students according to IEPs.	The school ensures related services are scheduled according to IEP objectives and with minimal interruption to the student's instructional program. The school tailors accommodations specific to individual needs as identified in student IEP's. The school provides opportunities and accommodations for collaboration among instructional staff and related service providers.	The school ensures related services are scheduled according to IEP objectives and with minimal interruption to the students' instructional day. The school makes accommodations as identified in student IEP's.	The school provides accommodations and arranges for the provision of related services as identified in student IEP's.	The school does not ensure consistent provision and/or arrangement for related services as identified in student IEP's.	The school makes no provisions for appropriate accommodations or related services as identified in student IEP's.

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

<p>Strengths 2.4 :</p> <ul style="list-style-type: none"> • Interviews indicate that the school has three special education teachers and one teacher aide on site as well as the services of a special education coordinator who works with all of the campuses to schedule and conduct parent meetings. She also monitors the hours on the IEPs to ensure that students with special needs receive the accommodations and related services that they need. • Based on information obtained through interviews and perusal of special education documents, the school acts as its own LEA and assessments are done in a timely manner. Progress reports, report cards, and IEP files are up to date. • According to interviews and documents, the Wilson Reading Program is used with the special education students. • The Special Education Coordinator meets every month with the special education teachers. There are also two behavioral interventionists, a behavioral specialist, a school psychologist, and a social worker at the campus to help teachers work with special needs students and to ensure that human and material resources are used to address the instructional program of the students. • According to special education records and interviews, related services are provided for students according to their IEPs, services such as occupational therapy, physical therapy, and speech therapy. 	<p>Recommendations to Enhance Strengths (optional) 2.4:</p> <ul style="list-style-type: none"> • 	<p>Potential Resources to Enhance Strengths (optional) 2.4:</p>
<p>Areas needing attention 2.4:</p> <ul style="list-style-type: none"> • Teacher interviews indicated that they need more training in ways to help students with special needs so that the teachers can support students when they are in their classrooms, and during times when they are not being serviced by the special education teacher. 	<p>Recommendations 2.4:</p> <ul style="list-style-type: none"> • Provide more time for classroom teachers to plan and coordinate with the special education teachers to develop ways to support the students' IEP goals. Provide training for classroom teachers on monitoring student behavior and implementing behavioral and academic strategies that can be used in the classroom with the students when they are not being serviced by the special education teacher. 	<p>Potential Resources (optional) 2.4:</p> <ul style="list-style-type: none"> • Hawthorne-ed.com is a site that can be a resource for intervention strategies that can be used when working with students of special needs. Training manuals and resources specifically for children as young as three years of age can be found at this site. One such document is the "Hawthorne Early Childhood Intervention Manual". • Crystalspringsbooks.com and Brookespublishing.com are other great resources for teachers of students with special needs.

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

		<ul style="list-style-type: none">• Stephen B. McCarney, Ed.D, Kathy Cummins Wunderlich, M.Ed. and Angela Marie Bauer, M. E d, <u>the Pre-Referral Intervention Manual</u>, Hawthorne Educational Services, Inc., 1993. This book covers many of the common learning and behavior problems and lists of possible solutions for each one. It also has forms in the back of the book for contracts, reinforcer surveys, and forms for teachers to fill out during or after he/she has a conference with a student, etc. As the title indicates, these are some methods or strategies to use prior to referring a student for special education services or as a repertoire for any classroom teacher. It could be used by the SST. The first 470 pages are divided into Memory, Abstractions, Generalizations, and Organization, Listening, Speaking, Reading, Writing, Spelling, Mathematical Calculations, Academic Performance, Interpersonal Relationships, Depression/Motivation, Inappropriate Behavior Under Normal Circumstances, Rules and Expectations, and Group Behavior.
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.5. Time is made available throughout the year for planning designed to enhance and extend teaching and learning.					
	The school day, the annual calendar and master schedule reflect a high priority given to instructional planning as evidenced through instructional units and lesson plans, learning walks, teaching models, curriculum modifications designed to meet the needs of individuals and/or specific subgroups;	The school day, the annual calendar, and master schedule reflect a strong focus on providing multiple opportunities for instructional planning to meet academic student needs and enhance the instructional program.	The school offers a moderate amount of instructional planning time daily designed to meet student academic needs	The school offers some instructional planning time during the daily and/or weekly schedule.	The school offers little to no time in the daily schedule for instructional planning.

<p>Strengths 2.5 :</p> <ul style="list-style-type: none"> None noted. 	<p>Recommendations to Enhance Strengths (optional) 2.5:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 2.5:</p>
<p>Areas needing attention 2.5:</p> <ul style="list-style-type: none"> According to interviews, there is a need for more time for teachers to analyze and plan. There is no time for grade level planning, vertical planning, or planning with the support personnel or special teachers. 	<p>Recommendations 2.5:</p> <ul style="list-style-type: none"> Leadership is aware of a need for more (common) planning time. Continue to work with schedules to include time for grade level meetings and, less frequently, vertical team meetings. 	<p>Potential Resources (optional) 2.5:</p> <ul style="list-style-type: none"> Geoffrey Caine and Renate N. Caine, <i>Strengthening and Enriching Your Professional Learning Community: The Art of Learning Together.</i>

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.6. Professional development offerings provide support in meeting the school’s academic, non-academic, and mission specific performance goals and addresses any identified shortcomings in student learning.					
	Timely, ongoing, and data driven professional development offerings that address teacher needs, unique student learning needs and mission-specific goals.	Ongoing professional development offerings reflect analysis of student assessment data and are aligned to the academic, non-academic, and mission-specific goals.	Professional development offerings reflect analysis of student assessment data and are aligned to the academic, non-academic, and mission-specific goals.	Few professional development offerings reflect analysis of student assessment data that are aligned to the academic, non-academic goals, and/or mission-specific goals.	None of the professional development offerings address identified shortcomings in student learning or mission-specific goals.

<p>Strengths 2.6 :</p> <ul style="list-style-type: none"> Interviews with teachers and the leadership team indicate that consultants and staff provide professional development during the summer. There are half days for professional development that are designated on the professional development calendar. 	<p>Recommendations to Enhance Strengths (optional) 2.6:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 2.6:</p>
<p>Areas needing attention 2.6:</p> <ul style="list-style-type: none"> Observations and interviews indicated a need for refining professional development in differentiated instruction, higher level thinking skills, and strategies for working with students with special needs as well as with ELL students. Interviews indicated that teachers need to better understand the implications of data at the skill level in order to utilize data to increase student performance. Interviews with different stakeholders indicate a need for the staff to continue to review classroom management professional development , 	<p>Recommendations 2.6:</p> <ul style="list-style-type: none"> Revisit the professional development calendar and focus on differentiated instruction, higher level thinking skills, classroom management strategies, and strategies for working with students with special needs as well as with ELL students. There needs to also be more professional development on data analysis and its implications for instruction. 	<p>Potential Resources (optional) 2.6:</p> <ul style="list-style-type: none"> Wahlsstrom, K.L. & K.S. Louis. 2008. “How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility”. Educational Administration Quarterly 44 (4):458-95. Boudett, K. P., City, E. A. Boudett, K. P., City, E.A. & Murnane, R.J. (2006). <u>Data Wise: A Step-by-Step Guide to Using Assessment results to Improve teaching and Learning</u>: Harvard Education Press: Cambridge, MA. Carter, M & Curtis, D. <u>Training Teachers: A Harvest of Theory and Practice</u>. Redleaf Press: St. Paul, MN.

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

		<ul style="list-style-type: none">Professional organizations that have conferences , websites , recommended book lists of current titles, and publications as well as people on site who can sometimes answer questions are the following: National Association for the Education of Young Children (NAEYC) for children from birth through age 8, www.naeyc.org. International Reading Association (IRA) 302-731-1600. www.reading.org Association for Supervision and Curriculum Developers (ASCD) 1-703-578-9600, www.ascd.org For example the ASCD has a three- day institute on March 23 through March 25, prior to their annual conference, that covers topics such as “Differentiating Instruction: Beginning the Journey”, “Leading and Managing a Differentiated Classroom”, “Leading Groups :Effective Strategies for Building Professional Community”.
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.7. A system of support is in place for new and struggling teachers. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.					
A. A system of support is in place for new and struggling teachers.	The school implements a support system that is highly effective in meeting the all the needs of new and struggling teachers. Inclusive of: <ul style="list-style-type: none"> • New teacher Induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan 	The school implements a support system that meets the needs of most new and struggling teachers Includes most of the following professional development strategies: <ul style="list-style-type: none"> • New teacher Induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan 	The school provides support to new and struggling teachers Includes some professional development strategies: <ul style="list-style-type: none"> • New teacher Induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan 	The school provides support to new and struggling teachers. Includes at least one of the following professional development strategies: <ul style="list-style-type: none"> • New teacher Induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan 	The school offers little or no support to new and struggling teachers.
B. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	Evidence exists that the school provides extensive support for all identified teachers in meeting the requirements in the HQ Compliance Action Plan.	Evidence exists that the school provides support for all identified teachers in meeting the requirements in the HQ Compliance Action Plan.	Evidence exists that teachers not designated as HQ, have an individualized HQ Compliance action plan.	Evidence exists that not all teachers not designated as HQ have a completed HQ Compliance Action Plan.	There is no evidence that all teachers not designated as HQ have been identified. There is no evidence that HQ Compliance Action Plans exist for teachers not designated as HQ.

Strengths 2.7 : <ul style="list-style-type: none"> • According to interviews and documentation, the Reading Specialist trains new teachers in the administration of the DRA. • According to interviews and document review, all teachers are highly qualified in compliance with the NCLB mandate. 	Recommendations to Enhance Strengths (optional) 2.7:	Potential Resources to Enhance Strengths (optional) 2.7:
Areas needing attention 2.7: <ul style="list-style-type: none"> • An interview revealed that there are two paraprofessionals who do not meet the HQ guidelines. 	Recommendations 2.7: <ul style="list-style-type: none"> • Develop a plan to help the two paraprofessionals to meet the HQ standards. Share information about course offerings and 	Potential Resources (optional) 2.3: <ul style="list-style-type: none"> • Helping the new or struggling teachers to do an Individual Professional Development Plan to be reviewed and revised, if need be, would

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

<ul style="list-style-type: none">• Interviews and documents indicate that the problem of staff retention (teacher attrition rate) means that much of the same professional development must be repeated each year instead of being able to add onto a base of knowledge from the previous year.• Interviews reveal that the school lacks school-based structured tiered support for teachers based on observed and reported needs	<p>assign a buddy or mentor.</p> <ul style="list-style-type: none">• Check with Human Resources to inquire about some of the reasons for leaving that have been given on the exit questionnaires.• Continue with plans to assign a mentor teacher to those teachers who need support. When the teachers in need of support visit other classrooms, the mentor could accompany the teacher to discuss the observation and help him/her to adapt ideas for his/her classroom.	<p>help the teacher to prioritize and stay focused on those priorities.</p> <ul style="list-style-type: none">• Heller, D. A. (2004) <u>Teachers Wanted: Attracting and Retaining Good Teachers</u>. Association for Supervision and Curriculum Development. Alexandria, Virginia.
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DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.1. The school administers standardized and internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals and targets; test results are made available regularly and in a usable format. (Assessment data are reflected in the SIP, if applicable.)					
A. The school administers standardized and internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals and targets.	The school administers a wide range of standardized and internal assessments, purposefully selected, and aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers standardized and internal assessments purposefully selected and aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers standardized and internal assessments aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers few standardized and internal assessments that are not always aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers the state standardized assessment. The school's internal assessments are not aligned with adopted standards and Performance Management Framework (PMF) goals and targets.
B. Test results are made available regularly.	Assessment results are available to the instructional staff in a timely manner and provided with high frequency.	Assessment results are available most often in a timely manner and provided at frequent intervals to the instructional staff.	Assessment results are sometimes available in a timely manner and at frequent intervals.	Assessment results are rarely available in a timely manner.	Assessment results are not available on a regular basis.
C. Test results are provided in a useable format.	Assessment results, by all subgroups, are analyzed and discussed frequently (more than quarterly) according to the assessment utilization plan to inform instruction at the school and classroom levels.	Assessment results, by most subgroups, are analyzed and discussed at least quarterly according to the assessment utilization plan to inform instruction at the school and classroom levels. Results are reported in a format that may be used easily to make school/classroom level decisions.	Assessment results are reported in a format that may be used to inform instruction at the school/classroom level.	Assessment results as reported may not be in a format that informs instruction.	Assessment results are not reported in a useable format.

<p>Strengths 3.1 :</p> <ul style="list-style-type: none"> According to interviews, CAPS Amos III Campus continues to utilize a variety of appropriately aligned internal assessment instruments to monitor student achievement. Assessments include DC CAS, DC BAS, Terra Nova, DRA-2, Math Benchmark Exam, DIBELS, and CK-PAT. Interviews with teachers and the leadership team indicate that test results are made available regularly. Document review verifies an assessment calendar has been 	<p>Recommendations to Enhance Strengths (optional) 3.1:</p> <ul style="list-style-type: none"> Consider creating an assessment calendar that outlines the assessment cycle including when data will be shared with teachers and when teachers will be expected to have the data reflected in their lesson plans and in instruction. 	<p>Potential Resources to Enhance Strengths (optional) 3.1:</p> <ul style="list-style-type: none"> Using Student Achievement to Support Instructional Decision Making ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf - 2009-09-17
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DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

<p>developed for the current school year.</p>		
<p>Areas needing attention 3.1:</p> <ul style="list-style-type: none"> • While interviews with the teachers and the leadership team reveals that student data are frequently available, there lacks consistent evidence to show that assessments results are analyzed and used to inform instruction. • Interviews with the teaching staff indicate that there is a need for professional development on how to properly analyze and utilize student data especially on the skill level. • Interviews with teachers and the leadership team indicate <i>Think Link</i> is underutilized. • Teacher interviews and document reviews confirmed that assessment results are not consistently provided in a format that can be readily used to allow for data-driven instruction. 	<p>Recommendations 3.1:</p> <ul style="list-style-type: none"> • Implement the <i>Data Wise</i> process by allotting time in the PD calendar for data conferences. Consider structuring the data conferences to include teacher accountability by having teachers create lesson plans that reflect student data. Create planning time for collaboration with the coaches and teachers with the focus of creating lesson plans that are data-driven. Feedback from the academy leaders and coaches should include instructional delivery, data-driven lesson plans, and collaboration meeting notes. • Provide professional development on the capabilities of <i>Think Link</i> and its ability to create strategies and activities based on students' strengths and weaknesses. • Provide data to all stakeholders in format that is user friendly. 	<p>Potential Resources (optional) 3.1:</p> <ul style="list-style-type: none"> • Efficacy of Frequent Formative Assessment for Improving Instructional Practice and Student Performance, Given Variations in Training to Use Assessment Results • ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=36-17k • Discovery Education website: http://www.discoveryeducation.com/products/assessment/

DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.2. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals; and, reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.					
A. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals.	The school has a system in place to collect, record, analyze and track student academic data to determine success in meeting all school goals.	The school has a system in place to collect, record, analyze, and/or track student academic data to determine success in meeting the almost all of the school goals.	The school has a system in place to collect, record and/or analyze student academic data to determine success in meeting most of the school's goals.	The school has a system in place for collecting and recording student academic data. Data are not organized and analyzed regularly.	The school does not have a system in place for collecting and recording student academic data. Data are not organized and analyzed regularly.
B. The school reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	The school regularly reports and communicates findings from the school-wide data to, staff, school's Board, parents, the PCSB and other community members.	The school-wide data are regularly reported to staff, school's Board, parents, the PCSB and other community members.	School wide-data are reported to staff, school's Board, parents, the PCSB and other community members as required.	School-wide data are inconsistently reported to staff, parents, the PCSB and other community members.	School-wide data are rarely reported to staff, parents, the PCSB and other community members.

<p>Strengths 3.2 :</p> <ul style="list-style-type: none"> Interviews and document review revealed student achievement is reported to stakeholders regularly and in a variety of ways, including progress reports, report cards, and behavior sheets. School documents and leadership interviews reveal that the school utilizes School Wide Information Systems (SWIS) Database to collect, track, and record student behavior which is used in conjunction with the SST process. 	<p>Recommendations to Enhance Strengths (optional) 3.2:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 3.2:</p>
<p>Areas needing attention 3.2:</p> <ul style="list-style-type: none"> Based on interviews and document review the school does not have a single, comprehensive system in place to collect, record, analyze and track the data generated by all of the assessments. This was also noted in the 2009-2010 PDR 	<p>Recommendations 3.2:</p> <ul style="list-style-type: none"> Implement <i>Inform</i> or any other system as a data warehousing system to allow the school to manipulate student data in a format to inform instructional planning. Consider creating a timeline and plan for effective 	<p>Potential Resources (optional) 3.2:</p> <ul style="list-style-type: none"> For Central Office Assessment Staff: Contact the DC Public Charter School Board regarding the INFORM system. http://www.edmin.com/

DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

Report.	implementation of the system.	
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DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.3. Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.					
A. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	Teachers and administrators use assessment results consistently and at designated intervals in order to support a data driven instructional program that addresses student strengths and weaknesses in content areas, and delivers standards-driven instruction designed to increase student achievement.	Teachers and administrators use assessment and evaluation data consistently and at designated intervals to identify student strengths and weaknesses in content areas, to make decisions to improve instructional delivery and to increase student achievement.	Teachers and administrators use assessment and evaluation data to identify student strengths and weaknesses in content areas, make decisions to improve instructional delivery and increase student achievement.	Some teachers and administrators use assessment results to identify student strengths and weaknesses in content areas, make decisions to improve instruction delivery and increase student achievement.	Teachers and administrators rarely use assessment results to identify student strengths and weaknesses in content areas, make decisions to improve instruction delivery and increase student achievement.
B. Ongoing, informal assessments are used to provide increased instructional opportunities.	A wide range of informal classroom assessments is used consistently to provide instructional opportunities.	Several informal classroom assessments are used consistently to provide instructional opportunities.	Informal classroom assessments are used to provide some increased instructional opportunities.	Informal classroom assessments are rarely used to provide increased instructional opportunities.	Informal classroom assessments are not used to provide increased instructional opportunities with any consistency or purpose.

<p>Strengths 3.3 :</p> <ul style="list-style-type: none"> School documents and interviews with teachers and leadership indicate that teachers conduct running records regularly. 	<p>Recommendations to Enhance Strengths (optional) 3.3:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 3.3:</p>
<p>Areas needing attention 3.3:</p> <ul style="list-style-type: none"> Per leadership interviews, CAPCS central office has adopted <i>Data Wise</i>; however, it has yet to be implemented at the Amos III campus. Discussions with the teachers and leadership indicate that, although there is some discourse on student data among 	<p>Recommendations 3.3:</p> <ul style="list-style-type: none"> See 3.1 recommendations Communicate teacher expectations around 	<p>Potential Resources (optional) 3.3:</p> <ul style="list-style-type: none"> See 3.1 Resources Leadership and Learning Center. www.leadandlearn.com This website offers a variety of resources and training opportunities

DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

<p>grade levels, there is no evidence to show that the process is consistent, effective, and used to highlight student strengths and weaknesses in efforts to improve instructional delivery and student achievement.</p> <ul style="list-style-type: none">• Interviews with teachers indicate that there is lack of clarity regarding how assessments and evaluation data are used to make adjustments and revisions on curricular effectiveness.• Based on document review and interviews, it is not clear how teacher-created assessments are monitored, evaluated, or modified.	<p>grade level and collaboration meetings to include meeting notes and action steps.</p> <ul style="list-style-type: none">• Implement procedures to review the scope and sequence and make site-specific modifications to the curriculum documents during the school year.• Support teachers to design and implement high-quality, teacher-made assessments aligned to the curriculum documents	<p>centered on data informed decision-making and teacher made assessments.</p>
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DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.4. Procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place.					
	Evidence that a formal and systematic process is consistently implemented with fidelity to identify and evaluate children with special needs. The process is transparent and accessible to parents, teachers and all relevant stakeholders.	Evidence that a formal and systematic process is consistently implemented with fidelity to identify and evaluate children with special needs. The process may be developing transparency for all relevant stakeholders.	Evidence that a formal process is consistently implemented to identify and evaluate children with special needs.	Evidence that a formal process is inconsistently implemented to identify and evaluate children with special needs.	No evidence of a formal process to identify and evaluate children with special needs.

<p>Strengths 3.4 :</p> <ul style="list-style-type: none"> Interviews with the school leadership indicate that a formal and systematic process is implemented with fidelity to identify and evaluate children with special needs. Evidence from school documentation and leadership interviews indicates there is a SST plan in place. The school is in the process of transitioning to the RTI model and uses elements of the RTI model for identifying students' academic needs. Based on review of documents and interviews, the school uses the SWIS database to collect, record, and analyze students' behavioral needs which is then utilized by the classroom teachers, the behavioral specialist, and the psychologist. 	<p>Recommendations to Enhance Strengths (optional) 3.4:</p> <ul style="list-style-type: none"> Provide ongoing professional development on RT. 	<p>Potential Resources to Enhance Strengths (optional) 3.4:</p> <ul style="list-style-type: none"> RTI Action Network http://www.rtinetwork.org/?gclid=COmYxv7s76UCFcgC5QodeUaQpg
<p>Areas needing attention 3.4:</p> <ul style="list-style-type: none"> Interviews with the school leadership indicate that there is a further need for training and time for classroom teachers on implementing and monitoring behavioral and academic strategies. 	<p>Recommendations 3.4:</p> <ul style="list-style-type: none"> Consider conducting a needs assessment survey to address teacher gaps. Allot time and provide teachers with training, as needed. 	<p>Potential Resources (optional) 3.4:</p>

DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.5. Procedures to ensure accurate and timely identification and assessment of English Language Learners (ELL) are in place.					
	Evidence that a formal process for identification of ELL is consistently implemented with fidelity. Evidence that appropriate services and accommodations are provided. The process is transparent and accessible to parents, teachers and all relevant stakeholders. Reports are provided to stakeholders frequently.	Evidence that a formal process for identification of ELL is consistently implemented with fidelity. Evidence that appropriate services and accommodations are provided. Reports are provided to parents and teachers periodically.	Evidence that a formal process for identification and placement of ELL is consistently implemented.	Evidence that a formal process for identification and placement of ELL is inconsistently implemented.	There is no evidence of a formal process to identify and assess students for ELL services.

<p>Strengths 3.5 :</p> <ul style="list-style-type: none"> School documentation indicated the school has a formal process for identification of English Language Learners. Parents of ELL students have access to the Language Line. According to leadership interviews, reports on student progress are provided to parents during the winter and spring. 	<p>Recommendations to Enhance Strengths (optional) 3.5:</p> <ul style="list-style-type: none"> Increase the frequency of reporting student progress to all stakeholders 	<p>Potential Resources to Enhance Strengths (optional) 3.5:</p>
<p>Areas needing attention 3.5</p> <ul style="list-style-type: none"> Teacher interviews reveal that there is a need for further professional development for classroom teachers on ELL students in order to provide appropriate services and accommodations. 	<p>Recommendations 3.5:</p> <ul style="list-style-type: none"> Provide teacher training on accommodations and strategies to support the English Language Learner, and allot time to plan collaboratively. 	<p>Potential Resources (optional) 3.5:</p> <ul style="list-style-type: none"> The Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) http://www.cal.org/create/index.html

DC Public Charter School Board Program Development Review Rubric

4. SCHOOL CLIMATE: STUDENTS AND PARENTS

4. School Climate	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
4.1. Quality instruction is promoted through programs, procedures and practices designed to provide an academic learning climate in support of student achievement.					
	<p>Programs, procedures and practices are in place that are deliberately designed to provide an academic learning climate reflective of the school's mission in which quality instruction and student achievement are valued and supported at the highest level.</p> <p>Programs, procedures, and practices reflect all school goals and include all stakeholders.</p> <p>Student and staff accomplishments are most frequently recognized and honored, at least monthly, through established programs and methods implemented by the school.</p>	<p>Programs, procedures and practices are in place that are deliberately designed to provide an academic learning climate in which quality instruction and student achievement are highly valued and supported. Planned programs, procedures and practices reflect most school goals and include almost all stakeholders.</p> <p>Student and staff accomplishments are recognized and honored at least quarterly.</p>	<p>Programs, procedures and practices are available to provide an academic learning climate that supports student achievement and promotes quality instruction.</p> <p>Programs, procedures, and practices reflect some school goals and include most stakeholders.</p> <p>Student and staff accomplishments are recognized and honored at least twice yearly.</p>	<p>Few programs, procedures and/or practices are available to provide an academic learning climate that supports student achievement and promotes quality instruction.</p> <p>Programs, procedures, and practices reflect few school goals and include few stakeholders.</p> <p>Student and staff accomplishments are recognized and honored at least once annually.</p>	<p>No programs, procedures or practices are available to provide an academic learning climate that supports student achievement and promotes quality instruction.</p> <p>Student and staff accomplishments are not recognized nor honored.</p>

<p>Strengths 4.1:</p> <ul style="list-style-type: none"> • According to teacher and student interviews, the school recognizes and celebrates student and teacher successes at regularly scheduled events, such as student and teacher of the month, honors award assemblies, and shout-outs. • Classroom observations and leadership interviews reveal that the school has procedures, practices and protocols in place that are designed to enhance the classroom climate and illustrate best instructional practices, such as white board configuration, word walls, etc. • Classroom observations and a review of documents validate that all teachers conduct the morning meeting component of 	<p>Recommendations to Enhance Strengths (optional) 4.1:</p> <ul style="list-style-type: none"> • 	<p>Potential Resources to Enhance Strengths (optional) 4.1:</p> <ul style="list-style-type: none"> • Fay, J. & Funk, D. (1995). <i>Teaching with love and logic: Taking control of the classroom</i>. Love and Logic Institute, Inc. www.loveandlogic.com
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DC Public Charter School Board Program Development Review Rubric

4. SCHOOL CLIMATE: STUDENTS AND PARENTS

<p>the Responsive Classroom Model.</p>		
<p>Areas needing attention 4.1:</p> <ul style="list-style-type: none"> • According to students and confirmed by leadership, the school does not offer extra-curricular opportunities or student enrichment programs. • Records and leadership interviews indicate that only two (2) of the elementary teachers from last school year are members of this year's teaching staff. 	<p>Recommendations 4.1:</p> <ul style="list-style-type: none"> • Provide a balanced instructional program for students which includes enrichment activities that support the school's instructional foci, such as higher-level thinking. • Design and implement an action plan to recruit and retain competent teachers. Conduct exit interviews whenever teachers leave to ascertain what factors are influencing the high teacher attrition for this campus. Address the issues that can be eradicated at the local school level. 	<p>Potential Resources (optional) 4.1:</p> <ul style="list-style-type: none"> • Heller, D. A. (2004). <i>Teachers wanted: Attracting and retaining good teachers.</i> Alexandria, VA: Association for Supervision and Curriculum Development.

DC Public Charter School Board Program Development Review Rubric

4. SCHOOL CLIMATE: STUDENTS AND PARENTS

4. School Climate	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
4.2. The school is a safe and orderly learning environment.					
	<p>The school's discipline policies and practices are clearly articulated and systematically enforced by all administration and staff through a tiered infraction system, and regularly revisited with staff, students, and parents.</p> <p>The school maintains a positive, safe and orderly environment through proactive planning and consistent implementation by the administration and staff.</p> <p>Interactions between adults and students are characterized by a high degree of mutual respect.</p> <p>Almost all students demonstrate adherence to the code of conduct.</p>	<p>The school's discipline policies and practices are articulated and enforced by all of the administration and almost all the staff through a tiered infraction system and occasionally revisited with staff, students and parents.</p> <p>The school maintains a positive, safe and orderly environment through proactive planning and implementation by the admin and staff</p> <p>Interactions between adults and students are characterized by a high degree of mutual respect.</p> <p>Most students demonstrate adherence to the code of conduct.</p>	<p>The school's discipline policies and practices are articulated to staff, students, and parents and enforced by the administration and most of the staff.</p> <p>The school is predominantly a safe and orderly learning environment where interactions between adults and students exhibit mutual respect.</p> <p>Many students demonstrate adherence to the code of conduct.</p>	<p>The school's discipline policies and practices are articulated to staff, students and parents but do not include a tiered infraction system and are not consistently enforced by the administration and staff.</p> <p>The school does not consistently maintain a safe and orderly learning environment and/or respectful interactions between adults and students.</p> <p>Students demonstrate inconsistent adherence to the code of conduct.</p>	<p>The school's discipline policies and practices are not clearly articulated to staff, students and parents nor regularly enforced by administration and staff, resulting in an unsafe and disorderly learning environment.</p> <p>Students demonstrate little to no adherence to the code of conduct.</p>

<p>Strengths 4.2:</p> <ul style="list-style-type: none"> According to teacher interviews and a review of documents, the school implements both <i>Second Step</i> and <i>Positive Behavior and Intervention Strategies</i> (PBIS) to enhance the academic learning climate and address student behavioral issues. The school implements a school-wide code of conduct with tiered infractions, as documented by the leadership and handbooks. According to documents and leadership interview, incentives for students who demonstrate adherence to the Code of 	<p>Recommendations to Enhance Strengths (optional) 4.2:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 4.2:</p> <ul style="list-style-type: none"> Boynton, M. & Boynton, C. (2005). <i>The educator's guide to preventing and solving discipline problems</i>. Alexandria, VA: Association for Supervision and Curriculum Development.
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DC Public Charter School Board Program Development Review Rubric

4. SCHOOL CLIMATE: STUDENTS AND PARENTS

<p>Conduct include Amos Bucks, the High Five Program, the school store, and chips.</p> <ul style="list-style-type: none"> Interviews with leadership reveal that the school uses the SWIS Data Base to track student behaviors. 		
<p>Areas needing attention 4.2:</p> <ul style="list-style-type: none"> According to teacher interviews, not all teachers are following the scripted delivery of the <i>Second Step</i> curriculum. 	<p>Recommendations 4.2:</p> <ul style="list-style-type: none"> Provide teachers with strategies for using the scripted <i>Second Step</i> curriculum. Include opportunities for teachers to observe demonstrations of effective delivery. 	<p>Potential Resources (optional) 4.2:</p> <ul style="list-style-type: none"> Moorish, R. G. (). <i>With all due respect: Keys for building effective classroom discipline</i>. Woodstream Publishing: Fonthill, Ontario, Canada. ISBN 0-9681131-2-5. (Focus on school-wide discipline plans.) Positive Reinforcement. Outlines step-by-step approach to using positive reinforcement in the classroom. www.usu.edu/teachall/text/behavior/LRB1pdfs/Positive.pdf

DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

4. School Climate	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
4.3. Parents/guardians and students are satisfied with the school.					
	The school offers numerous and varied opportunities for parental involvement in academic and social activities that are aligned to the school's mission and relate to raising student achievement. The school has a system for monitoring parent and student satisfaction. Results indicate high satisfaction for both parent and students.	The school offers many opportunities for parental involvement in academic and social activities that are aligned to the school's mission and relate to raising student achievement. The school has a system for monitoring parent and student satisfaction.	The school offers some opportunities for parental involvement in academic and social activities that are aligned to the school's mission and/or relate to student achievement. The school monitors parent involvement in school activities.	The school offers few academic and social activities. The activities may or may not be aligned to the school's mission or designed to raise student achievement.	The school offers little to no opportunities for parental involvement in academic and social activities.

<p>Strengths 4.3 :</p> <ul style="list-style-type: none"> According to the five parents participating in the interview and students, the school is very conducive to the teaching and learning process. They also shared that the school has an open-door policy and inviting climate. 	<p>Recommendations to Enhance Strengths (optional) 2.7:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 2.7:</p>
<p>Areas needing attention 4.3:</p> <ul style="list-style-type: none"> The five parents (two are also school employees) participating in the interview expressed an unawareness of the Board of Trustees and the role of the parent representatives on the Board. They also shared that they do not receive notification of Board decisions or other information. Parents participating in the interview shared, and leadership confirmed, that there is no organized home-school association or other formally organized parent group. Members of the Board of Trustees participating in the interview shared that the Board will administer a parent satisfaction survey in January, 2011. 	<p>Recommendations 2.7:</p> <ul style="list-style-type: none"> Ensure that parents are kept informed of Board actions which directly impact them and their children. Develop formal structures of communication to relay messages from the Board of Trustees to all parents. 	<p>Potential Resources (optional) 2.3:</p>

DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.1. The Board and school administrators govern and manage in a manner consistent with the school's design and mission.					
	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that the design is sometimes used to manage and govern the school.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members fail to demonstrate an understanding of the school's design and/or they do not use it to manage and govern the school.

<p>Strengths 5.1 :</p> <ul style="list-style-type: none"> None noted. 	<p>Recommendations to Enhance Strengths (optional) 5.1:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 5.1:</p>
<p>Areas needing attention 5.1:</p> <ul style="list-style-type: none"> After completing all stakeholder interviews, it was evident that there is a lack of management by the CMO of overall school operations of the Armstrong campus to ensure that there is fidelity to the school's design and mission. The lack of an organizational chart, as evidenced by document review, reflects the disconnect between the roles of the Board and CMO in assuring adherence to the school's mission and academic success. 	<p>Recommendations 5.1:</p> <ul style="list-style-type: none"> As a Board, clarify the roles of board members and central office staff in providing support to school leadership. Consider as a Board of Trustees seeking leadership and management training for board members and central office staff. 	<p>Potential Resources (optional) 5.1:</p> <ul style="list-style-type: none"> Creating an Effective Charter School Governing Board Guidebook, The Board Role in Strategic Thinking and Strategic Planning. www.uscharterschools.org/governance/ch5.doc http://www.schoolboarddata.org/NSBF_Data_Guide.pdf http://www.charterresource.org/files/Enhancing_Charter_Schools-AmyBiehlHS.pdf - Enhancing Charter Schools Through Parent Involvement

DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.2. The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, additional funding, and services for special needs students.					
	The Board and school administration effectively deploy resources to further the academic and organizational success of the school. Such deployment has resulted in significant improvement in the school's academic and organizational success. The school continues to demonstrate exceptionally high performance as it relates to those goals.	The Board and school administration effectively deploy resources to further the academic and organizational success of the school. Such deployment has resulted in improvement in the school's academic and organizational success.	The Board and school administration adequately deploy resources to further the academic and organizational success of the school. Such deployment, however, has not led to improved academic or organizational performance nor has it negatively impacted the school's existing performance.	The Board and school administration deploy limited resources to further the academic and organizational success of the school. Such deployment has not led to appreciable improvement in the school's academic and organizational performance.	There is little or no evidence that the school's Board and administration work to deploy resources in a way that supports the academic and organizational work of the school. The lack of adequate resources is directly linked to the school's poor academic and organizational performance.

<p>Strengths 5.2 :</p> <ul style="list-style-type: none"> The Board established a site-based budget for each campus. 	<p>Recommendations to Enhance Strengths (optional) 5.2:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 5.2:</p>
<p>Areas needing attention 5.2:</p> <ul style="list-style-type: none"> Through observations, it is clear that due to low/small student enrollment, the school does not have adequate staffing to support the school leadership team, does not have adequate student materials/resources for teachers, and does not have adequate transparency with instructional staff, students, and parents around their academics and data collected from standardized tests. As evidenced by observations and document reviews, there is a lack of coordination, transparency, integration, and structure to successfully acquire resources (human/material) to support teaching and learning. 	<p>Recommendations 5.2:</p> <ul style="list-style-type: none"> The Board should begin the strategic planning process. Within the strategic plan, credence should be given to means by which to hold the CMO accountable for academic targets, deployment of resources, and means to measure accountability. Conduct an inventory of the school's 	<p>Potential Resources (optional) 5.2:</p> <ul style="list-style-type: none"> Sparks, D. (2007 2nd ed.). <i>Leading for results: Transforming teaching, learning and relationships in schools.</i> Corwin Press: Thousand Oaks, CA. <i>PCSB Governance Handbook, School Leadership Accountability: Strategic, Innovation, Responsiveness.</i> Massachusetts Public Charter School Association, <i>Board Roles and Responsibilities toward the School Leader - Goal Setting and Evaluation with the School Leader</i>

DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

<ul style="list-style-type: none">Through interviews conducted, it was evident that resources in the building have not been inventoried, assessed, and assigned effectively. The Board does not have accurate information about how the current resources are being utilized.	instructional resources and materials. Review the inventory with the school leadership to determine the usefulness of resources, alignment to curriculum and assessments, timeliness of content, appropriate levels of content, and next steps to update and ensure ample, targeted resources.	<ul style="list-style-type: none">http://www.masscharterschools.org/training/schoolleader.htmlhttp://www.mcrel.org/pdf/leadershiporganizationdevelopment/4005RR_Superintendent_leadership.pdf
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DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.3. The Board has ensured strong and stable school leadership.					
	The Board has established a school that maintains exceptional academic performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance. Board annually reviews School Leader through an evaluation and maintains a school leader succession plan.	The Board has established a school that maintains above average academic performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance. Board annually reviews School Leader through an evaluation and maintains a school leader succession plan.	The Board has established a school that maintains average academic performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance. Board annually reviews School Leader through an evaluation and has discussed school leader succession.	The Board has established a school that maintains below-average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance. Board does not annually review School Leader through an evaluation and has not considered school leader succession.	The Board has established a school that is unstable and maintains low levels of academic performance through its school leader. There have been no changes in school leadership or the changes have not led to an appreciable improvement in academic performance. Board does not annually review School Leader through an evaluation and has not considered school leader succession.

<p>Strengths 5.3 :</p> <ul style="list-style-type: none"> Note noted. 	<p>Recommendations to Enhance Strengths (optional) 5.3 :</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 5.3:</p>
<p>Areas needing attention 5.3:</p> <ul style="list-style-type: none"> Although it was evident through leadership interviews that the current school leadership team is working on building capacity, Amos III has had 4 Academy Leaders in a span of 2 years. These changes in school leadership have not been followed by appreciable improvement in academic performance, as evidenced in the 2010 DC BAS results. 	<p>Recommendations 5.3:</p> <ul style="list-style-type: none"> The Board should begin the strategic planning process. Examination of exit interviews and evaluations of Academy Leaders serve to clarify the turnover in leadership. 	<p>Potential Resources (optional) 5.3:</p> <ul style="list-style-type: none"> http://www.cpcu.on.ca/ResourceLibrary/OLS/EvolvingPerspectives.pdf

DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.4. The Board has stable leadership and a succession plan.					
	The Board has established strong leadership through stable and experienced board officers. The board maintains a written succession plan for board leadership and maintains strong membership and recruiting.	The Board has established strong leadership and experienced board officers. The board maintains a written succession plan for board leadership and attempts to maintain strong membership and recruiting.	The Board has established strong leadership, but leadership has not been stable. The board maintains a written succession plan for board leadership and attempts to maintain strong membership and recruiting.	The Board has not established strong leadership through stable and experienced board officers. The board does not maintain a written succession plan for board leadership nor maintain strong membership and recruiting.	The Board is unstable and is not experienced. The board does not maintain a written succession plan for board leadership nor maintain strong membership and recruiting.

<p>Strengths 5.4:</p> <ul style="list-style-type: none"> • 	<p>Recommendations to Enhance Strengths (optional) 5.4:</p> <ul style="list-style-type: none"> • 	<p>Potential Resources to Enhance Strengths (optional) 5.4:</p>
<p>Areas needing attention 5.4:</p> <ul style="list-style-type: none"> • According to document review and the Board of Trustees interview, the team noted that there is currently no succession plan for the Board • Per the Board of Trustees interview, it was revealed that a voting board member is a part-time, salaried employee of the school. 	<p>Recommendations 5.4:</p> <ul style="list-style-type: none"> • Create a Board of Trustees succession plan for the Board. • Review the Board of Trustees bylaws and current conflict of interest policy. 	<p>Potential Resources (optional) 5.4:</p> <ul style="list-style-type: none"> • Quality Charters Matters Issue Brief, Good to Govern: Evaluating the Capacity of Charter School Founder Boards http://www.qualitycharters.org/publications-resources/issue-briefs • Colorado Charter Schools, Overcoming Founders Syndrome http://coloradocharters.blogspot.com/2008/12/overcomingfounders-syndrome.html • "Good to Govern: Evaluating the Capacity of Charter School Founding Boards" – Marci Cornell-Feist http://www.qualitycharters.org/publications-resources/issue-briefs • Hildy Gottlieb, Community Driven Institute, 10 "Stops" Signs on the Road to Board Recruitment http://www.help4nonprofits.com/NP_Bd_10StopSigns_Art.htm <p><i>Partnership for Prince Georges County, Resources,</i></p>

DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

		<i>Small Organization Workshop, Small Board Member Agreement http://www.partnershippgc.org/projects/</i>
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DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.5. The Board sets academic, financial, and other key annual targets and provides adequate oversight of these expectations.					
	The Board sets annual targets for academics and finance, as well as school-specific goals. Board regularly reviews progress on these goals with specific tools (such as a dashboard) and works with the School Leader to make mid-course corrections and new targets as is necessary. Targets exceed minimal expectations of NCLB, etc.	The Board sets annual targets for academics and finance, as well as school-specific goals. Board regularly reviews progress on these goals with specific tools (such as a dashboard) and works with the School Leader to make mid-course corrections and new targets as is necessary.	The Board sets targets for academics and finance, as well as school-specific goals. Board regularly reviews progress on these goals and may or may not work with the School Leader to make mid-course corrections and new targets as is necessary. No specific tools (such as dashboards are used).	The Board does not set any specific targets for academics and finance, as well as school-specific goals. Board does not regularly review progress on these goals with specific tools (such as a dashboard) and may or may not work with the School Leader to make mid-course corrections. Board does not set new targets as is necessary.	The Board does not set any targets for academics and finance, as well as school-specific goals. Board does not regularly review progress on these goals with specific tools (such as a dashboard) and does not work with the School Leader to make mid-course corrections nor set new targets as is necessary.

<p>Strengths 5.5 :</p> <ul style="list-style-type: none"> After document review and Board of Trustees interviews, it is clear that each campus has their own financial budget and individual campus budget targets that have been set. 	<p>Recommendations to Enhance Strengths (optional) 5.5:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 5.5:</p>
<p>Areas needing attention 5.5:</p> <ul style="list-style-type: none"> After document review and interview with the Board of Trustees, it is clear that there are not any formal academic targets or plan for oversight regarding achievement towards academic goals. The Board of Trustees interview and document review revealed that the Board of Trustees lacks a systematic way to analyze and review data and set specific academic and other key targets. 	<p>Recommendations 5.5:</p> <ul style="list-style-type: none"> Recruit or contract the necessary expertise to develop these plans. Consider conducting needs assessment of skills required for board members to ensure there is proper oversight of academic and other key annual targets. Require the CMO to develop a tool (data dashboard) or research a data management system for school leaders to use to develop and provide reports to the Board of Trustees for the purpose of monitoring students' academic progress and evaluating the effectiveness of the school's academic 	<p>Potential Resources (optional) 5.5:</p> <ul style="list-style-type: none"> RAND. <i>Making Sense of Data Driven Decision-Making</i> www.rand.org/pubs/occasional_papers/2006/RAND_OP170.pdf <i>Academic Quality: A Report from the National Consensus Panel on Charter School Academic Quality. Building Charter School Quality (BCSQ)</i> http://www.publiccharters.org/node/295 Brighter Choice Charter Schools Assessment Methods

DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

	program. Then, as a Board, establish a process by which the Board of Trustees reviews academic data on a quarterly basis to determine if annual academic targets are on track to be met.	http://www.brighterchoice.org/index.php?id=20
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Appendix X



PROGRAM DEVELOPMENT REVIEW REPORT

2010-2011

Community Academy Public Charter School (Middle School, Amos III campus)
December 14-15, 2010

REVIEW TEAM MEMBERS:

Peggy Kay
Radhika Parithivel
Kevin Simpson
Tujuana White, Ed.DS

PCSB STAFF:

Monique Miller
Kimberly Worthington

EXECUTIVE SUMMARY:

Community Academy Public Charter School, Amos III campus (CAPCS MS) is the middle school for the Community Academy's five campuses and is characterized as a Science, Math, and Technology middle school. The school is housed in the former Armstrong building in Northwest Washington, DC, and serves approximately 145 sixth, seventh, and eighth graders. CAPCS MS is in its fifth year of operation and the second year at this site. All but two teachers returned this year to CAPCS MS to continue the learning process for the students it serves. The Academy Leader strives to provide a challenging learning environment ensuring that every student learns and every member of the learning community is held to high expectations.

Curriculum

CAPCS Middle School has curricular framework documents for the core subjects that include essential knowledge and skills that all students are expected to achieve and are aligned to the DC Learning Standards (DC LS). Some areas of the curriculum are still developing. The school has contracted with a curriculum consultant to support the school leadership and teachers in developing and refining the curricular documents that encourage robust, targeted lesson planning. The fact that teachers report the



need to supplement the curriculum for lesson planning may have implications for curricular fidelity to the document, including alignment of lesson components and available materials and resources to support instruction. It would benefit teachers' planning to have an inventory of all available materials and where they are housed in the building. The process for reviewing and revising the curriculum is in the developing stages. While the leadership and teachers could articulate components of the mission and its curricular and classroom integration, the mission was more implied in curricular documents than explicit. Although the school is described as a Science, Math, Technology middle school, there is no science lab, nor is there a document that includes either a technology plan or a technology curriculum. The curriculum is the foundation of the instructional program and a comprehensive curriculum document will facilitate fidelity, a shared vision for standards attainment, and mission accomplishment.

Instruction:

Classrooms are inviting and the school is currently engaging in intensive professional development (PD) to create a learning environment which supports teaching, learning, and "time on task." Classroom observation indicated that "time on task" was more highly integrated in classes than other lesson implementation strategies. Lesson plans indicate differentiated instruction for a range of learners. Strategies are in place to support student needs, such as a reading specialist, online reading and math interventions, and after-school tutoring. Programs for advanced learners are in the nascent stages and some teachers volunteer their time after-school to tutor students. CAPCS MS has systems in place to ensure that students with IEPs receive services and accommodations. The special education program shows that services are provided through the push-in/pull-out model. Time is made available during the day for teachers to individually plan, although common planning time for general and special education teachers to plan collaboratively is not scheduled. The school has a year-long professional development calendar with an array of orientation and support activities to support instruction. CAPCS MS provides professional development to teachers before school opens, monthly during Saturday academies, and on-site with internal staff and external consultants presenting a range of topics. The school would benefit from assisting teachers in developing personal professional development/growth plans in order to meet their goals and meet student achievement targets.

Assessment:

Data analysis for teaching and learning has been a focus this year at the Amos III Campus. The school is working toward identifying and implementing a data management system as recommended in the previous PDR (May, 2010). In order to facilitate a learning environment that fosters continuous academic growth, the school has developed "road maps" to identify student weaknesses as measured by the DCBAS. However, CAPCS MS is still challenged with formal structures for analyzing and sharing assessment results from classroom and intervention assessment data. Students are assessed using Terra Nova assessments for placement in the middle school program; the DCBAS is used to identify students' strengths and weaknesses; DRA and SRI are used as diagnostic tools; *Think Link* probes are used to increase student proficiency. Some teachers utilize the *Think Link* probes to develop teacher-made tests and quizzes. Teachers have been empowered to conduct collegial professional development on the use of *Discovery Learning* software to analyze data and develop assessment items. However, there is little evidence to show how the data are used to inform instruction. Teachers plan individually or with a partner and engage in collegial support between general and special educators, albeit informally.

However, there are no formal data analysis/utilization sessions planned for grade level or departmental teams in order to identify trends and implications and plan next steps as a whole. This lack of a concerted team effort is counter-productive to consistent focused school improvement efforts. The school adheres to established processes to identify and provide support to students in need of intervention and support services. The master schedule was developed in order to provide student multiple opportunities to participate in interventions including web based software programs (i.e., *Academy of Reading*) to offer pull-out and push-in support to classes.

School Climate:

The school setting is bright, colorful, conducive to learning, and safe as validated by interviews with all stakeholders. All students and staff participate in a daily morning and afternoon meetings which focus on the school's mission, engage all participants in setting the tone for the day and week, and support students' daily active participation with the principal. Although parents are genuinely happy to be a part of the AMOS III family and share a desire to see the school succeed, they expressed concerns regarding the relationships among the adults in the middle school. CAPCS MS has an active parent organization, and the four parents who participated in the interview voiced that there is minimal contact with the Board of Trustees, as well as a very small core group of parents who participate in the PTA and other parent volunteer opportunities. They have expressed the desire to see the middle school secure a science lab where students can work on science experiments, a computer lab that can offer a comprehensive set of classes and supports to the students, an extensive library of both literary and non-fiction books that support students' current reading abilities, and more opportunities to engage with the Board of Trustees.

Governance and Management:

The three Board of Trustees members who attended the interview demonstrated a commitment and stressed the founder's commitment to the CAPCS mission and design. The current school leadership team has placed emphasis on building the capacity of instructional staff and creating a positive school climate to promote academic achievement. However, the lack of adherence to deadlines for submitting such documents as the strategic plan and the succession plan has hindered the success of the Board in providing strong leadership, support, and oversight of the academic program. The Board has been working on completing the CAPCS strategic plan. The review team encourages the Board to create transparent and engaging ways to meet with parents to hear their opinions about school matters and concerns, to strengthen the management of the central office, to create opportunities to support the school leadership team, and to review and update the by-laws and conflict of interest policy. The review team urges the Board of Trustees to invest in staff, course offerings, and materials/resources that will enhance the Science, Math, and Technology focus of the middle school and thereby offer an attractive program to the community. Build the program; they will come.

Program Development Review Summary

Curriculum and Standards	
1.1 The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy.	Adequate
a. The curriculum identifies the essential knowledge and skills that all students are expected to achieve.	Adequate
b. The curriculum aligns with the state and/or national standards.	Adequate
c. The curriculum aligns with school's mission, goals and philosophy.	Limited
1.2 The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.	Adequate
a. The school's curriculum is implemented with fidelity.	Adequate
b. Resources (human/material) are available to support the implementation of the curriculum	Adequate
1.3 There are clear, regular and ongoing procedures and a process in place to review and revise the curriculum.	Limited
Instruction	
2.1 Instruction utilizes effective strategies that are grounded in the school's philosophy and provide opportunities for student learning and active engagement in the learning process.	Limited
a. The school has a clear instructional philosophy that guides instructional delivery to support academic achievement.	Limited
b. Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	Limited
2.2 The school has strategies in place to address the variant student needs and learning preferences, inclusive of students at risk of academic failure, advanced learners, and/or students not making reasonable progress toward achieving school goals.	Adequate
2.3 The school ensures that a program and services are in place and essential strategies are utilized to meet the needs of English Language Learners (ELL).	NA
a. The school has a program in place to meet the needs of English Language Learners (ELL).	NA
b. The school is in compliance with implementation of its ELL services.	NA
c. The school ensures that staff members utilize essential strategies to support the literacy needs of English Language Learners (ELL).	NA
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	Adequate
a. The school utilizes instructional strategies that address the special needs of students according to IEP objectives.	Adequate
b. The school allocates resources (human/material) to address the needs of students with special needs.	Adequate
c. The school provides related services and/ or accommodations for students according to IEPs.	Adequate
2.5 Time is made available throughout the year for planning designed to enhance and extend teaching and learning.	Limited
2.6 Professional development offerings provide support in meeting the school's academic, non-academic, and mission specific performance goals and addresses any identified shortcomings in student learning.	Adequate

2.7 A system of support is in place for new and struggling teachers. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	Adequate
a. A system of support is in place for new and struggling teachers.	Adequate
b. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	NA
Assessment	
3.1 The school administers standardized and internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals and targets; test results are made available regularly and in a usable format. (Assessment data are reflected in the SIP, if applicable.)	Proficient
a. The school administers standardized & internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals & targets.	Adequate
b. Test results are made available regularly.	Proficient
c. Test results are provided in a useable format.	Proficient
3.2 The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals; and, reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	Limited
a. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals.	Limited
b. The school reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	Adequate
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	Adequate
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	Adequate
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	Adequate
3.4 Procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place.	Proficient
3.5 Procedures to ensure accurate and timely identification and assessment of English Language Learners (ELL) are in place.	NA
School Climate	
4.1 Quality instruction is promoted through programs, procedures and practices designed to provide an academic learning climate in support of student achievement.	Adequate
4.2 The school is a safe and orderly learning environment.	Adequate
4.3 Parents/guardians and students are satisfied with the school.	Adequate
a. The school offers opportunities for parental involvement in academic and social activities that relate to student achievement. The school monitors parent involvement in school activities and has a system for monitoring parent and student satisfaction.	Adequate
b. The re-enrollment rate exceeds 75%	Adequate
Governance and Management	
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Adequate
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, additional funding, and services for special needs students.	Limited
5.3 The Board has ensured strong and stable school leadership.	Adequate
5.4 The Board has stable leadership and a succession plan.	Limited
5.5 The Board sets academic, financial, and other key annual targets, and provides adequate oversight of these expectations.	Limited

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS PDR RUBRIC

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.1. The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy.					
A. The curriculum identifies the essential knowledge and skills that all students are expected to achieve.	The document includes the identification of essential knowledge and skills for all core, elective, and mission specific courses that all students are expected to achieve.	The document includes the identification of essential knowledge and skills that all students are expected to achieve in all core content and elective courses and most unique courses and/or mission specific courses.	The document includes the identification of essential knowledge and skills that all students are expected to achieve in all core courses and some elective and mission specific courses.	The document is in the initial stage of development that identifies essential knowledge and skills that all students are expected to know in core courses content areas and electives and mission specific courses. Little or no development for unique or mission specific courses.	Little or no evidence that curriculum development process has occurred.
B. The curriculum aligns with the state and/or national standards.	Standards have been aligned to all relevant state/national standards and the school's mission for all core, elective, and mission-specific courses. For high school programs, core courses include all required courses for graduation.	Standards have been aligned to all relevant state/national standards and all core content and elective courses and most unique courses and/or mission specific courses. For high school programs, core courses include all required courses for graduation.	Standards have been aligned to all relevant state and national standards to all core courses and some elective and mission-specific courses. For high school programs, core courses include all required courses for graduation.	Selected standards have been identified (not necessarily aligned) for core courses (including graduation requirements at the high school level).	Little or no evidence that the state/national standards have been identified.
C. The curriculum aligns with school's mission, goals and philosophy.	All curriculum components for mission-specific courses/programs are fully aligned with the school's mission, goals and philosophy.	All curriculum components for mission-specific courses/programs are mostly aligned with the school's mission, goals and philosophy.	All curriculum components for mission-specific courses/programs are partially aligned with the school's mission, goals and philosophy.	Few components of the mission-specific courses/program are aligned with the school's mission, goals and philosophy.	The curriculum does not align with or reflect the school's mission, goals and philosophy.

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

Strengths 1.1 :	Recommendations to Enhance Strengths (optional) 1.1:	Potential Resources to Enhance Strengths (optional) 1.1:
<ul style="list-style-type: none"> • CAPCS MS has curricular framework documents for the core subjects that include essential knowledge and skills that all students are expected to achieve and are aligned to the DC Learning Standards (DC LS). • School documents and teacher and leadership interviews indicated that Art (Montgomery County Learning Standards) and PE/Health (DCLS) courses have the identified learning standards to guide instruction. 	<ul style="list-style-type: none"> • Continue to develop mission transparency to ground curriculum, instruction, and assessment development and alignment. 	<p>Henderson, J. & Gornick, R. (2007). <i>Transformative curriculum leadership</i>. Pearson, Columbus, Oh.</p>
<p>Areas needing attention 1.1:</p> <ul style="list-style-type: none"> • The <i>Understanding by Design</i> framework of the unit maps are developing and lack some components that would assist teachers with lesson planning, causing teachers to have to supplement the document, according to school documents and teacher interviews. • A search of school documents indicated, and the leadership and teacher interviews corroborated, that although Art and PE/Health have stand alone copies of standards, the documents are without the enhancements necessary to facilitate lesson planning. • According to teacher and leadership interviews and school documents, the instructional staff was unable to articulate a shared instructional philosophy (i.e., “excellence,” “do our best,” “each student has a ‘road map’,” “differentiation,” and “rigor”). • The team noted and school documents, and the leadership confirmed, that there is no Foreign 	<p>Recommendations 1.1:</p> <ul style="list-style-type: none"> • Continue to augment the curricular framework to facilitate lesson planning for teachers. The template has portions that, once completed would be useful to teachers (performance descriptors and recommended best practices). Develop a document to accompany the framework which includes student objectives written in terms of ‘what students should know and be able to do’ as a result of a lesson. Create assessments aligned to the student objectives and a resource document with subgroup references to include in the document. • Continue to develop the curricula of the elective courses. • Use staff meeting time to develop a shared instructional philosophy with the staff. • Consider instituting a Foreign Language course to enhance the middle school 	<p>Potential Resources (optional) 1.1:</p> <p>M. Matusевич, K, O’Connor & M. Hargett (2009). <i>The non-negotiables of academic rigor</i>. <i>Gifted Child Today</i>, 32(4), pp. 45-52</p> <p>Jacobs, H. Curriculum (2010). <i>Curriculum 2: Essential education for a changing world</i>. Association for Curriculum and Supervision for Curriculum and Supervision, Alexandria, VA</p> <p>Jacobs, H. (2004). <i>Getting results with curriculum mapping</i>. Association for Curriculum and Supervision, Alexandria, VA</p> <p>See the International Baccalaureate website for ideas on rigorous curricula/programs. www.ibo.org</p> <p><i>Incredible @rt Department</i> Art lessons by age/grade level, lesson plans, ways to integrate art with literature and other arts, art games, drama, and more. www.incredibleart.org.</p> <p>American Council on the Teaching of Foreign Languages: Proficiency guidelines, creation of standards, and professional development.</p>

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

<p>Language elective for students who plan to attend competitive high schools.</p> <ul style="list-style-type: none">• A comprehensive Technology Plan and a Science lab to enhance the school vision of a Science, Math, and Technology Middle School were not evident to the team, as corroborated by the leadership team.	<p>curriculum, raise the level of available rigor, and offer a humanities block containing English Language Arts, Foreign Language, Art, and Social Studies. Back map course sequences that would bring successful students to your middle school with the option to matriculate to competitive high schools that contain such diploma programs as International Baccalaureate.</p> <ul style="list-style-type: none">• Build your Science, Math, and Technology program. Investigate the technology plans and curricula for neighboring states to determine a program for adult and student use and skill sequence. Continue with plans to include a science lab in the school with materials and supplies.	<p>www.actfl.org</p> <p>Student, Teacher, and Administrator Technology Standards. An example of technology use and skill standards for students and adults.</p> <p>www.msde.maryland.gov/MSDE/programs/technology</p>
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DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.2. The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.					
A. The school's curriculum is implemented with fidelity.	All teachers & administrators demonstrate a clear understanding of the curriculum & implement it effectively in accordance with written documents across all grade levels & subject areas.	Most teachers & administrators demonstrate a clear understanding of the curriculum & implement it effectively in accordance with written documents across most grade levels & subject areas.	Many teachers & administrators' curriculum skill level is at the development stage. The current level of development. Many teachers & administrators demonstrate an understanding of the curriculum & implement it effectively in accordance with written documents. This skill is developing for other staff. The current level of development, coordination & implementation across grade levels or subject areas is adequate.	Some teachers & administrators demonstrate an understanding of the curriculum & how to implement it effectively in accordance with written documents. The development, coordination & implementation across grade levels or subject areas are incomplete. Efforts to coordinate curriculum are made, but do not lead to a shared vision for student learning.	Few teachers & administrators demonstrate that they know how to implement the curriculum effectively & in accordance with written documents. Little effort is made to coordinate the curriculum across the grade levels or subject areas.
B. Resources (human/material) are available to support the implementation of the curriculum.	Appropriate staff, materials of instruction & modified curricular materials are available to meet the needs of all academic student subgroups (ELL, SPED, advanced learners, struggling students) to support curriculum implementation. Staff are utilized & materials are designed to support all mission-specific curriculum, courses or program implementation. The mission is embedded seamlessly across the curriculum (courses, programs, projects & strategies). Numerous evidence-based resources are available to support curriculum implementation that considers varied student learning needs & achievement levels.	Appropriate staff, materials of instruction & modified curricular materials to meet the needs of all academic student subgroups (ELL, SPED, advanced learners, struggling students) are available to support curriculum implementation. Staff are utilized & materials are designed to support all mission-specific curriculum, courses or program implementation.	Appropriate staff, materials of instruction & modified curricular materials to meet the needs of all academic student subgroups (ELL, SPED, advanced learners, struggling students) are available to support curriculum implementation. Some resources are available to support mission-specific curriculum, courses or program implementation.	Staff & appropriate curricular materials are available to meet the needs of some academic student subgroups (ELL, SPED, advanced learners, struggling students) to support curriculum implementation. Little evidence of resources available to support the school's mission curriculum, courses or program implementation.	Few human & material resources are available to support curriculum implementation. Varied student learning needs & achievement levels are rarely considered. No evidence of resources to support the school's mission.

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

<p>Strengths 1.2 :</p> <ul style="list-style-type: none"> Fidelity to the curricular documents is determined by the leadership through lesson plan submission, classroom observations, walkthroughs, professional development (PD), student portfolio and artifacts, and support from the curriculum consultant, Dr. Kenyatta Graves. The school leadership and teacher interviews and observations indicated that all teachers adhere to the non-negotiable board configuration which includes student objectives, “do now,” lesson launch, guided practice, lesson closure, quote of the week, morning/afternoon meeting information, vocabulary, and homework. 	<p>Recommendations to Enhance Strengths (optional) 1.2:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 1.2:</p> <p>Association for Supervision and Curriculum Development www.ascd.org</p>
<p>Areas needing attention 1.2:</p> <ul style="list-style-type: none"> Although the leadership team indicated, and the lesson plans corroborated, that lesson plans are submitted for feedback, the team did not note feedback on lesson plans that refers teachers back to the curriculum as the grounding document for lesson planning, which may reflect the lack of elements to clearly support lesson planning. According to school documents and teachers and leadership interviews, lesson plan collaboration between special education/general education teachers and grade level, vertical, or content teams is not scheduled nor structured. Collaborative planning is more virtual and informal. Although the team saw a SIP supporting document has been created to identify leveled literary text in the school to support Reading/English Language Arts (R/ELA) and Social Studies, the team did not see an inventory of all available materials and their 	<p>Recommendations 1.2:</p> <ul style="list-style-type: none"> Continue to augment the curricular framework to facilitate lesson planning for teachers. The template has portions that, once completed would be useful to teachers (performance descriptors and recommended best practices). Develop a document to accompany the framework to include student objectives written in terms of ‘what students should know and be able to do’ as a result of a lesson. Create assessments aligned to the student objectives and a resource document with subgroup references included in the document. Create time in the schedule for collaborative lesson planning. For example, consider using an after-school time for collaborative team planning. Create and keep up to date a materials inventory so teachers will know the school resources available, and where in the school they are housed, to support lesson implementation. Purchase leveled books for 	<p>Potential Resources (optional) 1.2:</p> <p>Kingore, Bertie (2008). <i>Differentiation: simplified, realistic and effective: how to challenge advanced potentials in mixed ability classrooms</i>. Austin, TX: Professional Associates Publishing. ISBN 0-9716233-3-3</p> <p>R. Marzano (2001). <i>A new taxonomy of educational objectives</i>. Thousand Oaks, CA: Corwin Press</p> <p>F. Silver, & R. Strong (2001). <i>Teaching what matters most</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Anderson, L. & Krathwohl, D. (2001). <i>A taxonomy for learning, teaching and assessing: A revision of blooms taxonomy for educational objectives</i>. New York: Addison Wesley Longman</p> <p>Fattiq, M., Taylor, M. (2007). <i>Co-Teaching in the Differentiated Classroom</i>.</p>

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

<p>locations. Leadership indicated that there are no leveled books to support math and science at this time.</p> <ul style="list-style-type: none">• The team noted, and the teachers interviewed indicated, that curricular topics for PD were broad and not inclusive of all areas in the training. The team did not specifically see topics related to standard/student objective alignment, standard/assessment alignment, and choosing materials related to student subgroups to support curriculum implementation.	<p>science and mathematics.</p> <ul style="list-style-type: none">• Make PD offerings more specific to particular topics pertinent to the different areas of curriculum that would enhance teaching and learning. Indicate the targeted audience, PD objectives, sign-in sheets, evaluation sheets, follow-up, follow-through, and tiered PD for those in need.	
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DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.3. There are clear, regular and ongoing procedures and a process in place to review and revise the curriculum.					
	<p>The school has clearly developed and well-established processes and procedures in place to review and make adjustments to the curriculum that are based on analyses of ALL of the following:</p> <ol style="list-style-type: none"> 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines). 	<p>The school has developed processes and procedures in place to review and make adjustments to the curriculum that are based on analyses of ALL of the following:</p> <ol style="list-style-type: none"> 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines). 	<p>The school has developed processes and procedures in place to review and make adjustments to the curriculum that are based on analyses of #'s 1 & 2 (review student data; identify learning gaps) of the following:</p> <ol style="list-style-type: none"> 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines). 	<p>The school has developed processes and procedures to review and make adjustments to the curriculum that are based on analyses of only #1 (review of student data) of the following:</p> <ol style="list-style-type: none"> 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines). 	<p>The school does not have processes and procedures in place to review and make adjustments to the curriculum, nor have they considered developing such a system.</p>

<p>Strengths 1.3 :</p> <ul style="list-style-type: none"> • Teacher and leadership interviews and school documents indicated that the school has a curriculum committee that is working with the curriculum consultant to: refine art and PE curricula, review and update materials and resources to support curricular implementation, and review and revise the documents to reflect adjustment based on a review of student performance data and student learning gaps. • Teachers and leadership interviews indicated that teachers have the autonomy to vary the curricular sequence to reflect analysis of student data and learning gaps. 	<p>Recommendations to Enhance Strengths (optional) 1.3:</p> <ul style="list-style-type: none"> • Continue to refine, review, update, and enhance the present curricular framework. 	<p>Potential Resources to Enhance Strengths (optional) 1.3:</p>
<p>Areas needing attention 1.3:</p> <ul style="list-style-type: none"> • Leadership and teacher interviews and document review indicated that the process for reviewing and refining the curriculum is developing and the process is not clearly defined at this time. 	<p>Recommendations 1.3:</p> <ul style="list-style-type: none"> • Continue to develop clearly defined processes and procedures to review and make adjustments to the curriculum based on student data and review of content. 	<p>Potential Resources (optional) 1.3: English, F.W. (2000). <i>Deciding what to teach and test: Developing, aligning and auditing the curriculum.</i> (Millennium ed.). Corwin Press. Thousand Oaks, CA.</p>

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.1. Instruction utilizes effective strategies that are grounded in the school's philosophy and provide opportunities for student learning and active engagement in the learning process.					
A.	The school has a clear instructional philosophy that guides instructional delivery to support high level of academic achievement for most students.	The school has a clear instructional philosophy that guides instructional delivery to support academic achievement for most students.	The school has an instructional philosophy that supports academic achievement. However the philosophy is not evident in all instructional activities.	The school has a developing instructional philosophy.	There is very little evidence of an instructional philosophy.
B.	<p>All teachers use effective strategies that provide extensive opportunities for student learning. All students are actively engaged in the learning process. Consistent implementation of strategies across all instructional activities as evidenced in classroom observations:</p> <ol style="list-style-type: none"> 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ 7) Instructional Delivery 	<p>Almost all teachers use effective strategies that provide extensive opportunities for student learning. Almost all students are actively engaged in the learning process. Consistent implementation of strategies in most instructional activities as evidenced in classroom observations:</p> <ol style="list-style-type: none"> 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ 7) Instructional Delivery 	<p>Most teachers use effective strategies that provide opportunities for student learning. Most students are actively engaged in the learning process. Implementation of some strategies in most classrooms as evidenced in classroom observations:</p> <ol style="list-style-type: none"> 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ 7) Instructional Delivery 	<p>Some teachers use effective strategies that provide opportunities for student learning. Some students are actively engaged in the learning process. Implementation of at least two strategies in a few classrooms as evidenced in classroom observations:</p> <ol style="list-style-type: none"> 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ 7) Instructional Delivery 	<p>Few teachers use effective strategies that provide opportunities for student learning. It is not clear that students are actively engaged in the learning process. No evidence of implementation of strategies noted in classroom observations:</p> <ol style="list-style-type: none"> 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ 7) Instructional Delivery

<p>Strengths 2.1 :</p> <ul style="list-style-type: none"> • Leadership and teacher interviews and classroom observation indicated that the school places emphasis on the <i>Developmental Design</i> behavior management system to support an environment conducive to teaching and learning. 	<p>Recommendations to Enhance Strengths (optional) 2.1:</p>	<p>Potential Resources to Enhance Strengths (optional) 2.1 Beaudoin, Nelson (2004). <i>Stepping outside your comfort zone:Lessons for school leaders.</i> (Eye on Education). Center for Inspired Teaching (CIT). (For professional</p>
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

<p>Observations revealed that more than half of the classrooms exhibited highly effective classroom management (respectful communication teacher/student or student/student: 9 of 16, and highly effective established routines and time management/time on task: 8 of 15).</p>		<p>development on engaging lessons and differentiated instruction for children. The Workshop on the Art of Teaching is two weeks in the summer of free professional development for any DC Public School staff member. Trains teachers in areas of effective instruction and ways to inspire students to reach their personal and academic potential and increase teachers' own professional enjoyment. Emphasizes questioning techniques and may be helpful with supporting the Socratic method.) www.inspiredteaching.org</p> <p>Danielson, C. (2007, 2nd edition). <i>Enhancing professional practice: A framework for teaching</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
<p>Areas needing attention 2.1:</p> <ul style="list-style-type: none"> Leadership and teacher interviews indicated that the instructional philosophy which grounds instructional delivery is not clearly articulated by all instructional staff. According to classroom observations, lesson related discussion was rated highly effective in only 4 of 16 classrooms; differentiation strategies in only 1 of 16 classrooms; use of higher order thinking skills in only 4 of 15 classrooms; and elements of effective lessons in only 4 of 16 classrooms. 	<p>Recommendations 2.1:</p> <ul style="list-style-type: none"> Use staff meeting time to develop a shared instructional philosophy with the staff. Continue to observe classrooms and review lesson plans to determine areas of concern. Keep data on the feedback from observations and lesson plans to inform PD offerings and next steps. Share the data (anonymously) at staff meetings for a specified period of time and note progress. Offer an incentive for 100% implementation of the focus strategy. Institute tiered PD, as needed. Provide sustained, very specific professional development (PD) on areas of focus such as differentiation instructional strategies, and higher order thinking skills (i.e. strategies based on content, process, product, and environment) to all staff and document training outcomes, attendance, evaluation, 	<p>Potential Resources (optional) 2.1:</p> <p>Kingore, Bertie (2008). <i>Differentiation: simplified, realistic and effective: how to challenge advanced potentials in mixed ability classrooms</i>. Austin, TX: Professional Associates Publishing. ISBN 0-9716233-3-3</p> <p>Tomlinson, C. (1999). <i>The differentiated classroom: Responding to the needs of all learners</i>. Alexandria, VA: Association for Supervision and Curriculum Development</p> <p>Chenoweth, K. (2007). <i>It's being done: Academic success in unexpected schools</i>. Harvard Education Press, Cambridge, MA</p> <p>Fattiq, M., Taylor, M. (2007). <i>Co-Teaching in the Differentiated Classroom</i></p> <p>Wood, Chip. (1997, 2nd edition). <i>Yardsticks</i>. Northeast Foundation for Children, Inc. ISBN: 0961863641</p>

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

<ul style="list-style-type: none">• Although the school has focused on <i>Developmental Design</i> as a school wide discipline program to enhance the learning environment, according to school documents and displays, student SWIS data indicated an upward trend in discipline referrals. Observations indicated that student engagement (62%) and teacher engagement (47%) are not reflective of the intense focus on this discipline program.	<p>and next steps.</p> <ul style="list-style-type: none">• Explore other classroom management programs to supplement <i>Developmental Design</i>. Specifically, look for models that emphasize respectful interactions for all school staff and students, ways to facilitate student feelings that reflect a caring environment, a wealth of teacher strategies to address the causes of student misbehavior, and action plan options to re-direct students.	<p>A comprehensive, "user-friendly" reference that helps translate knowledge of child development and age typical behavior (ages 4-14) into schooling that helps all children succeed.</p> <p>A realistic, positive approach to tough discipline problems</p> <p>Cooperative Discipline is a timely, realistic respectful approach to discipline and classroom management. It's a system that not only affirms students, but insists they share responsibility for their behavior, helping them develop the sense of self-worth that leads to achievement. Based on respectful interactions, the program (PK-12) examines the goals of student misbehavior and trains teachers to use a wealth of strategies to diffuse the different categories of misbehavior.</p> <p>www.pearson.com</p>
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.2. The school has strategies in place to address the variant student needs and learning preferences, inclusive of students at risk of academic failure, advanced learners, and/or students not making reasonable progress toward achieving school goals.					
	The school implements research-based and/or effective special programs and provides a full complement of resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.	The school implements research-based or effective special programs and provides resources to help students who are struggling academically, the advanced learners, and/or students not making reasonable progress to meet school goals.	The school adequately implements programs and provides adequate resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.	The school implements a limited number of programs to help students who are struggling academically, the advanced learners, and/or students not making reasonable progress to meet school goals.	The school has not implemented programs/resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.

<p>Strengths 2.2 :</p> <ul style="list-style-type: none"> Observations and interviews showed that support staff work with the "basic" students as reflected by the DCCAS and DCBAS data with the goal of moving them toward reading proficiency. A schedule of academic interventions was provided. This includes: small group schedule, teachers, students, and the period of intervention. The school uses an online reading and math support program, <i>Auto Skills</i>, four days a week for 45 minutes for below basic students. The team noted a folder containing <i>Auto Skills</i> data by student, skills 	<p>Recommendations to Enhance Strengths (optional) 2.2:</p> <ul style="list-style-type: none"> Monitor, document, and disseminate data about struggling students in the intervention programs to staff. Also, add this data to the student "road maps". Document conferences with teachers when providing feedback on intervention progress made and include this in the student "road maps". Implement structured collaborative time in the schedule for the support staff to meet, plan, monitor, and coordinate with the general education teachers. 	<p>Potential Resources to Enhance Strengths (optional) 2.2:</p> <p>Tomlinson, C. (2005) <i>An educator's guide to differentiating instruction</i>. Boston: Houghton Mifflin.</p>
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

<p>completed, time in program, time on task, and time on task versus time in program as evidenced by school documents.</p> <ul style="list-style-type: none"> • Interviews and documents demonstrate the Saturday Academy has been implemented as enrichment. It is free and open for students to attend field trips, science focused events, and career-exploration activities. • Per documents, parent and student interviews, after-school tutoring is held two days a week by teachers for struggling and advanced students. • The school implements the <i>Academy of Reading and Math</i> as an intervention program for struggling learners. Students performing below basic are selected to participate in this intervention. 		
<p>Areas needing attention 2.2:</p> <ul style="list-style-type: none"> • Teacher and leadership interviews and school documents indicated a lack of research-based systematic approaches on instructional strategies for advanced learners. • Differentiated instruction to accommodate various student needs, learning styles, and skill levels was highly effective in 1 of 16 classroom observations. • According to school document review and teacher and leadership interviews, the team noted a lack of monitoring or follow-through on the use of intervention data and other data to inform classroom instruction. 	<p>Recommendations 2.2:</p> <ul style="list-style-type: none"> • Identify and implement PD for staff focused on advanced learners and differentiated instruction, strategies, and resources for teachers. Conduct walk-throughs as follow-up for the PD. Collect data garnered from walk-throughs and observations and share with staff at staff meetings to show progress. Institute tiered PD, as needed, until 100% of teachers are implementing strategies. • Implement and monitor collaboration time between support staff and classroom teachers to discuss and plan instructional steps related to data gathered from interventions. • It is recommended that the special education coordinator conduct focus walks to monitor the implementation of research-based SPED interventions. 	<p>Potential Resources (optional) 2.2:</p> <p>Tomlinson, C.A. (1999). <i>The differentiated classroom</i>. Alexandria, VA: Association for Supervision and Curriculum Development. #99-6162. (Explores several approaches to differentiated curriculum and instruction. Provides examples of how to differentiate instruction to meet the needs of all students, in addition to small groups.)</p> <p>Benjamin, A. (2005). <i>Differentiated instruction using technology: A guide for middle and high school teachers</i>. Eye on Education: Larchmont, NY.</p> <p>VanTassel-Baska, J. (2003). <i>Curriculum planning and instructional design for gifted learners</i>. Denver, CO: Love.</p> <p>National Association for the Gifted www.nagc.org</p> <p>Virginia Association for the Gifted www.vagifted.org/</p>

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

		<p>Center for Gifted Education, College of William and Mary http://cfge.wm.edu/curriculum.htm</p> <p>Adolescent Literacy Interventions, the WWC publishes intervention reports that evaluate research on adolescent literacy curricula and instructional strategies for students in grades 4—12. These curricula and strategies are intended to increase skills in alphabetics, reading fluency, comprehension, and general literacy achievement.</p> <p>http://ies.ed.gov/ncee/wwc/reports/</p>
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.3. The school ensures that a program, and services are in place and essential strategies are utilized to meet the needs of English Language Learners (ELL).					
A. The school has a program in place to meet the needs of English Language Learners.	The school ensures a successful program in place to identify, meet the needs of and monitor the progress of English Language Learners who enroll at the school.	The school has a successful program in place to identify, meet the needs of, and monitor the progress of English Language Learners who enroll at the school.	The school has a program in place to identify, meet the needs of, and monitor progress of English Language Learners who enroll at the school.	The school has a developing program in place to identify, meet the needs of and monitor progress of English Language Learners who enroll at the school.	The school does not have a program in place for English Language Learners who enroll at the school.
B. The school is in compliance with its services implementation	The services are in keeping with federal regulations and exceed standards for staffing with requisite training, qualifications, and material resources.	The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and material resources.	The services are in keeping with federal regulations for staffing, training and material resources.	The services are in keeping with federal regulations but could benefit from increased staffing, improved staff training/ qualifications, and additional resources.	The services are out of compliance with federal regulations and/or there are no services in place for existing students
C. The school ensures that staff utilize essential strategies to support the literacy needs of English Language Learners	The school ensures that teachers utilize the most appropriate and effective instructional best practices and strategies to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school provides appropriate and effective instructional best practices and strategies for teachers to use to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school provides some effective instructional best practices and strategies for teachers to use to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school provides limited instructional best practices and strategies for teachers to use to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school does not have instructional best practices and strategies in place for ELL's.

Strengths 2.3 : <ul style="list-style-type: none"> • A review of documents revealed that the school has a plan in-place. The school has no ELL students. 	Recommendations to Enhance Strengths (optional) 2.3: <ul style="list-style-type: none"> • 	Potential Resources to Enhance Strengths (optional) 2.3:
Areas needing attention 2.3: <ul style="list-style-type: none"> • N/A 	Recommendations 2.3: <ul style="list-style-type: none"> • N/A 	Potential Resources (optional) 2.3:

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.4. Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.					
A. The school utilizes instructional strategies that address the special needs of students according to IEP objectives.	The school has alternative curriculum/ instructional modifications, made through school wide collaboration in place that are consistently and appropriately implemented, to meet the individual needs for special education students according to IEP objectives.	The school has alternative strategies and curricular/instructional modifications in place that are consistently and appropriately implemented to meet the individual needs for special education students according to IEP objectives.	The school has alternative strategies and instructional adjustments in place to meet the individual needs for students with special needs according to IEP objectives.	The school has minimal strategies in place to ensure students with special needs are served according to IEP objectives.	Strategies are not in place to ensure students with special needs are served according to IEP objectives.
B. The school allocates resources (human or material) to address the needs of students with special needs.	The school has allocated ample staffing and sufficient material resources to ensure appropriate support to students with special needs. The school provides regularly scheduled and ongoing staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	The school has allocated ample staffing and sufficient material resources to ensure appropriate help to support students with special needs. The school provides regularly scheduled staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	Essential staffing and material resources are allocated to help support students with special needs. The school provides some scheduled staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	Limited staffing and needed material resources are allocated to help support students with special needs. The school provides little staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	Staffing or material resources are not allocated to help support students with special needs. The school provides no staff training opportunities to ensure appropriate use of material resources and most effective support of the student.
C. The school provides related services and/ or accommodations for students according to IEPs.	The school ensures related services are scheduled according to IEP objectives and with minimal interruption to the student's instructional program. The school tailors accommodations specific to individual needs as identified in student IEP's. The school provides opportunities and accommodations for collaboration among instructional staff and related service providers.	The school ensures related services are scheduled according to IEP objectives and with minimal interruption to the students' instructional day. The school makes accommodations as identified in student IEP's.	The school provides accommodations and arranges for the provision of related services as identified in student IEP's.	The school does not ensure consistent provision and/or arrangement for related services as identified in student IEP's.	The school makes no provisions for appropriate accommodations or related services as identified in student IEP's.

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

<p>Strengths 2.4 :</p> <ul style="list-style-type: none"> • Interviews and documents revealed 32 special education students at CAPCS MS. The schedule supports a mix of pull-out and inclusion. There are three special education teachers, a special education coordinator, speech therapist, counselor, social worker, physical therapist, and occupational therapist. All have schedules, which list the period and students requiring services. • Documents and interviews indicate special education students participate in all assessment programs (DRA, benchmark, comprehensive) and the general education curriculum is used with modifications and accommodations created by their identified grade level special education teacher. Per interviews and observations, the school is moving toward “least restrictive environment” in general education inclusion. • Interviews and documents showed special education meetings facilitated by the coordinator have been held on the following topics: Positive Behavior and Intervention Strategies, IEP Report Cards, accommodations, and differentiation. Special education teachers create differentiated plans when working with pull-out groups that include the areas of reinforcement, assessment, and social emotional needs. Additional accommodations are made for questioning, visuals, grouping, and extended time. • Special education interviews and school documents revealed multidisciplinary teams meet to discuss student progress and monitor student IEP goals. The tracking document was evident in student LAF folders. • Parent interviews revealed that services are provided individually, as needed. IEP meetings are held where strategies and resources are shared. The IEP and progress is sent home with the report card. 	<p>Recommendations to Enhance Strengths (optional) 2.4:</p> <ul style="list-style-type: none"> • Develop a professional development plan for the special education team in order to increase instructional strategies utilized by the staff focused on meeting IEP objectives. 	<p>Potential Resources to Enhance Strengths (optional) 2.4:</p> <p>State Policies and Procedures and Selected Local Implementation Practices in Response to Intervention in the Six Southeast Region States This report describes how six state education agencies and three local education agencies in the Southeast Region are adopting and implementing Response to Intervention- an education approach designed to provide effective, evidence-based interventions for struggling learners. http://ies.ed.gov/ncee/edlabs/projects/</p> <p>Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools Taking early action may be key to helping students struggling with mathematics. The eight recommendations in this guide are designed to help teachers, principals, and administrators use Response to Intervention for the early detection, prevention, and support of students struggling with mathematics. http://ies.ed.gov/ncee/wwc/</p>
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

<p>Areas needing attention 2.4:</p> <ul style="list-style-type: none">• According to school documents and teachers and leadership interviews, lesson plan collaboration between special education/general education teachers and grade level, vertical, or content teams is not scheduled nor structured. Collaborative planning is more virtual and informal.• Although special education plans referred to differentiation, classroom observations showed inconsistency in implementation. Observations revealed the lack of various inclusion models to promote teacher engagement and student support throughout the lesson and to promote alignment of inclusion model with the lesson components. “One teach/one assist” inclusion model was observed in classrooms.	<p>Recommendations2.4:</p> <ul style="list-style-type: none">• Create time in the master schedule for structured collaborative planning for the general education and Special education teachers.• Examine optional methods and models for co-teaching in an inclusion model.	<p>Potential Resources (optional) 2.4:</p> <p>Agran, M., Ph.D., King-Sears, M. Ph.D., Wehmeyer, M.L., Ph.D., and Copeland, S.R., Ph.D. (2003). <i>Teacher's guide to inclusive practices: Student directed learning.</i></p> <p>Choate, J. S. (2004). <i>Successful Inclusive Teaching.</i> Allyn & Bacon: Boston, MA. A description of an inclusive program, along with legislation is provided here. The crux of the book examines how to work with students to develop literacy in language and math in an inclusive setting.</p> <p>A Description of Foundation Skills Interventions for Struggling Middle-grade Readers in Four Urban Northeast and Islands Region School Districts This study describes how four midsize urban school districts in the Northeast and Islands Region were providing foundation skills assessments and programs to struggling middle-grade readers. Researchers found variations, but also some similarities, in the districts' use of tests and programs. http://ies.ed.gov/ncee/edlabs/</p>
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.5. Time is made available throughout the year for planning designed to enhance and extend teaching and learning.					
	The school day, the annual calendar and master schedule reflect a high priority given to instructional planning as evidenced through instructional units and lesson plans, learning walks, teaching models, curriculum modifications designed to meet the needs of individuals and/or specific subgroups;	The school day, the annual calendar, and master schedule reflect a strong focus on providing multiple opportunities for instructional planning to meet academic student needs and enhance the instructional program.	The school offers a moderate amount of instructional planning time daily designed to meet student academic needs	The school offers some instructional planning time during the daily and/or weekly schedule.	The school offers little to no time in the daily schedule for instructional planning.

<p>Strengths 2.5 :</p> <ul style="list-style-type: none"> The school's professional development (PD) calendar encompasses the entire school year, including pre-opening orientation for new teachers and professional development for all teachers. The PD offerings include such topics as: content areas, special education, test-taking skills, and using data. Interviews and documents revealed learning walks are conducted by the leadership and curriculum consultant. Observations are focused on standards-based, learning-focused, and student-centered lesson components. 	<p>Recommendations to Enhance Strengths (optional) 2.5:</p> <ul style="list-style-type: none"> Consider including teachers as part of the learning walks to empower teachers by enabling them to actively participate in improving practices, learning from colleagues, and developing a school-wide philosophy. 	<p>Potential Resources to Enhance Strengths (optional) 2.5:</p>
<p>Areas needing attention 2.5:</p> <ul style="list-style-type: none"> Teacher interview and documents show there is no regular and structured meeting time for collaborative planning. Documents revealed that teachers need more daily and 	<p>Recommendations 2.5:</p> <ul style="list-style-type: none"> Create time in for structured collaborative planning in the master schedule between general education and special education 	<p>Potential Resources (optional) 2.5: Saphier, J. & Gower, R. (1997 5th edition). <i>The skillful teacher: Building your teaching skills</i>. Research for Better Learning, Inc. ISBN 1-886822-06-9.</p>

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

<p>weekly time to work collaboratively, both vertically and horizontally, in order to meaningfully plan together.</p> <ul style="list-style-type: none">Leadership and teacher interviews indicate that, due to the lack of scheduled collaborative planning between general education teachers and special education teachers, general education teachers email their lesson plans to special teachers. The special education teachers provide ideas and suggestions on how to modify and accommodate the lesson in order to meet the needs of student with IEP goals. Special education teachers create their pull-out plans based on the objectives from the general education teacher.	<p>teachers.</p> <ul style="list-style-type: none">Schedule regular consultations between the special education and general education teachers whose students need services in order to promote productive planning for student success.	<p>Meier, J.& Freck, K. <i>Seeking Help For struggling Readers: Seven Steps For Teachers (2005).</i></p> <p>Farr, Steven (2010). <i>Teaching As Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap.</i> Teach For America. Thorough rubrics describing effective teaching at different stages of a teaching career.</p> <p>Choate, J. S. (2004). <i>Successful Inclusive Teaching.</i> Allyn & Bacon: Boston, MA. A description of an inclusive program, along with legislation is provided here. The crux of the book examines how to work with students to develop literacy in language and math in an inclusive setting.</p>
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.6. Professional development offerings provide support in meeting the school's academic, non-academic, and mission specific performance goals and addresses any identified shortcomings in student learning.					
	Timely, ongoing, and data driven professional development offerings that address teacher needs, unique student learning needs and mission-specific goals.	Ongoing professional development offerings reflect analysis of student assessment data and are aligned to the academic, non-academic, and mission-specific goals.	Professional development offerings reflect analysis of student assessment data and are aligned to the academic, non-academic, and mission-specific goals.	Few professional development offerings reflect analysis of student assessment data that are aligned to the academic, non-academic goals, and/or mission-specific goals.	None of the professional development offerings address identified shortcomings in student learning or mission-specific goals.

<p>Strengths 2.6:</p> <ul style="list-style-type: none"> Teacher interviews and documents indicated that summer training and monthly Saturday academies are held for teachers across CAPCS campuses to include a range of topics: literacy, mathematics, ELL, <i>Responsive Classroom</i>, school mission, and special education.\ Leadership, teachers, and documents demonstrated a focus on examining student assessment data, and creating "road maps" for individual students to inform data-driven grouping and instruction. Teachers provide professional development to their colleagues based on their own knowledge in a variety of areas including <i>Discovery Education</i>. 	<p>Recommendations to Enhance Strengths (optional) 2.6:</p> <ul style="list-style-type: none"> Enhance PD offerings reflecting school and teacher goals documented by target audience, PD objectives, sign-in sheets, evaluations, follow-up/follow-through in terms of walkthroughs and observations, peer coaching, and tiered PD, as needed. Develop a process to monitor and share progress of small groups based on assessment data. 	<p>Potential Resources to Enhance Strengths (optional) 2.6:</p> <p>Lieberman, A. & Miller, L. (2001). <i>Teachers caught in the action: professional development that matters</i>. Teachers College Press</p> <p>Kagan Cooperative Learning, Publishing, and Professional Development. Specializing in staff development and educational resources for teachers. Contains cooperative learning, free articles, contact information, workshops information, www.kaganonline.com</p>
<p>Areas needing attention 2.6:</p> <ul style="list-style-type: none"> Although teachers complete a self-assessment summary, interviews and documents indicate a lack of individualized professional development plans. 	<p>Recommendations 2.6:</p> <ul style="list-style-type: none"> Create individual professional development plans for all teachers; include opportunities to revisit the plan while monitoring progress, set new goals, and identify PD opportunities based on school and individual teacher goals in order to achieve goal attainment. Conference with teachers in order to discuss and refine goals and suggest a variety of potential supports to increase teacher 	<p>Potential Resources (optional) 2.6:</p>

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

<ul style="list-style-type: none">The team noted, and the teachers interviewed indicated, that curricular topics for PD were broad and not inclusive of all areas in the training. The team did not specifically see topics related to standard/student objective alignment, standard/assessment alignment, and choosing materials related to student subgroups to support curriculum implementation.	<p>capacity.</p> <ul style="list-style-type: none">Make PD offerings more specific to particular topics pertinent to the different areas of curriculum that would enhance teaching and learning. Indicate the targeted audience, PD objectives, sign-in sheets, evaluation sheets, follow-up, follow-through, and tiered PD for those in need.	
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.7. A system of support is in place for new and struggling teachers. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.					
A. A system of support is in place for new and struggling teachers.	The school implements a support system that is highly effective in meeting the all the needs of new and struggling teachers. Inclusive of: <ul style="list-style-type: none"> • New teacher Induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan 	The school implements a support system that meets the needs of most new and struggling teachers Includes most of the following professional development strategies: <ul style="list-style-type: none"> • New teacher Induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan 	The school provides support to new and struggling teachers Includes some professional development strategies: <ul style="list-style-type: none"> • New teacher Induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan 	The school provides support to new and struggling teachers. Includes at least one of the following professional development strategies: <ul style="list-style-type: none"> • New teacher Induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan 	The school offers little or no support to new and struggling teachers.
B. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	Evidence exists that the school provides extensive support for all identified teachers in meeting the requirements in the HQ Compliance Action Plan.	Evidence exists that the school provides support for all identified teachers in meeting the requirements in the HQ Compliance Action Plan.	Evidence exists that teachers not designated as HQ, have an individualized HQ Compliance action plan.	Evidence exists that not all teachers not designated as HQ have a completed HQ Compliance Action Plan.	There is no evidence that all teachers not designated as HQ have been identified. There is no evidence that HQ Compliance Action Plans exist for teachers not designated as HQ.

<p>Strengths 2.7:</p> <ul style="list-style-type: none"> • CAPCS central office provides a two-week induction for new teachers. In addition, interviews showed that a new teacher received one-on-one coaching with a curriculum consultant. CAPCS strategy is to recruit and retain 100% of HQT staff. Interviews revealed, and documents substantiated that, 100% of teachers are highly qualified at Amos III, including two new teachers. • Teachers and documents demonstrate coaching and visitation from external consultants focused on <i>Developmental Design</i> and academic rigor. The visitation 	<p>Recommendations to Enhance Strengths (optional) 2.7:</p> <ul style="list-style-type: none"> • Create and document a formal support system, inclusive of new teacher induction, for the new middle school teachers. 	<p>Potential Resources to Enhance Strengths (optional) 2.7:</p> <p>Survival guide for new teachers: http://www2.ed.gov/teachers/become/about/survivalguide/index.html</p>
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DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

<p>schedule includes: classroom visits, teacher feedback, and administrative feedback.</p>		
<p>Areas needing attention 2.7:</p> <ul style="list-style-type: none"> • Although teachers work with external consultants, the team did not see evidence through interviews and documents regarding whether the school provides tiered PD to its faculty with a wide range of teacher experience and expertise. • Documents and teacher interviews revealed little evidence that new and struggling teachers attend external conferences and professional development. • Although teachers complete a self-assessment summary, interviews and documents indicate a lack of individualized professional development plans for new and/or struggling teachers. 	<p>Recommendations 2.7:</p> <ul style="list-style-type: none"> • Offer tiered PD opportunities to support all teachers' efforts to expand their expertise. • Inform staff of the workshops offerings and support attendance to conferences offered at the Office of the State Secretary of Education (OSSE). Encourage teacher support and capacity-building. • Create individual professional development plans for new and struggling teachers. These plans should professional development opportunities (both external and internal) that related to individual needs identified. Revisit the plan frequently to monitor progress and set new goals. Discuss and refine goals and suggest a variety of potential supports to increase teacher capacity. 	<p>Potential Resources (optional) 2.3:</p> <p>Farr, Steven (2010). <i>Teaching as Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap</i>. Teach For America. Thorough rubrics describe effective teaching at different stages of a teaching career.</p> <p>Tucker, P. (2001) Helping Struggling Teachers. Educational Leadership. (v58 n5 p52-55 Feb 2001).</p> <p>Heller, D. A. (2004). <i>Teachers wanted: Attracting and retaining good teachers</i>. Alexandria, VA: Association for Supervision and Curriculum</p> <p>Learning Forward http://www.learningforward.org</p>

2. INSTRUCTION

DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.1. The school administers standardized and internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals and targets; test results are made available regularly and in a usable format. (Assessment data are reflected in the SIP, if applicable.)					
A. The school administers standardized and internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals and targets.	The school administers a wide range of standardized and internal assessments, purposefully selected, and aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers standardized and internal assessments purposefully selected and aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers standardized and internal assessments aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers few standardized and internal assessments that are not always aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers the state standardized assessment. The school's internal assessments are not aligned with adopted standards and Performance Management Framework (PMF) goals and targets.
B. Test results are made available regularly.	Assessment results are available to the instructional staff in a timely manner and provided with high frequency.	Assessment results are available most often in a timely manner and provided at frequent intervals to the instructional staff.	Assessment results are sometimes available in a timely manner and at frequent intervals.	Assessment results are rarely available in a timely manner.	Assessment results are not available on a regular basis.
C. Test results are provided in a useable format.	Assessment results, by all subgroups, are analyzed and discussed frequently (more than quarterly) according to the assessment utilization plan to inform instruction at the school and classroom levels.	Assessment results, by most subgroups, are analyzed and discussed at least quarterly according to the assessment utilization plan to inform instruction at the school and classroom levels. Results are reported in a format that may be used easily to make school/classroom level decisions.	Assessment results are reported in a format that may be used to inform instruction at the school/classroom level.	Assessment results as reported may not be in a format that informs instruction.	Assessment results are not reported in a useable format.

<p>Strengths 3.1 :</p> <ul style="list-style-type: none"> Document reviews and interviews with school leadership and teachers revealed that the school administers the DC BAS, DRA, SRI, and other standardized assessments that are aligned with the performance standards framework. Document reviews and interviews demonstrate the 	<p>Recommendations to Enhance Strengths (optional) 3.1:</p> <ul style="list-style-type: none"> Continue to provide support and PD to teachers in the implementation of the <i>Discovery Education</i> assessment, resources for teaching, learning, and targeted remediation. 	<p>Potential Resources to Enhance Strengths (optional) 3.1:</p>
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DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

<p>availability of the reports in a timely manner, as they are used to group students for instruction and provide interventions.</p> <ul style="list-style-type: none"> Teachers were trained on and are now utilizing the <i>Discovery Education</i> assessment program to create and administer custom diagnostic (<i>Think Link</i>) probes aligned to the DC CAS. The probes then recommend standards-aligned video clips for targeted remediation for each student. 		
<p>Areas needing attention 3.1:</p> <ul style="list-style-type: none"> Although documents and interviews reveal that the school administers a wide range of standardized and internal assessments, there is a lack of coordination and integration of efforts to monitor these data sources as they relate to supporting the PMF goals and targets. Interviews with teachers and administration report that DC BAS assessment results are available for analysis in a timely manner. Teachers have created individual student "road maps" used to report on frequently missed objectives and strands, however there is no evidence of a coordinated assessment utilization plan (data utilization meeting schedule, assessment calendar, minutes from data utilization meetings, SIP plan meeting notes) in order to frequently discuss and analyze the many data sources (in addition to the DC BAS) by grade level, department, or vertical teams in order to inform instruction at the school and classroom 	<p>Recommendations 3.1</p> <ul style="list-style-type: none"> Develop a monitoring tool for staff to record on-going summary assessment data from multiple data sources (including DC BAS, DC CAS, SRI, DRA, <i>Auto Skills</i>, and data from student use of the <i>Discovery Education –Think Link</i> probes). Plan for regular data analysis meetings (inclusive of departments and school teams) and monitor student and school progress towards reaching the PMF targets and goals (use the quarterly benchmarks as targets). Use the classroom data to identify strengths and weaknesses in order to determine re-teaching strategies and next steps for teacher planning. Create a coordinated assessment utilization plan (data utilization meeting schedule, assessment calendar, minutes from data utilization meetings, SIP meeting notes) in order to frequently discuss and analyze the many data sources by grade level, department, and/or vertical teams in order to inform instruction at the school and classroom level. 	<p>Potential Resources (optional) 3.1</p> <p>Ainsworth, L. (2003). <i>Power standards: Identifying the standards that matter the most</i>. Advanced Learning Press. Englewood, CO.</p> <p>Bernhardt, V. L. (1998). <i>Data analysis for comprehensive school-wide improvement</i>. Eye on Education: Larchmont, NY.</p>

DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

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3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.2. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals; and, reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.					
A. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals.	The school has a system in place to collect, record, analyze and track student academic data to determine success in meeting all school goals.	The school has a system in place to collect, record, analyze, and/or track student academic data to determine success in meeting the almost all of the school goals.	The school has a system in place to collect, record and/or analyze student academic data to determine success in meeting most of the school's goals.	The school has a system in place for collecting and recording student academic data. Data are not organized and analyzed regularly.	The school does not have a system in place for collecting and recording student academic data. Data are not organized and analyzed regularly.
B. The school reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	The school regularly reports and communicates findings from the school-wide data to, staff, school's Board, parents, the PCSB and other community members.	The school-wide data are regularly reported to staff, school's Board, parents, the PCSB and other community members.	School wide-data are reported to staff, school's Board, parents, the PCSB and other community members as required.	School-wide data are inconsistently reported to staff, parents, the PCSB and other community members.	School-wide data are rarely reported to staff, parents, the PCSB and other community members.

<p>Strengths 3.2 :</p> <ul style="list-style-type: none"> Parents and staff report that parents receive regular student progress updates through phone calls, emails, interim progress reports, and parent/teacher conferences. 	<p>Recommendations to Enhance Strengths (optional) 3.2:</p> <ul style="list-style-type: none"> <i>Auto Skills</i> and Discovery Education software programs provide student reports for parents; consider including these in the student portfolios and making them available to parents during conferences to report on student progress. 	<p>Potential Resources to Enhance Strengths (optional) 3.2:</p>
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DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

<ul style="list-style-type: none"> • Interviews with teacher leaders report that data sources are reviewed during the SIP monthly meetings in order to determine the school's progress toward meeting academic and non academic goals. • Interviews with students, staff and administration concur that the school considers the "35 Book Campaign" a part of the school's requirement for graduation to high school. Students must complete a book report (for each of the 35 books) that includes a BCR, scored using the DC CAS rubric. • Interviews with teachers and students reveal that "road maps" have been developed for each individual student designed to track student performance on DC BAS. Each teacher has a data portfolio with the student's "road map" that is updated and used in conference with students and parents to monitor student progress quarterly. • DRA and SRI data were used to substantiate DC CAS and DC BAS data results to determine student reading levels for independent reading and to identify students eligible to participate in specific interventions (i.e., <i>Auto Skills</i> and reading class offered during specials). 	<ul style="list-style-type: none"> • Collect writing samples from student book reports to determine student progress in responding appropriately to the BCR and to make adjustments to subsequent lessons as a result of this analysis. This would also prove useful in helping teachers to determine effective feedback in order to help students progress towards proficiency in their writing skills and communicate this information to the parents and students as an indicator of progress. 	
<p>Areas needing attention 3.2:</p> <ul style="list-style-type: none"> • Although the school collects data from various assessments and reports (class portfolios, "road maps", <i>Discovery Learning</i> assessment reports, <i>Auto Skills</i> intervention reports), there is a need for a system and process to coordinate, monitor, and integrate student data in order to communicate school-wide progress and next steps towards meeting school goals. 	<p>Recommendations 3.2:</p> <ul style="list-style-type: none"> • Conduct regular school wide data analysis meetings and discuss the assessments, attendance data, referral data and other indicators of school success as well as overall student and school strengths and weaknesses, challenges, lessons learned, and next steps for supporting teachers with identifying instructional practices that improve academic performance on 	<p>Potential Resources (optional) 3.2:</p> <p>Danielson, C. (2002). <i>Enhancing student achievement</i>. Alexandria, VA: Association for Supervision and Curriculum Development</p> <p>Arizona Department of Education & RMC Research Corporation. (2003, April-May). <i>Data disaggregation and reporting</i>. Presentation at Arizona Regional Assistance Training Seminars. Denver CO: RMC Research Corporation. Author. Retrieved August 14, 2006, from</p>

DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

	school internal and formal assessments. Report these data results during monthly/quarterly SIP meetings, board meetings, and in communication with parent groups.	http://www.ade.state.az.us/azlearns/Presentations/Data-basedDecisions.pdf
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DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.3. Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.					
A. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	Teachers and administrators use assessment results consistently and at designated intervals in order to support a data driven instructional program that addresses student strengths and weaknesses in content areas, and delivers standards-driven instruction designed to increase student achievement.	Teachers and administrators use assessment and evaluation data consistently and at designated intervals to identify student strengths and weaknesses in content areas, to make decisions to improve instructional delivery and to increase student achievement.	Teachers and administrators use assessment and evaluation data to identify student strengths and weaknesses in content areas, make decisions to improve instructional delivery and increase student achievement.	Some teachers and administrators use assessment results to identify student strengths and weaknesses in content areas, make decisions to improve instruction delivery and increase student achievement.	Teachers and administrators rarely use assessment results to identify student strengths and weaknesses in content areas, make decisions to improve instruction delivery and increase student achievement.
B. Ongoing, informal assessments are used to provide increased instructional opportunities.	A wide range of informal classroom assessments is used consistently to provide instructional opportunities.	Several informal classroom assessments are used consistently to provide instructional opportunities.	Informal classroom assessments are used to provide some increased instructional opportunities.	Informal classroom assessments are rarely used to provide increased instructional opportunities.	Informal classroom assessments are not used to provide increased instructional opportunities with any consistency or purpose.

<p>Strengths 3.3 :</p> <ul style="list-style-type: none"> Informal classroom assessments in the form of “exit tickets” are used to determine student progress and to provide increased instructional opportunities and additional time on task. Interviews with teachers and administration indicated the use of <i>Discovery Education</i> and DC BAS “road maps” to track, collect, record, and analyze student academic data. Using the <i>Discovery Education Think</i> 	<p>Recommendations to Enhance Strengths (optional) 3.3:</p> <ul style="list-style-type: none"> Conduct analysis of responses on “exit tickets” to ensure that they are providing teachers with substantive information to determine lesson effectiveness and student level of mastery as a result of the daily lessons. 	<p>Potential Resources to Enhance Strengths (optional) 3.3:</p>
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DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

<p>Link probes, teachers have created additional probes to help students master objectives that need remediation.</p>		
<p>Areas needing attention 3.3:</p> <ul style="list-style-type: none"> Based on interviews with teachers and administration, as well as a review of data documentation, students are assessed using a variety of assessments; however there is no formal structure for data analysis and conversations among departments or grade level teams to discuss impact of instructional strategies, program and intervention effectiveness based on informal and formal student assessment results. Test results, interviews, and observations show that teachers do not meet as a team consistently to analyze data for the purpose of informing their instructional practices. Observations of student projects, assessments and “exit tickets,” lesson plans and documents reviewed indicate that there is a wide range of teacher effectiveness in the development and use of teacher made assessments/projects and other opportunities for students to demonstrate mastery that are aligned with DC CAS and designed to promote higher order thinking processes. Although an item analysis is completed by the teachers as indicated by a review of the “road maps” and interviews with teachers and administrator, there is no evidence to show that this information is then used to identify classroom differentiated strategies, materials, and/or subsequent follow-up assessments to advance student mastery (i.e. flexible grouping, small group instruction). Although the school has increased teacher proficiency in analyzing data, observations and a review of 	<p>Recommendations 3.3:</p> <ul style="list-style-type: none"> Develop a data assessment plan that supports the development of a professional learning community (see attached sample). Include in the plan a system to coordinate, monitor, and integrate multiple sources of student data (portfolios could include intervention data in addition to the DC BAS, SRI, Terra Nova, report card grades, and attendance) in order to communicate and plan for student progress toward proficient and advanced levels of mastery. Provide professional development opportunities for teachers to create assessment items that are aligned to DC CAS and other state/national summative assessments. Provide opportunities for collaboration (among departments or grade level teams) and teacher support in the development of in-house assessments that are aligned with DC CAS format. Provide additional training and support in the analysis and utilization of data for teaching and learning. Lesson plan templates should provide opportunities for teachers to support the 	<p>Potential Resources (optional) 3.3:</p> <p>Association for Supervision and Curriculum Development. (2002). <i>Using classroom assessment to guide instruction</i>. Three videos & facilitator’s guide. www.ascd.org</p> <p>Bernhardt, V. L. (2004). <i>Using data to improve student learning</i>. Eye on Education: Larchmont, NY. ISBN 1-930556-60-8.</p> <p>Bernhardt, V. L. (2001). <i>The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous school improvement</i>. Eye on Education: Larchmont, NY.</p> <p>Bernhardt, V. L. (1998). <i>Data analysis for comprehensive schoolwide improvement</i>. Eye on Education: Larchmont, NY.</p> <p>Boudett, K.P., City, E.A. & Murnane, R.J. (2006). <i>Data Wise: A step-by step guide to using assessment results to improve teaching and learning</i>. Harvard Education Press: Cambridge, MA. ISBN 1-891 792-67-9</p> <p>Brimijoin, K., Marquissee, E. & Tomlinson, C.A. <i>Using data to differentiate instruction</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>

3. ASSESSMENT

<p>documents show inconsistencies in the use of the data in the development of lessons designed to move students towards proficient and advanced levels.</p> <ul style="list-style-type: none"> • Although teachers discussed the use of the <i>Think Link</i> probes to develop assessment items, the <i>Auto Skills Management System</i> provides diagnostic and progress monitoring data for use. The program can also provide progress reports for individual students to be used by teachers, though there is little evidence that this information is used in the planning and preparation of daily lessons, based on a review of the lesson plans. • Interviews and conversations with teachers and administration reported that teachers are using <i>Discovery Learning Think Link</i> tools to develop test practice questions/probes and design lessons aligned to the DC CAS standards; however, a review of the lesson plans and other documents reveal inconsistent use of these tools among teachers. • Observations of feedback provided to student work lacked specificity in its intent to enable students to progress toward proficient and advanced levels. 	<p>use of differentiation strategies by identifying the data source/or rationale for selecting specific strategies.</p> <ul style="list-style-type: none"> • Provide additional professional development and follow-up to teachers with a focus on developing and implementing lessons that show the alignment among the assessment data and the use of the <i>Think Link</i> probes, pull-out/push-in interventions, and specific differentiated instructional strategies. Identify specific areas for which to provide differentiation (i.e. alternative assessments, assessment geared to different instructional levels, differentiated warm ups, projects with two sets of expectations with the same objective/goal). • Continue to provide additional professional development and support to teachers as they utilize the <i>Think Link</i> tools. • Conduct training on effective feedback for teachers, designed to improve the quality and effectiveness of the feedback provided to students both orally and on written work. 	
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3. ASSESSMENT

Sample next steps in developing a Data Assessment Plan

- Schedule of meetings - (at least biweekly, if not weekly)
- Purpose – to provide formal opportunities for teachers to analyze student assessments results and make instructional decisions impacting subsequent lesson planning
- Pre-work – teachers would decide ahead of time what to bring to the meeting – based on the purpose (i.e., common assessment results, BCR's or other student work, lesson objectives in order to develop a common assessment)
- During the meeting teachers would collaboratively discuss implications of the assessment, rigor, type of assessment, alignment of the assessment with the objective, and other indicators of student progress. As a result of this collaboration, teachers will discuss next steps (i.e., provide PD to the teachers if needed, revise pacing, re-teach strategies, small group activities, intervention). Teachers will identify the timeline and determine what will be brought to the next meeting.
- Teachers could also decide to plan the next lesson(s) or strategies for learning as a team, by department or grade level, for greater impact.

DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.4. Procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place.					
	Evidence that a formal and systematic process is consistently implemented with fidelity to identify and evaluate children with special needs. The process is transparent and accessible to parents, teachers and all relevant stakeholders.	Evidence that a formal and systematic process is consistently implemented with fidelity to identify and evaluate children with special needs. The process may be developing transparency for all relevant stakeholders.	Evidence that a formal process is consistently implemented to identify and evaluate children with special needs.	Evidence that a formal process is inconsistently implemented to identify and evaluate children with special needs.	No evidence of a formal process to identify and evaluate children with special needs.

<p>Strengths 3.4 :</p> <ul style="list-style-type: none"> Interviews with teachers indicate that the school has a referral process in place that is implemented. This process, in addition to all compliance processes, is coordinated by a full time special education coordinator. Interviews with school leadership indicate that the school is moving towards full implementation of <i>Response to Intervention (RTI)</i>, in order to support students identified as at-risk. Interviews with leadership and teachers revealed that all teachers receive student IEPs in order to meet the students' academic and social needs with fidelity. 	<p>Recommendations to Enhance Strengths (optional) 3.4:</p> <ul style="list-style-type: none"> The faculty has been trained and will continue to move forward with the implementation of the RTI process, including integrating behavioral intervention strategies as appropriate. Consider aligning the behavior intervention strategies (TAB, <i>Second Step</i>) with RTI procedures and support. Special education teachers continue to work collaboratively with teachers to ensure monitoring of IEP goals and providing opportunities in lessons for students to progress on IEP goals. 	<p>Potential Resources to Enhance Strengths (optional) 3.4:</p>
<p>Areas needing attention 3.4:</p> <ul style="list-style-type: none"> <i>Auto Skills</i> program is used to provide intervention to 	<p>Recommendations 3.4:</p> <ul style="list-style-type: none"> <i>Auto Skills</i> reports should be printed and 	<p>Potential Resources (optional) 3.4:</p> <p>Johnson, R. S. (2002). <i>Using data to close the</i></p>

DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

<p>special education students; however based on interviews with teachers and a review of documentation, there is no evidence to indicate that there is sharing of the <i>Auto Skills</i> data with general educators in order to plan.</p> <ul style="list-style-type: none">• Interviews with teachers, students, and administrators specify that data is used to place students in various interventions; however, data from the interventions is not monitored to determine effectiveness of the intervention nor is this information used to align the intervention with the daily instruction	<p>shared with general education staff in order to determine effectiveness of the intervention. This data can also be used by teachers to align pacing and lesson delivery strategies with those in the <i>Auto Skills</i> program, thus monitoring and increasing effectiveness of the <i>Auto Skills</i> program.</p> <ul style="list-style-type: none">• Utilize the data assessment plan meetings and portfolios to collect and analyze the data from interventions in order to determine effectiveness and to align the intervention with daily instruction.	<p><i>achievement gap</i>. Corwin Press: Thousand Oaks. http://www.greatschools.org/special-education/LD-ADHD</p>
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DC Public Charter School Board Program Development Review Rubric

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.5. Procedures to ensure accurate and timely identification and assessment of English Language Learners (ELL) are in place.					
	Evidence that a formal process for identification of ELL is consistently implemented with fidelity. Evidence that appropriate services and accommodations are provided. The process is transparent and accessible to parents, teachers and all relevant stakeholders. Reports are provided to stakeholders frequently.	Evidence that a formal process for identification of ELL is consistently implemented with fidelity. Evidence that appropriate services and accommodations are provided. Reports are provided to parents and teachers periodically.	Evidence that a formal process for identification and placement of ELL is consistently implemented.	Evidence that a formal process for identification and placement of ELL is inconsistently implemented.	There is no evidence of a formal process to identify and assess students for ELL services.

Strengths 3.5 : <ul style="list-style-type: none"> N/A 	Recommendations to Enhance Strengths (optional) 3.5: <ul style="list-style-type: none"> N/A 	Potential Resources to Enhance Strengths (optional) 3.5:
Areas needing attention 3.5 <ul style="list-style-type: none"> N/A 	Recommendations 3.5: <ul style="list-style-type: none"> N/A 	Potential Resources (optional) 3.5:

DC Public Charter School Board Program Development Review Rubric

4. SCHOOL CLIMATE: STUDENTS AND PARENTS

4. School Climate	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
4.1. Quality instruction is promoted through programs, procedures and practices designed to provide an academic learning climate in support of student achievement.					
	<p>Programs, procedures and practices are in place that are deliberately designed to provide an academic learning climate reflective of the school's mission in which quality instruction and student achievement are valued and supported at the highest level.</p> <p>Programs, procedures, and practices reflect all school goals and include all stakeholders.</p> <p>Student and staff accomplishments are most frequently recognized and honored, at least monthly, through established programs and methods implemented by the school.</p>	<p>Programs, procedures and practices are in place that are deliberately designed to provide an academic learning climate in which quality instruction and student achievement are highly valued and supported. Planned programs, procedures and practices reflect most school goals and include almost all stakeholders.</p> <p>Student and staff accomplishments are recognized and honored at least quarterly.</p>	<p>Programs, procedures and practices are available to provide an academic learning climate that supports student achievement and promotes quality instruction.</p> <p>Programs, procedures, and practices reflect some school goals and include most stakeholders.</p> <p>Student and staff accomplishments are recognized and honored at least twice yearly.</p>	<p>Few programs, procedures and/or practices are available to provide an academic learning climate that supports student achievement and promotes quality instruction.</p> <p>Programs, procedures, and practices reflect few school goals and include few stakeholders.</p> <p>Student and staff accomplishments are recognized and honored at least once annually.</p>	<p>No programs, procedures or practices are available to provide an academic learning climate that supports student achievement and promotes quality instruction.</p> <p>Student and staff accomplishments are not recognized nor honored.</p>

<p>Strengths 4.1:</p> <ul style="list-style-type: none"> • During teacher, parent, and student interviews, participants indicated that staff and students are celebrated frequently for their academic accomplishments. • Based on observations, the school's physical environment is colorful, bright, and inviting. • According to teacher, leadership, and parent interviews, teachers demonstrate a strong dedication to supporting students after school in tutoring, supplementing lessons and curricula for advanced and struggling students, and providing individualized attention to students who request it. 	<p>Recommendations to Enhance Strengths (optional) 4.1:</p> <ul style="list-style-type: none"> • Consider creating a more formal teacher incentive system to regularly recognize those teachers that provide the extra supports to students who require it. 	<p>Potential Resources to Enhance Strengths (optional) 4.1:</p> <p>Kriete, R. (2002). <i>The morning meeting book</i>. Northeast Foundation for Children: Greenfield, MA.</p>
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DC Public Charter School Board Program Development Review Rubric

4. SCHOOL CLIMATE: STUDENTS AND PARENTS

<p>Areas needing attention 4.1:</p> <ul style="list-style-type: none"> • During parent and student interviews, there was no evidence of student understanding that they are able to access the computer lab to complete homework. There are students who do not have access to computers and the Internet in their homes who were unable to complete their assignments. • During student and parent interviews, the team noted that fear, apprehension, and disrespect affect student perceptions of the school staff and the atmosphere of teaching and learning. • As evidenced by observations and interviews of all stakeholders, there is a lack of books in the library as well as leveled books in classrooms, informational level books/texts, novels that promote higher order thinking or meet students on their own level (math and science, specifically). • Through observations, document, review, and interviews, it was clear that instructional staff are not used in a manner to reflect effective instructional time on task for instructional planning and collaboration during the “administrative” period. 	<p>Recommendations 4.1:</p> <ul style="list-style-type: none"> • Make the use of the computer lab more transparent and readily available with access to the Internet for homework help before and after-school. • Consider having the computer lab teacher offer before/after-school classes on Internet use, research and documentation, using Microsoft office applications, and basic typing. • Develop and enforce non-negotiables with respect to the school learning atmosphere, including respectful interactions for all staff in addition to students. Ensure that “TAB”s are not punitive, but reflective, in nature. • Consider joining www.firstbook.org to acquire and expand the school’s library. Books needed should be on and above grade level, novels that encourage higher order thinking skills, and informational texts/books per grade. • Build a robust middle school library for students and a professional library (beyond textbooks) for teachers. In building the library, consider creating a joint effort between PTA and a staff committee. Also consider applying for the Laura Bush Foundation grant. • Revise the school schedule to create collaborative planning time and professional learning communities to build teacher capacity. Minimize the use of teachers in non-instructional activities. 	<p>Potential Resources (optional) 4.1:</p> <p>Computer lab resources below: http://www.educationworld.com/a_tech/tech025.shtml http://teacher.scholastic.com/activities/clf/</p> <p>Library Resources www.firstbook.org www.laurabushfoundation.org</p> <p>Caine, G., and Caine, Renate. (2010). <i>Strengthening and Enriching Your Professional Learning Community</i>. ASCD</p> <p>Hord, Shirley. (1997). <i>Professional Learning Communities: Communities of Continuous Inquiry and Improvement</i>. Southwest Educational Development Laboratory.</p> <p>Danielson, C. (2007, 2nd edition). <i>Enhancing professional practice: A framework for teaching</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Schrock, K. (1995 - 2007). <i>Guide for educators</i>. Discovery Education: Silver Spring, MD. (A categorized list of sites useful for enhancing curriculum and professional growth. Updated often to include best sites for teaching and learning.)</p> <p>Tomlinson, C.A. & McTighe, J (2006) <i>Integrating the differentiated classroom and Understanding by Design</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
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DC Public Charter School Board Program Development Review Rubric

4. SCHOOL CLIMATE: STUDENTS AND PARENTS

4. School Climate	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
4.2. The school is a safe and orderly learning environment.					
	<p>The school's discipline policies and practices are clearly articulated and systematically enforced by all administration and staff through a tiered infraction system, and regularly revisited with staff, students, and parents.</p> <p>The school maintains a positive, safe and orderly environment through proactive planning and consistent implementation by the administration and staff.</p> <p>Interactions between adults and students are characterized by a high degree of mutual respect.</p> <p>Almost all students demonstrate adherence to the code of conduct.</p>	<p>The school's discipline policies and practices are articulated and enforced by all of the administration and almost all the staff through a tiered infraction system and occasionally revisited with staff, students and parents.</p> <p>The school maintains a positive, safe and orderly environment through proactive planning and implementation by the admin and staff</p> <p>Interactions between adults and students are characterized by a high degree of mutual respect.</p> <p>Most students demonstrate adherence to the code of conduct.</p>	<p>The school's discipline policies and practices are articulated to staff, students, and parents and enforced by the administration and most of the staff.</p> <p>The school is predominantly a safe and orderly learning environment where interactions between adults and students exhibit mutual respect.</p> <p>Many students demonstrate adherence to the code of conduct.</p>	<p>The school's discipline policies and practices are articulated to staff, students and parents but do not include a tiered infraction system and are not consistently enforced by the administration and staff.</p> <p>The school does not consistently maintain a safe and orderly learning environment and/or respectful interactions between adults and students.</p> <p>Students demonstrate inconsistent adherence to the code of conduct.</p>	<p>The school's discipline policies and practices are not clearly articulated to staff, students and parents nor regularly enforced by administration and staff, resulting in an unsafe and disorderly learning environment.</p> <p>Students demonstrate little to no adherence to the code of conduct.</p>

<p>Strengths 4.2:</p> <ul style="list-style-type: none"> According to teachers, students, and parents participating in interviews, the school is both safe and orderly with few disruptions. Teachers interviewed were insistent on moving students forward and informing parents about their child's progress. 	<p>Recommendations to Enhance Strengths (optional) 4.2:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 4.2:</p>
<p>Areas needing attention 4.2:</p> <ul style="list-style-type: none"> As noted in classroom observations and teacher and student interviews, there is a lack of consistency in the use of the TAB system. TAB use is inconsistent in purpose and 	<p>Recommendations 4.2:</p> <ul style="list-style-type: none"> Ensure that the school's behavior management system is fair, equitable, consistent, and respectful. Ensure TAB use 	<p>Recommended Resources 4.2:</p> <p>A realistic, positive approach to tough discipline problems</p> <p>Cooperative Discipline is a timely, realistic respectful</p>

DC Public Charter School Board Program Development Review Rubric

4. SCHOOL CLIMATE: STUDENTS AND PARENTS

<p>implementation.</p> <ul style="list-style-type: none"> • While individual classroom teachers had posted their classroom social contracts, the school is lacking a clearly articulated set of discipline policies, as well as strategies, tools, and options to support classroom management. • In reviewing the SWIS data and observations of students and classes, it is evident that the students' behavior becomes increasingly more challenging, especially during class transitions. • Students articulated that class attention is called to students enrolled in special education or those who have been deemed high achievers. Students are identified by their achievement status or subgroup; this has negatively affected student perceptions of the classroom environment. 	<p>is not punitive and that it involves respectful redirection of the students, allowing them to communicate their perspective positively and effectively. Consider reviewing the <i>Cooperative Discipline</i> and <i>Consistency Management</i> curriculum.</p> <ul style="list-style-type: none"> • Consider supplementing the TAB system in conjunction with a wide array of classroom strategies based on the respectful interaction focus the school has adopted. • Consider appointing relationship building staff members who will work with not only student government but an additionally selected group of outstanding middle school leaders to help create a stronger, more clearly communicated message about the <i>Expectations of Excellence</i> as it relates to CAPCS MS. • Create a confidentiality policy for instructional staff that encourages staff not to disclose the special education status of students with special needs (included gifted and talented students). Additionally, students' test scores and other relevant data should not be disclosed to the whole group while implementing lessons and curricula. 	<p>approach to discipline and classroom management. It's a system that not only affirms students, but insists they share responsibility for their behavior, helping them develop the sense of self-worth that leads to achievement. Based on respectful interactions, the program (PK-12) examines the goals of student misbehavior and trains teachers to use a wealth of strategies to diffuse the different categories of misbehavior.</p> <p>www.pearson.com</p> <p>The American Student Government Association (ASGA) is the professional association serving and supporting Student Government leaders and advisors. www.asgaonline.com</p> <p>Saphier, J. & Gower, R. (1997 5th edition). <i>The skillfull teacher: Building your teaching skills</i>. Research for Better Learning, Inc. ISBN 1-886822-06-9/</p> <p>Saphier, J. (1993). <i>How to make supervision and evaluation really work: supervision and evaluation in the context of strengthening school culture</i>. Research for Better Teaching, Inc.</p>
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DC Public Charter School Board Program Development Review Rubric

4. SCHOOL CLIMATE: STUDENTS AND PARENTS

4. School Climate	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
4.3. Parents/guardians and students are satisfied with the school.					
A. The school offers opportunities for parental involvement in academic and social activities that relate to student achievement. The school monitors parent involvement in school activities and has a system for monitoring parent and student satisfaction.	The school offers numerous and varied opportunities for parental involvement in academic and social activities that are aligned to the school's mission and relate to raising student achievement. The school has a system for monitoring parent and student satisfaction. Results indicate high satisfaction for both parent and students.	The school offers many opportunities for parental involvement in academic and social activities that are aligned to the school's mission and relate to raising student achievement. The school has a system for monitoring parent and student satisfaction.	The school offers some opportunities for parental involvement in academic and social activities that are aligned to the school's mission and/or relate to student achievement. The school monitors parent involvement in school activities.	The school offers few academic and social activities. The activities may or may not be aligned to the school's mission or designed to raise student achievement.	The school offers little to no opportunities for parental involvement in academic and social activities.

<p>Strengths 4.3 :</p> <ul style="list-style-type: none"> Parents said there were volunteer opportunities to further help student achievement. 	<p>Recommendations to Enhance Strengths (optional) 4.3:</p> <ul style="list-style-type: none"> 	<p>Potential Resources to Enhance Strengths (optional) 4.3:</p>
<p>Areas needing attention 4.3:</p> <ul style="list-style-type: none"> During various stakeholder interviews, there was no evidence of a parent survey to capture parent experience at the school. Parents indicated that they were happy with their experience but did have concerns around overall respect of staff and students. During parent interviews, it was conveyed that there is a small core of parents who participate in PTA and parent presence in the school. There is a consistent lack of attendance from the larger parent population. During student interviews, it was indicated that students want to have more of a voice in their level of engagement with 	<p>Recommendations 4.3:</p> <ul style="list-style-type: none"> Conduct a parent survey. Once survey is complete, communicate the analyzed data in a compiled report. Build a parent engagement program at each campus; parent engagement program should include PTA, parent education classes, parent preparation for middle and high school and college prep, and other parent needs. Develop formal structures of communication to relay messages from the Board of Trustees to all parents. 	<p>Potential Resources (optional) 4.3:</p> <p>www.parentinvolvementmatters.org http://www.k12.wa.us http://www.extension.umn.edu</p> <p>Edwards, P. A. (1992). Strategies and techniques for establishing home-school partnerships with minority parents. <i>Children at-risk: Poverty, minority status, and other issues in educational equity</i> (pp. 217-236). Silver Spring, MD: National Association of School Psychologists.</p>

DC Public Charter School Board Program Development Review Rubric

4. SCHOOL CLIMATE: STUDENTS AND PARENTS

<p>staff members around accountability and consequences for their behaviors.</p>	<ul style="list-style-type: none">• Create a taskforce of students, and administrative and instructional staff who can evaluate, develop, and present a set of accountability factors and consequences for behaviors seen by all students.• Once taskforce has gained consensus on how to improve teacher-student, student-student, administration-teacher, and administration-student relationships, have a school culture presentation during morning and afternoon meeting times.	
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DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.1. The Board and school administrators govern and manage in a manner consistent with the school's design and mission.					
	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that the design is sometimes used to manage and govern the school.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members fail to demonstrate an understanding of the school's design and/or they do not use it to manage and govern the school.

<p>Strengths 5.1 :</p> <ul style="list-style-type: none"> None noted. 	<p>Recommendations to Enhance Strengths (optional) 5.1:</p>	<p>Potential Resources to Enhance Strengths (optional) 5.1:</p>
<p>Areas needing attention 5.1:</p> <ul style="list-style-type: none"> After completing all stakeholder interviews, it was evident that there is a lack of management by the CMO of overall school operations of the Armstrong campus to ensure that there is fidelity to the school's design and mission. The lack of an organizational chart, as evidenced by document review, reflects the disconnect between the roles of the Board and CMO in assuring adherence to the school's mission and academic success. 	<p>Recommendations 5.1:</p> <ul style="list-style-type: none"> As a Board, clarify the roles of board members and central office staff in providing support to school leadership. Consider as a Board of Trustees seeking leadership and management training for board members and central office staff. 	<p>Potential Resources (optional) 5.1:</p> <p>http://www.americangovernance.com</p> <p>Creating an Effective Charter School Governing Board Guidebook, The Board Role in Strategic Thinking and Strategic Planning. www.uscharterschools.org/governance/ch5.doc</p> <p>http://www.schoolboarddata.org</p> <p>Enhancing Charter Schools Through Parent Involvement http://www.charterresource.org</p> <p>www.boardsource.org</p>

DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.2. The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, additional funding, and services for special needs students.					
	The Board and school administration effectively deploy resources to further the academic and organizational success of the school. Such deployment has resulted in significant improvement in the school's academic and organizational success. The school continues to demonstrate exceptionally high performance as it relates to those goals.	The Board and school administration effectively deploy resources to further the academic and organizational success of the school. Such deployment has resulted in improvement in the school's academic and organizational success.	The Board and school administration adequately deploy resources to further the academic and organizational success of the school. Such deployment, however, has not led to improved academic or organizational performance nor has it negatively impacted the school's existing performance.	The Board and school administration deploy limited resources to further the academic and organizational success of the school. Such deployment has not led to appreciable improvement in the school's academic and organizational performance.	There is little or no evidence that the school's Board and administration work to deploy resources in a way that supports the academic and organizational work of the school. The lack of adequate resources is directly linked to the school's poor academic and organizational performance.

<p>Strengths 5.2 :</p> <ul style="list-style-type: none"> The Board of Trustees established a site-based budget for each campus. 	<p>Recommendations to Enhance Strengths (optional) 5.2:</p>	<p>Potential Resources to Enhance Strengths (optional) 5.2:</p>
<p>Areas needing attention 5.2:</p> <ul style="list-style-type: none"> Evidenced by document review and interviews, Board of Trustees and the Central Management Organization (CMO) do not effectively deploy human resources to meet academic goals, as measured by achievement in benchmark results (i.e. aligned and strategic professional development, formal mentoring and coaching and coordination of collaborative planning schedules). As evidenced by observations and document reviews, there is a lack of coordination, transparency, integration, and structure to successfully acquire material resources to support the school's Science, Math, and Technology focus 	<p>Recommendations 5.2:</p> <ul style="list-style-type: none"> The Board should begin the strategic planning process. Within the strategic plan, credence should be given to means by which to hold the CMO accountable for academic targets, deployment of resources, and means to measure accountability. 	<p>Potential Resources (optional) 5.2:</p> <p>Sparks, D. (2007 2nd ed.). <i>Leading for results: Transforming teaching, learning and relationships in schools</i>. Corwin Press: Thousand Oaks, CA.</p> <p><i>PCSB Governance Handbook, School Leadership Accountability: Strategic, Innovation, Responsiveness</i>. Massachusetts Public Charter School Association, <i>Board Roles and Responsibilities toward the School Leader - Goal Setting and Evaluation with the School Leader</i> http://www.masscharterschools.org/training/schoolleader.html</p>

DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

<p>and to support effective teaching and learning (i.e. library, science lab, assessments that align with curriculum and standards).</p> <ul style="list-style-type: none">• Through leadership and teacher interviews conducted, it is evident that resources in the building have not been inventoried, assessed, and assigned effectively. The Board does not have accurate information about how the current resources are being utilized.	<ul style="list-style-type: none">• Conduct an inventory of the school's instructional resources and materials. Review the inventory with the school leadership to determine the usefulness of resources, alignment to curriculum and assessments, timeliness of content, appropriate levels of content, and next steps to update and ensure ample, targeted resources.	<p>http://www.mcrel.org</p> <p>The following is a document reflecting Board of Trustees stewardship and governance in New York. Of particular interest: Chapter 6: Board of Trustees Effective Decision Making, Chapter 7: Legal and Financial Responsibilities, and Chapter 11: The Board of Trustees role in Fundraising. (See Guidebook).</p> <p>http://www.defendcharterschools.org</p>
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DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.3. The Board has ensured strong and stable school leadership.					
	The Board has established a school that maintains exceptional academic performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school's exceptional performance. Board annually reviews School Leader through an evaluation and maintains a school leader succession plan.	The Board has established a school that maintains above average academic performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance. Board annually reviews School Leader through an evaluation and maintains a school leader succession plan.	The Board has established a school that maintains average academic performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school's existing performance. Board annually reviews School Leader through an evaluation and has discussed school leader succession.	The Board has established a school that maintains below-average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance. Board does not annually review School Leader through an evaluation and has not considered school leader succession.	The Board has established a school that is unstable and maintains low levels of academic performance through its school leader. There have been no changes in school leadership or the changes have not led to an appreciable improvement in academic performance. Board does not annually review School Leader through an evaluation and has not considered school leader succession.

<p>Strengths 5.3 :</p> <ul style="list-style-type: none"> The Board of Trustees placed the CAPCS Vice President of Learning, who has a long history at CAPCS, as the CAPCS MS Academy Leader during the 2009-2010 school year to support a developing middle school program. The school leader has continued in the position during this school year and is a veteran educator and school leader. 	<p>Recommendations to Enhance Strengths (optional) 5.3 :</p>	<p>Potential Resources to Enhance Strengths (optional) 5.3:</p>
<p>Areas needing attention 5.3:</p> <ul style="list-style-type: none"> After document review and interviews, there has not been appreciable improvement in academic performance as measured by the 2010 DC CAS and DC BAS results. Through leadership and teacher interviews, the Board of Trustees noted that the current school leadership team is working on building capacity and leadership to ensure improvement in the academic performance. Although the 	<p>Recommendations 5.3:</p> <ul style="list-style-type: none"> Align the school's curriculum, assessments, lesson planning, and fidelity to school's mission. Reconsider the role of the Assistant Principal to further enhance the school leadership team. 	<p>Potential Resources (optional) 5.3:</p> <p>http://www.cpcos.on.ca</p> <p><i>PCSB Governance Handbook, School Leadership Accountability: Strategic, Innovation, Responsiveness.</i></p>

DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

<p>Board of Trustees interview indicated that the Board has begun discussing the idea of a strategic plan, they have not formalized the long term strategic plan to address attainment of the academic performance goals and objectives.</p> <ul style="list-style-type: none">• Leadership and teacher interviews and document reviews indicated no evidence of tiered support for instructional staff, as well as a formal new teacher training program, formal lesson plan feedback to all instructional staff, and formal inventory of resources (human/materials).	<ul style="list-style-type: none">• Encourage teachers and staff to pursue further specialized training and studies.• Provide supports to school leadership team to expand student enrollment, current leadership team, and curriculum.	<p>NGA Center for Best Practices Hall of States, Suite 267 444 North Capital Street Washington, DC 20001-1512 202-624-5330 Of particular interest: Issue Brief: Improving Charter School Leadership www.nga.org/center</p>
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DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.4. The Board has stable leadership and a succession plan.					
	The Board has established strong leadership through stable and experienced board officers. The board maintains a written succession plan for board leadership and maintains strong membership and recruiting.	The Board has established strong leadership and experienced board officers. The board maintains a written succession plan for board leadership and attempts to maintain strong membership and recruiting.	The Board has established strong leadership, but leadership has not been stable. The board maintains a written succession plan for board leadership and attempts to maintain strong membership and recruiting.	The Board has not established strong leadership through stable and experienced board officers. The board does not maintain a written succession plan for board leadership nor maintain strong membership and recruiting.	The Board is unstable and is not experienced. The board does not maintain a written succession plan for board leadership nor maintain strong membership and recruiting.

Strengths 5.4: <ul style="list-style-type: none"> 	Recommendations to Enhance Strengths (optional) 5.4: <ul style="list-style-type: none"> 	Potential Resources to Enhance Strengths (optional) 5.4:
Areas needing attention 5.4: <ul style="list-style-type: none"> According to document review and the Board of Trustees interview, the team noted that there is currently no succession plan for the Board Per the Board of Trustees interview, it was revealed that a voting board member is a part-time, salaried employee of the school. 	Recommendations 5.4: <ul style="list-style-type: none"> Create a Board of Trustees succession plan for the Board. Review the Board of Trustees bylaws and current conflict of interest policy. 	Potential Resources (optional) 5.4: <p>Sample Board of Trustees Charter Law. Of particular interest: Chapter 4: Best Practices to Sticky Situations. http://www.smymcharterlaw.com</p> <p>Quality Charters Matters Issue Brief, Good to Govern: Evaluating the Capacity of Charter School Founder Boards http://www.qualitycharters.org/</p> <p>Colorado Charter Schools, Overcoming Founders Syndrome http://coloradocharters.blogspot.com/</p>

DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

		<p>Cornell-Feist, Marci. "Good to Govern: Evaluating the Capacity of Charter School Founding Boards" http://www.qualitycharters.org/</p> <p>Gottlieb, Hildy. Community Driven Institute, <i>10 "Stops" Signs on the Road to Board Recruitment</i> http://www.help4nonprofits.com/</p> <p><i>Partnership for Prince Georges County, Resources, Small Organization Workshop, Small Board Member Agreement</i> http://www.partnershippgc.org</p>
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DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

5. Governance and Management	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
5.5. The Board sets academic, financial, and other key annual targets and provides adequate oversight of these expectations.					
	The Board sets annual targets for academics and finance, as well as school-specific goals. Board regularly reviews progress on these goals with specific tools (such as a dashboard) and works with the School Leader to make mid-course corrections and new targets as is necessary. Targets exceed minimal expectations of NCLB, etc.	The Board sets annual targets for academics and finance, as well as school-specific goals. Board regularly reviews progress on these goals with specific tools (such as a dashboard) and works with the School Leader to make mid-course corrections and new targets as is necessary.	The Board sets targets for academics and finance, as well as school-specific goals. Board regularly reviews progress on these goals and may or may not work with the School Leader to make mid-course corrections and new targets as is necessary. No specific tools (such as dashboards are used).	The Board does not set any specific targets for academics and finance, as well as school-specific goals. Board does not regularly review progress on these goals with specific tools (such as a dashboard) and may or may not work with the School Leader to make mid-course corrections. Board does not set new targets as is necessary.	The Board does not set any targets for academics and finance, as well as school-specific goals. Board does not regularly review progress on these goals with specific tools (such as a dashboard) and does not work with the School Leader to make mid-course corrections nor set new targets as is necessary.

<p>Strengths 5.5 :</p> <ul style="list-style-type: none"> After document review and Board of Trustees interview, it is clear that each campus has their own financial budget and individual campus budget targets that have been set. 	<p>Recommendations to Enhance Strengths (optional) 5.5:</p>	<p>Potential Resources to Enhance Strengths (optional) 5.5:</p>
<p>Areas needing attention 5.5:</p> <ul style="list-style-type: none"> After document review and interview with the Board of Trustees, it is clear that there are not any formal academic targets or plan for oversight regarding achievement towards academic goals. The Board of Trustees interview and document review revealed that the Board of Trustees lacks a systematic way to analyze and review data and set specific academic and other key targets. 	<p>Recommendations 5.5:</p> <ul style="list-style-type: none"> Recruit or contract the necessary expertise to develop these plans. Consider conducting needs assessment of skills required for board members to ensure there is proper oversight of academic and other key annual targets. Require the CMO to develop a tool (data dashboard) or research a data management system for school leaders to use to develop and provide reports to the Board of Trustees for the purpose of monitoring students' academic progress and evaluating the effectiveness of the school's academic 	<p>Potential Resources (optional) 5.5:</p> <p>Contact your PCSB Academic Performance Officer regarding Board training offerings.</p> <p>RAND. <i>Making Sense of Data Driven Decision-Making</i> www.rand.org/pubs/occasionalpapers/2006/RAND_OP170.pdf</p> <p><i>Academic Quality: A Report from the National Consensus Panel on Charter School Academic Quality. Building Charter School Quality (BCSQ)</i> http://www.publiccharters.org/node/</p>

DC Public Charter School Board Program Development Review Rubric

5. GOVERNANCE AND MANAGEMENT

	<p>program. Then, as a Board, establish a process by which the Board of Trustees reviews academic data on a quarterly basis to determine if annual academic targets are on track to be met.</p>	
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Appendix Y



SCOTT PEARSON, EXECUTIVE DIRECTOR

January 11, 2013

Mr. Terry Chili
Board Chair
Community Academy Public Charter School (CAPCS)
1400 First Street, NW
Washington, DC, 20001

Dear Mr. Chili:

As a follow-up to our meeting with you on December 20, 2012, and in anticipation of receiving CAPCS's application for charter renewal, we write to raise some concerns about CAPCS's management agreement with Community Action Partners and Charter School Management LLC (CAPCS Management LLC) and to request several documents pursuant thereto. In order of appearance in the management agreement, PCSB has the following concerns:

1. Article 1, section 1.1. entitled Term, provides that the agreement "shall commence on the date shown above and shall be in effect for a five-year period." While the effective date on the agreement appears to be March 28, 2007, the parties did not sign the agreement until April 26, 2007, making the termination date of the agreement April 28, 2012. PCSB is very concerned that CAPCS is operating under a management understanding without an effective management agreement in place. Moreover, given the concerns and questions that follow below, we believe at the very least the agreement should be updated with various provisions eliminated or drastically revised.
2. Article 3, section 3.4 (f), entitled Non-Discrimination, provides: "The educational program of CAPCS shall be nonsectarian and shall not illegally discriminate against any student on the basis of race, creed, color, sex, national origin, religion, ancestry, or disability or special needs." PCSB is concerned that this non-discrimination clause is not inclusive of the D.C. Human Rights law, prohibiting discrimination on the basis of sexual orientation or sexual identification.

3. Article 6, section 6.1 entitled Admission Standards, provides in relevant part: “However, CAPCS and CAPCS Management LLC shall have the authority to give preference to neighborhood students and to siblings of students enrolled in CAPCS, so long as this preference does not violate the Charter Contract.” The School Reform Act (SRA) provides for open enrollment and allows public charter schools to give preferences only “. . . to an applicant who is a sibling of a student already attending or selected for admission to the public charter school . . . or an applicant who is a child of a member of the public charter school’s founding board” The SRA, however, does not allow preferences to be given to neighborhood students. This provision in the management contract raises grave concerns regarding CAPCS’s enrollment practices.
4. Article 6, section 6.2 entitled Recruitment, provides in relevant part: “Students shall be selected based upon selection criteria agreed upon between CAPCS Management LLC and the Board in compliance with the Charter Contract and applicable laws.” As with PCSB’s concern above, this provision is contrary to the SRA, which provides for open enrollment. There should be no selection criteria other than the preferences mentioned above.
5. Article 7, section 7.3, entitled Family Educational Rights and Privacy Act, provides: “CAPCS hereby designates employees of CAPCS Management, LLC as having a legitimate educational interest such that they are entitled to access to education records under” the statute. PCSB questions whether CAPCS has the legal authority to designate the management company employees as authorized under FERPA to have access to confidential student information, particularly if these employees do not work for an education agency or institution that is the recipient of certain federal funds.
6. Finally, PCSB cautions CAPCS that despite the long list of authorized duties delegated to the management company under the agreement, generally the Board of Trustees cannot delegate away its fiduciary responsibilities under the SRA.

In addition to the above-mentioned concerns, PCSB requests the following information and/or documents:

1. Article 8, section 8.1(c)(1) entitled Fees, provides that CAPCS Management LLC will submit a detailed operations plan and budget for the coming year, and that CAPCS will pay CAPCS Management LLC a fixed fee. Section 8.3 further provides that CAPCS Management LLC will invoice CAPCS for this fixed fee on a quarterly basis. Please provide the detailed operation plan and quarterly invoices submitted to the school for consideration for each of the last five fiscal years (FY08 – FY12).
2. Article 8, section 8.1(c)(1) and 8.3 also provide that CAPCS may pay the management company a contingent fee based upon satisfactory management of CAPCS under the agreement (up to 3% of gross annual revenue and not to exceed the fixed fee), and that this fee will be invoiced on an annual basis. Please provide the annual invoices for the contingent fees and the basis for determining satisfactory management of CAPCS for the following years where applicable:
3. Article 8, section 8.1.9(c)(2) provides that “CAPCS Management LLC may receive a management fee for CAPCS Special Projects managed by [it] (sic) such as acquisition and renovation of additional properties, special education programs, and family services.” Please provide copies of all separate agreements for such special projects for each of the last five fiscal years (FY08 – FY12).
4. Article 8, section 8.1(c)(3) provides that CAPCS Management LLC may receive a fee for monies raised through its efforts on behalf of the school through grants, gifts, and other means.” Please provide a copy of the separate agreement between CAPCS and CAPCS Management LLC detailing the terms of this fee. Also, please provide copies of all invoices associated with these fees for each of the last five fiscal years (FY08 – FY12). Finally, please provide a listing of any and all separate accounts for grants and gifts for the last five fiscal years (FY08-FY12).
5. Article 3, section 3.4 (a) entitled Subcontracting and Location of Performance, provides that CAPCS Management LLC may subcontract any and all services and it will do so in accordance with the charter and any other requirements that DCPS or the Board of Education may impose. Presumably, the intent was to also subcontract in accordance with the provisions of the SRA, which requires public charter schools to publish a

notice of request for proposals for contracts above \$25,000. As required by the SRA, please provide copies of all bids received for each subcontract above \$25,000, the name of the subcontractor awarded each subcontract, and the rationale for the award of each subcontract for each of the last five fiscal years (FY08 – FY12). Please also note whether any contracts were awarded to related parties or might comprise a conflict of interest and, if so, identify in board minutes or other documentation where such conflict of interest was made known to all board members..

6. Article 9, section 9.1. entitled Personnel, provides that “CAPCS Management LLC may subcontract for administrative services or human resource services for CAPCS.” Please provide copies of any and all subcontracts for administrative services and/or human resources services for each of the last five fiscal years (FY08 – FY12) as well as a schedule of salaries received by the three highest-paid employees of CAPCS Management LLC.

Thank you for your immediate attention to these concerns and requests. PCSB kindly requests that you respond to our concerns and provide the requested documents within three weeks from the date of this letter. If you have any questions, please feel free to contact me at 202-328-2663.

Sincerely yours,

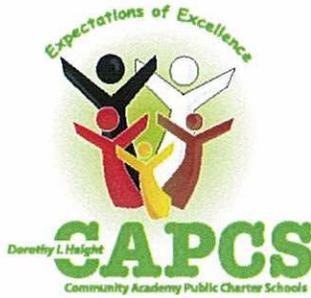


Scott Pearson
Executive Director



Brian Jones
Board Chair

Appendix Z



February 14, 2013

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

Dear Mr. Jones:

Thank you for your prompt scheduling of the February 7, 2013 meeting that was held with you, Skip McCoy and Scott Pearson and the members of the Executive Committee of the Community Academy Public Charter Schools' (CAPCS) Board of Trustees.

This letter is in response to a letter dated January 11, 2013 from you to Terry Chili, our former interim Board Chair. As I explained in our meeting on February 7, Mr. Chili never received the letter, and I did not receive it until it was sent to me by email on February 5, 2013 by Mr. Pearson. The letter was not addressed to the official address for CAPCS that should be on record at the Public Charter School Board (PCSB), nor to the address for Mr. Chili that is listed in the PCSB's Epicenter Information Management System.

Your letter of January 11th indicated that the CAPCS application for charter renewal was not "complete" as submitted on January 28, 2013 for failure to provide the information requested in the January 11, 2013 letter. As a threshold matter, we disagree that our application for charter renewal is not complete until we provide the information requested in your letter. Section 38-1802.12 of the School Reform Act (the "Act") states that an application for charter renewal shall contain (i) a report on the progress of the public charter school in achieving the goals, student academic achievement expectations; (ii) all audited financial statements for the public charter school for the preceding 4 years; and (iii) the articles of incorporation and bylaws. All of the foregoing information was provided to the PCSB on January 28, 2013, when CAPCS submitted its application for charter renewal. The information that the PCSB is requesting relating to CAPCS's management contract is not a basis for treating our application as incomplete. Our application was complete on January 28, 2013, and the PCSB should have begun reviewing it as soon as it was received. The PCSB is acting beyond its statutory authority in requiring that

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CAPCS provide the information requested in its January 11th letter as a condition for reviewing its renewal application.

The Executive Board has reviewed the requests for additional information and documents in your January 11th letter. Although some of those requests are outside the purview of the PCSB, we have, to the extent appropriate, provided responses below. CAPCS is providing this information to ensure that the review of its application for charter renewal is removed from the “on hold” status that was referred to in our meeting. It is our assumption that by providing this information, the PCSB will commence its review of our application immediately and provide CAPCS with notice of its right to an informal hearing pursuant to Section 38-1802.12(d)(1) of the Act. If our assumption is incorrect, please let me know immediately.

Our first group of responses addresses the statement in your January 11 letter that the PCSB has “concerns about CAPCS’s management agreement with Community Action Partners and Charter School Management LLC (CAPCS Management LLC).”

- 1. Article 1, section 1.1 entitled, Term, provides that the agreement “shall commence on the date shown above and shall be in effect for a five-year period.” While the effective date on the agreement appears to be March 28, 2007, the parties did not sign the agreement until April 26, 2007, making the termination date of the agreement April 28, 2012. PCSB is very concerned that CAPCS is operating under a management understanding without an effective management agreement in place. Moreover, given the concerns and questions that follow below, we believe at the very least the agreement should be updated with various provisions eliminated or drastically revised.**

At the February 21, 2013 meeting of the CAPCS Board of Trustees the Board will be asked to ratify the acts taken by CAPCS Management LLC since April 28, 2012 and to extend the management agreement by amendment through the end of the current school year. CAPCS will also solicit bids pursuant to Section 38-1802.04(c) of the Act for a new management agreement for the next school year. The Board shall enter into a management agreement with the selected firm.

- 2. Article 3, section 3.4 (f), entitled Non-Discrimination, provides: “The educational program of CAPCS shall be nonsectarian and shall not illegally discriminate against any student on the basis of race, creed, color, sex, national origin, religion, ancestry, or disability or special needs.” PCSB is concerned that this non-discrimination clause is not inclusive of the D.C. Human Rights law, prohibiting discrimination on the basis of sexual orientation or sexual identification.**

At the February 21, 2013 meeting of the CAPCS Board of Trustees, the Board will be asked to approve an amendment to the management agreement that includes in the list of prohibited discriminatory acts the words “sexual orientation, gender identity or expression.”

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CAPCS was founded on the principle of equity in educational opportunities for all children regardless of their characteristics or background. CAPCS has always taken the rights of all children and adults very seriously and has a history of looking out for “the least among us”. CAPCS also takes very seriously any allegation that it has not lived up to this commitment.

There are actually four sections in the management contract that contain a non-discrimination clause. They are Sections 3.4(f), 6.1, 9.7 and 16.9. All of these sections will be amended to include the prohibition against discrimination on the basis of “sexual orientation, gender identity or expression.”

3. **Article 6, section 6.1 entitled Admission Standards, provides in relevant part: “However, CAPCS and CAPCS Management LLC shall have the authority to give preference to neighborhood students and to siblings of students enrolled in CAPCS, so long as this preference does not violate the Charter Contract.” The School Reform Act (SRA) provides for open enrollment and allows public charter schools to give preferences only “ . . . to an applicant who is a sibling of a student already attending or selected for admission to the public charter school . . . or an applicant who is a child of a member of the public charter school’s founding board” The SRA, however, does not allow preferences to be given to neighborhood students. This provision in the management contract raises grave concerns regarding CAPCS’s enrollment practices.**

At the February 21, 2013 meeting of the CAPCS Board of Trustees, the Board will be asked to approve an amendment to the management agreement to delete the words “to neighborhood students”. CAPCS has always had a policy of open enrollment for all students who are residents of the District of Columbia, and does not, in fact, give any preference to neighborhood students.

4. **Article 6, section 6.2 entitled Recruitment, provides in relevant part: “Students shall be selected based upon selection criteria agreed upon between CAPCS Management LLC and the Board in compliance with the Charter Contract and applicable laws.” As with PCSB’s concern above, this provision is contrary to the SRA, which provides for open enrollment. There should be no selection criteria other than the preferences mentioned above.**

Amending the management agreement as described above will address this issue.

CAPCS has always had a policy of open enrollment for all students who live in the District of Columbia. This is evidenced by the numbers of students who attend and have attended CAPCS schools from all Wards of the City.

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5. **Article 7, section 7.3, entitled Family Educational Rights and Privacy Act, provides: “CAPCS hereby designates employees of CAPCS Management, LLC as having a legitimate educational interest such that they are entitled to access to education records under” the statute. PCSB questions whether CAPCS has the legal authority to designate the management company employees as authorized under FERPA to have access to confidential student information, particularly if these employees do not work for an education agency or institution that is the recipient of certain federal funds.**

Pursuant to the Family Educational Rights and Privacy Act Regulations (“FERPA”), 34.C.F.R. Subpart D, Section 99.31 (a)(1)(i)(B) (authorized by 20 U.S.C. § 1232 g(b)(1)(D)), CAPCS has the legal authority to designate the management company’s employees as authorized under FERPA to have access to confidential student information.

The regulation state as follows:

(a) An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by Section 99.30 if the disclosure meets one or more of the following conditions:

(1)(i)(A) The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.

(B) A contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party—

- (1) Performs an institutional service or function for which the agency or institution would otherwise use employees;
- (2) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and
- (3) Is subject to the requirements of Section 99.33(a) governing the use and redisclosure of personally identifiable information from education records.

6. **Finally, PCSB cautions CAPCS that despite the long list of authorized duties delegated to the management company under the agreement, generally the Board of Trustees cannot delegate away its fiduciary responsibilities under the SRA.**

By contracting with a management company for the provision of the enumerated services, CAPCS has not “delegated away its fiduciary responsibilities” under the School Reform Act. Throughout the management agreement there are many statements that the decisions of the management company are subject to the approval and consent of the Board of Trustees of CAPCS.

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Examples include the following:

1. Section 3.2 Authority. (a) CAPCS Management, LLC in performing its duties and obligations under this Agreement shall have the power and authority, consistent with federal and District of Columbia law and subject to the other terms and conditions of this Agreement **and the oversight of the Board** to: (a listing of the enumerated services that CAPCS Management LLC may undertake follows).
2. Section 3.4 (a) Philosophy and Design.
CAPCS Management, LLC is responsible for developing **in consultation with the Board and CAPCS staff, an educational philosophy and school design that fully reflects CAPCS' community based identity**. CAPCS Management, LLC is also **responsible, with the Board's approval, for providing a comprehensive and detailed curriculum...**
3. Section 3.4 (b) The CAPCS Management, LLC Educational Program.
The educational program will apply elements of the following curricula to specific subject areas: Core Knowledge, First Steps, Responsive Classrooms and Every Day Math. This program may be modified by CAPCS Management, LLC from time to time in consultation with CAPCS staff and with Board approval. ... The Board shall approve prior to the implementation of any substantial modification to the educational program at CAPCS.
4. Section 3.4(e) Adaption of Curriculum. **CAPCS Management, LLC shall consult with the Board** and CAPCS' Chief Academic Officers and teachers to augment and customize the curriculum to meet the needs of the community, federal, District of Columbia curriculum and program requirements, **and special concerns of the Board.**

Additionally, CAPCS Management, LLC reports to and is subject to oversight and direction by CAPCS's Board, the Board Chair and the Board's Executive Committee on a regular basis and ongoing basis.

This second group of responses addresses the PCSB's request for information or documents from CAPCS.

1. **Article 8, section 8.1(c)(1) entitled Fees, provides that CAPCS Management LLC will submit a detailed operations plan and budget for the coming year, and that CAPCS will pay CAPCS Management LLC a fixed fee. Section 8.3 further provides that CAPCS Management LLC will invoice CAPCS for this fixed fee on a quarterly basis. Please provide the detailed operation plan and quarterly invoices submitted to the school for consideration for each of the last five fiscal years (FY08 – FY12).**

An annual budget for the coming school year is submitted by CAPCS Management LLC to CAPCS at the end of the school year (the last week of June). Based on the annual budget, equal, monthly payments are made by CAPCS to CAPCS Management LLC for the 12 month period. By making prompt payments on a monthly basis, CAPCS has been able to negotiate a more favorable fee from CAPCS Management LLC. CAPCS has relied on this practice rather than invoices and operations plans. Previous Boards have been

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involved in the operations activities of the management company although that was not documented.

Pursuant to the Board's fiduciary and oversight responsibilities, this provision as well as all of the other provisions governing the management agreement will be strictly adhered to. At the Board of Trustees meeting to be held on February 21, 2013, the Board will institute procedures for invoicing and following the terms of the agreement.

- 2. Article 8, section 8.1(c)(1) and 8.3 also provide that CAPCS may pay the management company a contingent fee based upon satisfactory management of CAPCS under the agreement (up to 3% of gross annual revenue and not to exceed the fixed fee), and that this fee will be invoiced on an annual basis. Please provide the annual invoices for the contingent fees and the basis for determining satisfactory management of CAPCS for the following years where applicable:**

No contingent fees have been paid to CAPCS Management LLC.

- 3. Article 8, section 8.1.9(c)(2) provides that "CAPCS Management LLC may receive a management fee for CAPCS Special Projects managed by [it] (sic) such as acquisition and renovation of additional properties, special education programs, and family services." Please provide copies of all separate agreements for such special projects for each of the last five fiscal years (FY08 – FY12).**

CAPCS Management LLC managed only one Special Project. The management company served as the project manager for the major renovation project of the Amos 3 building and smaller renovation projects at the Amos 1, Amos 2, Butler and Rand campuses over a three year period. Bids solicited for the renovation project ranged from \$2 - \$3 million. Due to the high costs, the management company served as the project manager for a fee of \$1.1 million.

The payments to CAPCS Management LLC for the renovation project came from the proceeds of a \$25 million bond issued by the District of Columbia government. The amount of proceeds allocated in the bond proceeds for the renovation project was \$2.9 million, significantly higher than the \$1.1 million invoiced by CAPCS Management LLC. CAPCS Management LLC performed at 62% below the amount allocated under the bond. Every invoice from CAPCS Management LLC was submitted to the Bank of New York for payment.

The project was not performed under a separate agreement.

- 4. Article 8, section 8.1(c)(3) provides that CAPCS Management LLC may receive a fee for monies raised through its efforts on behalf of the school through grants, gifts, and other means." Please provide a copy of the separate agreement between CAPCS and CAPCS Management LLC detailing the terms of this fee. Also, please provide copies of all invoices associated with these fees for each of the last five fiscal years (FY08 –**

Dorothy I Height, Community Academy PCS
1351 Nicholson Street NW, Washington, DC 20011
202-234-5437, 202-723-7099 (fax) www.capcs.org

FY12). Finally, please provide a listing of any and all separate accounts for grants and gifts for the last five fiscal years (FY08-FY12).

CAPCS Management LLC has not engaged in fundraising activities on behalf of CAPCS and has not received any fees for fundraising activities. There have been no separate accounts for grants and gifts.

- 5. Article 3, section 3.4 (a) entitled Subcontracting and Location of Performance, provides that CAPCS Management LLC may subcontract any and all services and it will do so in accordance with the charter and any other requirements that DCPS or the Board of Education may impose. Presumably, the intent was to also subcontract in accordance with the provisions of the SRA, which requires public charter schools to publish a notice of request for proposals for contracts above \$25,000. As required by the SRA, please provide copies of all bids received for each subcontract above \$25,000, the name of the subcontractor awarded each subcontract, and the rationale for the award of each subcontract for each of the last five fiscal years (FY08 – FY12). Please also note whether any contracts were awarded to related parties or might comprise a conflict of interest and, if so, identify in board minutes or other documentation where such conflict of interest was made known to all board members.**

CAPCS Management LLC has not issued any subcontracts.

- 6. Article 9, section 9.1 entitled Personnel, provides that “CAPCS Management LLC may subcontract for administrative services or human resource services for CAPCS.” Please provide copies of any and all subcontracts for administrative services and/or human resources services for each of the last five fiscal years (FY08 – FY12) as well as a schedule of salaries received by the three highest-paid employees of CAPCS Management LLC.**

CAPCS Management LLC has not entered into subcontracts for administrative services and /or human resources services on behalf of CAPCS.

CAPCS does not have information regarding the salaries received by the three highest-paid employees of CAPCS Management LLC. CAPCS Management LLC is a limited liability company, incorporated in the District of Columbia, serving as a contractor to CAPCS. The salaries paid by the management company to its employees are confidential business information, and it is outside of accepted business practices to require a contractor to provide its internal salary structure or to disclose the allocation of their revenue. For these reasons, we will not provide the PCSB with salaries paid by the management company to its employees.

The CAPCS Board has determined that the average payment of 5.38% of CAPCS’s annual gross revenue to CAPCS Management LLC for the last 5 years is reasonable and fair.

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I trust that these responses will provide the information you have requested. The CAPCS Executive Committee has made every effort to respond to you as quickly as possible, despite the fact that the letter requesting the information was not received by us until February 5. It is our expectation that the review of the CAPCS charter renewal application will proceed immediately.

Sincerely,

A handwritten signature in cursive script that reads "Ernest G. Green". The signature is written in black ink and is positioned above the printed name.

Ernest G. Green
Chairman
CAPCS Board of Trustees

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Appendix AA



SCOTT PEARSON, EXECUTIVE DIRECTOR

February 27, 2013

Ernest G. Green
Chairman
Community Academy PCS
1351 Nicholson Street, NW
Washington, DC 20011

Dear Mr. Green,

Thank you for your prompt response to PCSB's request for information and documentation regarding the management agreement between Community Academy PCS (CAPCS) and Community Action Partners and Charter School Management LLC (CAPCSM LLC). Again, we apologize that our January 11, 2013 was mistakenly addressed to one of the CAPCS campuses and not the administrative offices, and thus not received by Mr. Terry Chili, the former interim Board Chair. We have ensured that all staff members are aware of the correct address to which to forward further correspondence with you.

As an initial matter, though we disagree with a couple of your points – as I discuss more fully below – PCSB considers your application filed as of the date your letter was delivered to the PCSB office, February 14, 2013, and will forward to you as Board Chair for CAPCS a written notification of the right to an informal hearing regarding CAPCS's application for charter renewal no later than 15 days from that date, which is March 1, 2013. Secondly, we respectfully disagree with your assessment of our authority to deem your application incomplete until the information requested was provided. Indeed, the District of Columbia School Reform Act (SRA) mandates that PCSB shall not approve an application if we determine, among other factors, that a school has committed a material violation of applicable law. In accordance with that provision, all of our requests were to determine whether CAPCS had committed a material violation of a law – whether it was a violation of the SRA, the D.C. Human Rights laws, Non-Profit Corporations laws, or the Family Educational Rights and Privacy Act. In that vein, I have the following comments to your responses:

1. In response to our concern that CAPCS and CAPCSM LLC are operating under an expired management agreement, you replied that at your February 21, 2013, meeting of the Board of Trustees meeting, the Trustees would be asked to ratify the acts taken by CAPCSM LLC since April 28, 2012 and to extend the management agreement by amendment through the end of the current school year. **Please provide documentation of that ratification and extension.** Further, you also responded that CAPCS would solicit bids for a new management agreement for next school year, and enter into a management agreement with the selected firm. PCSB looks forward to receiving all bids for the contract, the name of the contractor awarded the contract, and the rationale

for the award of the contract pursuant to §38-1802.04(c)(B) of the SRA as well as a copy of the executed contract.

2. In response to our concern that CAPCS's non-discrimination clause is not inclusive of the D.C. Human Rights law prohibiting discrimination on the basis of sexual orientation or sexual identification, you stated that at the February 21, 2013 Board of Trustees meeting, the Trustees would be asked to approve an amendment to the management agreement that includes in the list of prohibited discriminatory acts the words "sexual orientation, gender identity or expression." You further responded that other sections of the management contract contain non-discriminatory clauses would be amended as well. **Please provide documentation of the amendments and approval of such by the Trustees.** PCSB commends your longstanding commitment to equity in educational opportunities for all children regardless of their characteristics or background, and appreciates the Board's immediate response to this concern during its February 21, 2013 Board meeting.
3. In response to our concern regarding CAPCS's enrollment practices regarding neighborhood preferences and selection criteria, you responded that at the February 21, 2013 Board of Trustees meeting, the Trustees would be asked to approve an amendment to the management agreement to remove the words "to neighborhood students" from Article 6, section 6.1. entitled Admission Standards. **Please provide documentation of the amendment and approval of such by the Trustees.**
4. In response to our question whether CAPCS has the legal authority to designate CAPCSM LLC employees as authorized under the Family Educational Rights and Privacy Act (FERPA) to have access to confidential student information, you responded by citing FERPA regulations that authorize contractors to be considered a school official under certain provisions, one of which is if the contractor is under the direct control of the agency or institution with respect to the use and maintenance of education records. We understand your citation to this regulation to mean that any employee of CAPCSM LLC, with a legitimate educational interest in students' educational records is under the direct control of CAPCS with respect to use and maintenance of such records.
5. Finally, amongst the documents PCSB requested, we requested a schedule of salaries received by the three highest-paid employees of CAPCSM LLC, to which you responded that CAPCS does not have this information because CAPCSM LLC is a limited liability company serving as a contractor to CAPCS. You further stated that salaries paid by the management company to its employees are confidential business information that is not customarily provided. However, Article 8, section 8.1(c)(1) of the management agreement specifically provides that "CAPCSM LLC will submit a detailed operation plan and budget for the coming year for the

Board's approval . . . The budget will include salaries and benefits for all CAPCSM LLC staff working under this Agreement." It is based on this provision that PCSB requests the salaries received by the three highest-paid employees of CAPCSM LLC and CAPCSM LLC's operational plan and budget, pursuant to its oversight authority to ensure compliance with applicable laws, including the SRA, which among other things provides that charter schools shall receive and disburse funds for public charter school purposes. We make this request under the authority of section 38-1802.11(a)(2) of the DC Code and must insist that it be complied with.

Again, we appreciate your prompt response to our January 11, 2013, concerns and requests for information and documentation. As stated above, PCSB will forward a written notice of CAPCS's right to request a hearing on its application for charter renewal by March 1, 2013. We trust that you will respond to this letter, outlining a few remaining matters as promptly, so that staff can include the information in its preliminary report to the PCSB Board regarding your application for renewal and provide you with a copy to help inform your decision regarding requesting an informal hearing. If you have any questions or concerns, please don't hesitate to contact us at the PCSB office. Thank you.

Sincerely yours,



Scott Pearson
Executive Director



Brian Jones
Board Chair

Appendix BB

DC Public Charter School Board

Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Community Academy Amos I		Date: October 15, 2012
Leader: Ms. Tanya Clark-Morgan	Special Education Manager: Cherrye Jeter	
Current Total School Population: 461	Current Number of Students with Disabilities: 53	Section 504 Plans:

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.

- (11) “A public charter school shall submit an annual report” that includes
 - (ii) “Student performance on any district wide assessments.”
 - (vi) “Official student enrollment.”
 - (vii) “Average daily attendance.”

38-1802.2 (B) “The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

- (ii) To perform competitively on any district wide assessments.”
- (10) “A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas.”
- (11) “A description of the procedures the proposed school plans to follow...to comply with...all applicable civil rights statutes and regulations of the Federal government and the District of Columbia.” (includes ADA and handicapped accessibility)

Per PCSB’s Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: “A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter...”

Criterion 1: Mission and Vision Statement- “If your school’s vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school’s next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including Examples reflecting this service...”

Criterion 2: Academic Performance – “...summarize the school’s academic performance over the current fifteen year charter term,” including “percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS Exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.;; and “student attendance and re-enrollment rates...”

“Reviewers will look for evidence of...Examples of school performance and reasons for those performance outcomes...”

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

“The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA’s monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In Exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA’s identification of the noncompliance.”

“The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make “determinations” annually about the performance of each LEA based on information provided in the SPP/APR, information obtained through monitoring visits, and any other public information made available.”

Performance Standards	Supporting Data, Evidence and Information	In Place	In Process	Not in Place	Does Not Exist	Comments & Documents	
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS Exams for the operation years listed:	YR: 5				2002 OSSE data only goes back to 2003	
		10			X	2007 not enough SWDs for subgroup	
		13	X			2010 not enough SWDs for subgroup 14 SWDs Reading: 7.14% P and A State-16.29% P and A Math: 14.28% P and A State-18.83% P and A	
		14	X			2011 not enough SWDs for subgroup 17 SWDs Reading: 0% P and A State-17.61% P and A Math: 17.64% P and A State-19.8% P and A	
		15	X			2012 Reading: 5% P and no A State-22.00% Math: 14% P and A State-25.00%	
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS Exams for the operation years listed:	5				X	
		13	X				2010 Reading: 44.66% gap Math: 33.24% gap
		14	X				2011 Reading: 50.75% gap Math: 39.61% gap
		15	X				2012 Reading: 45% gap Math: 38% gap
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:	10				X	
		13				X	
		14				X	
		15				X	
		Data from all PCSB generated school performance profile and composite reports/reviews	X				PCSB <u>Program Development Review Report 11/12</u> All students can learn-student centered Responsive Classroom Model Difficulty infusing collaboration and differentiated instruction to meet sub group needs Uses standardized and internal assessment measures-additional assessment for SWDs Data system is evolving Enrollment declines after first grade SST in place 2.2 strategies in place to address variant student needs adequate

						2.4 strategies in place to ensure meeting of IEP goals instructional strategies in place resources in place related services and accommodations in place 3.2 collects and analyzes data 3.4 accurate and timely identification/evaluation	proficient adequate proficient proficient adequate proficient
2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs	Charter application and agreement, and any amendments	X				Committed to providing special needs support with basic required academic support. Will resist labeling tendency. Will serve same population as DCPS but with lower special education designations. Difficulties of SWDs are more likely to be the by-products of rigidities and conflicts in regular programs—these children end up being classified based on perceived discipline problems, segregated and stuck with IEPs that fail to address any real problem.	
3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	X				'11-'12 PCSB Enrollment Data – 53 SWDs Level 1: 18 Level 2: 16 Level 3: 13 Level 4: 6 53 / 461 – 11.5%	
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring		X			OSSE: <u>2010 IDEA Compliance Monitoring Report</u> (summary and full report) 68% Needs Assistance <ul style="list-style-type: none"> • Less than 75% of files for SWDs are in compliance • Less than 90% of noncompliance corrected within one year after identification of non-compliance • More than 5 LEA-level findings 	
	Part I-FAPE in the LRE						
	Indicator A: The LEA educates students in the least restrictive environment. (5)	X					<u>OSSE 2010-2011 LEA Compliance Monitoring Report</u> LRE 1- Student Placement Based on IEP “96.67% – Individual Student Corrections Must be Completed Where Noncompliance Identified” LRE 2 – Appropriate Supplemental Aids and Services Used Before Removal From Regular Education “95%- Individual Student Corrections Must be Completed Where Noncompliance Identified” LRE 3 – Student Placement Determined Annually “100% - Criteria Met” LRE 4- Consideration of Harmful Effects – “96.36% - Individual Student Corrections Must be Completed Where Noncompliance Identified”

Indicator B: The LEA ensures IEPs are appropriately developed and implemented.		X			<u>OSSE 2010-2011 LEA Compliance Monitoring Report</u> Only 51.6% of parents invited to meeting According to SEDS (11/20/12), there 4 overdue meetings for 2012 – 2 Initial Eligibility, 1 Triennial Eligibility, and 1 IEP Review.
Indicator C: The LEA completes evaluations within the State-established timeline. (11)	X				<u>OSSE 2010-2011 LEA Compliance Monitoring Report</u> Only 51% to 66% given prior written notice for initials and re-evaluations <u>OSSE Quarterly Findings 6/29/12</u> Reevaluation – 1 finding, 1 outstanding (LEA wide)
Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3 rd birthday. (6)				X	n/a
Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13)				X	n/a
Indicator F: The LEA utilizes appropriate discipline processes and procedures. ((4)	X				PCSB <u>2011-2012 Program Development Review Report</u> 4.2 Proficient <u>OSSE 2010-2011 LEA Compliance Monitoring Report</u> DIS 3- LEA Conducted Functional Behavioral Assessment – 55.00% - Individual Student Corrections and LEA Corrective Actions Must be Completed DIS 4 – LEA Developed Behavioral Intervention Plan – 60% - Individual Student Corrections and LEA Corrective Actions Must be Completed
Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)					
Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.				X	n/a
Part II-Dispute Resolution					
Indicator A: The LEA timely implements due process complaint requirements. (17)	X				PCSB: <u>2011-2012 Comprehensive Special Education Review Report</u> Indicator 5.1 Exemplary OSSE: 2010 IDEA Part B LEA Performance Determinations 2 complaints filed (for all schools) currently open

	Indicator B: The LEA timely responds to State complaint requests and decisions. (16)				X	
	Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)				X	
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B (continued)	Part III-Data					
	Indicator A: A. The LEA submits timely, valid and reliable data. (20)	X				OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> Item # 2 All data are valid and reliable and submitted timely (for LEA)
	Indicator B: The LEA uses data to inform decision-making. (20)	X				PCSB <u>Program Development Review Report 11/12</u> Indicator 3.2 and 3.3 - Adequate
	Part IV – Fiscal					
	Indicator A: The LEA Expends IDEA Part B funds in accordance with Federal laws, state laws and approved budget and spending plans.				X	OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> Item 4 Material weaknesses identified by auditor OSSE <u>2010-2011 LEA Compliance Monitoring Report</u> Several areas of noncompliance related to accounting, recording, Expenditures and documentation of IDEA Part B funds
	Indicator B: The LEA uses IDEA Part B funds only to pay the Excess costs of providing special education and related services to children with disabilities.	X				See Indicator A
	Indicator C: The LEA meets its maintenance of effort requirement	X				OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> Item 6 LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely
	Indicator D: The LEA properly calculates and Expends CEIS funds.					X n/a
Indicator E: the LEA does not comingle IDEA Part B funds with other funds.				X	OSSE <u>2010-2011 LEA Compliance Monitoring Report</u> LEA accounting record does not ensure that federal funds are not comingled with other funds 0% - LEA Level Corrections Must Be Completed	
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD				X	n/a

6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					
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1. Special Education Desk Audit should be considered as a negative factor during renewal decision. Yes

- Assessment data indicate that SWDs **have not made academic growth**, performance scores of SWDs have consistently fallen below State averages, and special education subgroup percentages continue to be on the low end of a significant gap when compared to whole school results.
- Compliance concerns and lack of fiscal responsibility and accounting for IDEA funding.
- Charter application language relating to SWDs appears discriminatory and needs revision.

If renewed, school should be referred for a quality Assurance Review.

DC Public Charter School Board

Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Community Academy Amos II (Preschool / PreK)		Date: October 15, 2012
Leader: Kevin Walston	Special Education Manager: Cherrye Jeter	
Current Total School Population: 137	Current Number of Students with Disabilities: 5	Section 504 Plans:

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.

- (11) “A public charter school shall submit an annual report” that includes
 - (ii) “Student performance on any district wide assessments.”
 - (vi) “Official student enrollment.”
 - (vii) “Average daily attendance.”

38-1802.2 (B) “The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

- (ii) To perform competitively on any district wide assessments.”
- (10) “A description of the student enrollment, admission, suspension, Expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas.”
- (11) “A description of the procedures the proposed school plans to follow...to comply with...all applicable civil rights statutes and regulations of the Federal government and the District of Columbia.” (includes ADA and handicapped accessibility)

Per PCSB’s Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: “A report on the progress of the public charter school in achieving the goals, student academic Expectations, and other terms of the approved charter...”

Criterion 1: Mission and Vision Statement- “If your school’s vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school’s next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including Examples reflecting this service....”

Criterion 2: Academic Performance – “...summarize the school’s academic performance over the current fifteen year charter term,” including “percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS Exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP Exams scores, etc.;; and “student attendance and re-enrollment rates...”

“Reviewers will look for evidence of....Examples of school performance and reasons for those performance outcomes...”

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

“The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA’s monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In Exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA’s identification of the noncompliance.”

“The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make “determinations” annually about the performance of each LEA based on information provided in the SPP/APR, information obtained through monitoring visits, and any other public information made available.”

Performance Standards	Supporting Data, Evidence and Information	In Place	In Process	Not in Place	Does Not Exist	Comments & Documents	
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS Exams for the operation years listed:	YR: 5			X		
		10			X		
		13			X		
		14			X		
		15			X		
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS Exams for the operation years listed:	5			X		
		10			X		
		13			X		
		14			X		
		15			X		
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:	10			X		
		13			X		
		14			X		
		15			X		
	Data from all PCSB generated school performance profile and composite reports/reviews	X				PCSB: <u>Program Development Review Report 11/12</u> Waiting list Responsive Classroom social curriculum Uses Children’s Literacy Initiative, Blueprint, Core Knowledge, Houghton Mifflin, Zulu Science, Number Words, and Everyday Math Extensive assessment system Not clear teachers are using data for decision-making Some compliance issues about special education evaluation/child find 2.2 strategies in place to address variant student needs adequate 2.4 strategies in place to ensure meeting of IEP goals limited instructional strategies in place limited resources in place limited related services and accommodations in place limited 3.2 collects and analyzes data proficient 3.4 accurate and timely identification/evaluation limited	
	2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key	Charter application and agreement, and any amendments	X				Committed to providing special needs support with basic required academic support. Will resist labeling tendency. Will serve same population as DCPS but with lower special education designations. Difficulties of SWDs are more likely to be the by-products of rigidities and conflicts in regular programs—these children end up being classified based on perceived discipline problems, segregated and stuck with IEPs that fail to address any real problem.

elements of the charter application and agreement as they apply to SWDs						
3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	X			'11-'12 PCSB Enrollment Data – 5 SWDs Level 1: 4 Level 2: 1 Level 3: 0 Level 4: 0 5 / 137 – 3.6%	
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring		X		OSSE <u>2010 Monitoring Report (summary and full report)</u> 68% Needs Assistance (Amos II not specifically addressed – findings are for LEA) <ul style="list-style-type: none"> • Less than 75% of files for SWDs are in compliance • Less than 90% of noncompliance corrected within one year after identification of non-compliance • More than 5 LEA-level findings 	
	Part I-FAPE in the LRE					
	Indicator A: The LEA educates students in the least restrictive environment. (5)	X				OSSE 2010-2011 LEA Compliance Monitoring Report LRE 1- Student Placement Based on IEP “96.67% – Individual Student Corrections Must be Completed Where Noncompliance Identified” LRE 2 – Appropriate Supplemental Aids and Services Used Before Removal From Regular Education “95%- Individual Student Corrections Must be Completed Where Noncompliance Identified” LRE 3 – Student Placement Determined Annually “100% - Criteria Met” LRE 4- Consideration of Harmful Effects – “96.36% - Individual Student Corrections Must be Completed Where Noncompliance Identified”
	Indicator B: The LEA ensures IEPs are appropriately developed and implemented.		X			OSSE 2010 IDEA Compliance Monitoring Report Only 51.6% of parents invited to meeting According to SEDS (11/20/12), there 4 overdue meetings for 2012 – 2 Initial Eligibility, 1 Triennial Eligibility, and 1 IEP Review.
	Indicator C: The LEA completes evaluations within the State-established timeline. (11)	X				OSSE 2010 IDEA Compliance Monitoring Report Only 51% to 66% given prior written notice for initials and re-evaluations OSSE Quarterly Findings Reevaluation – 1 finding, 1 outstanding (LEA wide)
Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3 rd birthday. (6)	X				PCSB: <u>2011-2012 Comprehensive Special Education Review Report</u> Indicator 1.4 Adequate Lack of consistent protocol for early identification of students needing sped evaluation, lack of early development social history data, and inadequate support services to support SWDs. Lack of oversight and accountability for implementation of IEPs.	

	Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13)				X	n/a
	Indicator F: The LEA utilizes appropriate discipline processes and procedures. ((4)	X				PCSB <u>2011-2012 Program Development Review Report</u> 4.2 Exemplary <u>OSSE 2010-2011 LEA Compliance Monitoring Report</u> DIS 3- LEA Conducted Functional Behavioral Assessment – 55.00% - Individual Student Corrections and LEA Corrective Actions Must be Completed DIS 4 – LEA Developed Behavioral Intervention Plan – 60% - Individual Student Corrections and LEA Corrective Actions Must be Completed
	Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)					
	Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.				X	n/a
	Part II-Dispute Resolution					
	Indicator A: The LEA timely implements due process complaint requirements. (17)	X				OSSE: 2010 IDEA Part B LEA Performance Determinations 2 complaints filed (for all schools) currently open
	Indicator B: The LEA timely responds to State complaint requests and decisions. (16)				X	
	Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)				X	
	Part III-Data					
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	Indicator A: A. The LEA submits timely, valid and reliable data. (20)	X				OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> Item # 2 All data are valid and reliable and submitted timely (for LEA)
	Indicator B: The LEA uses data to inform decision-	X				PCSB <u>Program Development Review Report 11/12</u> Indicator 3.2 Proficient and 3.3 Proficient

(continued)	making. (20)					
	Part IV – Fiscal					
	Indicator A: The LEA Expends IDEA Part B funds in accordance with Federal laws, state laws and approved budget and spending plans.	X				OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> Item 4 Material weaknesses identified by auditor (for LEA) OSSE <u>2010-2011 LEA Compliance Monitoring Report</u> Several areas of noncompliance related to accounting, recording, Expenditures and documentation of IDEA Part B funds
	Indicator B: The LEA uses IDEA Part B funds only to pay the Excess costs of providing special education and related services to children with disabilities.	X				See Indicator A
	Indicator C: The LEA meets its maintenance of effort requirement	X				OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> Item 6 LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely
	Indicator D: The LEA properly calculates and Expends CEIS funds.				X	n/a
	Indicator E: the LEA does not comingle IDEA Part B funds with other funds.			X		OSSE <u>2010-2011 LEA Compliance Monitoring Report</u> LEA accounting record does not ensure that federal funds are not comingled with other funds (for LEA) 0% - LEA Level Corrections Must Be Completed
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD				X	n/a
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					

DC Public Charter School Board
Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Community Academy Amos III (Lower K-5 and Middle 6-8)		Date: October 16, 2012
Leader: William Thomas	Special Education Manager: Cherrye Jeter	
Current Total School Population: 488	Current Number of Students with Disabilities: 54	Section 504 Plans:

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.

- (11) “A public charter school shall submit an annual report” that includes
 - (ii) “Student performance on any district wide assessments.”
 - (vi) “Official student enrollment.”
 - (vii) “Average daily attendance.”

38-1802.2 (B) “The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

- (ii) To perform competitively on any district wide assessments.”
- (10) “A description of the student enrollment, admission, suspension, Expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas.”
- (11) “A description of the procedures the proposed school plans to follow...to comply with...all applicable civil rights statutes and regulations of the Federal government and the District of Columbia.” (includes ADA and handicapped accessibility)

Per PCSB’s Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: “A report on the progress of the public charter school in achieving the goals, student academic Expectations, and other terms of the approved charter...”

Criterion 1: Mission and Vision Statement- “If your school’s vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school’s next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including Examples reflecting this service....”

Criterion 2: Academic Performance – “...summarize the school’s academic performance over the current fifteen year charter term,” including “percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS Exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP Exams scores, etc.;; and “student attendance and re-enrollment rates...”

“Reviewers will look for evidence of....Examples of school performance and reasons for those performance outcomes...”

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

“The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA’s monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In Exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA’s identification of the noncompliance.”

“The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make “determinations” annually about the performance of each LEA based on information provided in the SPP/APR, information obtained through monitoring visits, and any other public information made available.”

Performance Standards	Supporting Data, Evidence and Information	In Place	In Process	Not in Place	Does Not Exist	Comments & Documents		
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS Exams for the operation years listed:	YR: 5				X	2002 OSSE data only goes back to 2003	
		10				X		
		13	X				2010 30 SWDs Reading: 10.00% P and A State- Elem: 16.29% P and A; Sec: 14.58% P and A Math: 6.67% P and A State- Elem: 18.83% P and A; Sec: 16.4% P and A	
		14	X				2011 49 SWDs Reading: 14.29% P and A State- Elem: 17.61% P and A; Sec: 14.58% P and A Math: 2.08% P and A State- Elem: 19.80% P and A; Sec: 17.69% P and A	
		15	X				2012 52 SWDs Reading: 6% P and A State-22% P and A Math: 4% P and A State-25% P and A	
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS Exams for the operation years listed:	5					X	
		10					X	
		13	X					2010 Reading: 17.64% gap Math: 18.08% gap
		14	X					2011 Reading: 22.68% gap Math: 27.03% gap
		15						2012 Reading: 25% gap Math: 21% gap
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:	10					X	
		11					X	
		12					X	
		13					X	
		Data from all PCSB generated school performance profile and composite reports/reviews	X					<u>Lower:</u> <u>PCSB Program Development Review Report 11/12</u> 2.2 strategies in place to address variant student needs proficient 2.4 strategies in place to ensure meeting of IEP goals adequate instructional strategies in place adequate resources in place adequate related services and accommodations in place proficient 3.2 collects and analyzes data adequate 3.4 accurate and timely identification/evaluation proficient

					<p>Upper: <u>PCSB Program Development Review Report 11/12</u></p> <p>2.2 strategies in place to address variant student needs proficient 2.4 strategies in place to ensure meeting of IEP goals adequate instructional strategies in place adequate resources in place proficient related services and accommodations in place adequate 3.2 collects and analyzes data adequate 3.4 accurate and timely identification/evaluation proficient</p>
2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs	Charter application and agreement, and any amendments	X			<p>Committed to providing special needs support with basic required academic support. Will resist labeling tendency. Will serve same population as DCPS but with lower special education designations. Difficulties of SWDs are more likely to be the by-products of rigidities and conflicts in regular programs—these children end up being classified based on perceived discipline problems, segregated and stuck with IEPs that fail to address any real problem.</p>
3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	X			<p>'11-'12 PCSB Enrollment Data – 54 SWDs Level 1: 15 Level 2: 22 Level 3: 10 Level 4: 7 54 / 488 – 11.1%</p>
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring		X		<p>OSSE <u>2010 Monitoring Report (summary and full report)</u> 68% Needs Assistance (findings are for LEA)</p> <ul style="list-style-type: none"> • Less than 75% of files for SWDs are in compliance • Less than 90% of noncompliance corrected within one year after identification of non-compliance • More than 5 LEA-level findings
	Part I-FAPE in the LRE Indicator A: The LEA educates students in the least restrictive environment. (5)	X			<p>OSSE 2010-2011 LEA Compliance Monitoring Report LRE 1- Student Placement Based on IEP “96.67% – Individual Student Corrections Must be Completed Where Noncompliance Identified” LRE 2 – Appropriate Supplemental Aids and Services Used Before Removal From Regular Education “95%- Individual Student Corrections Must be Completed Where Noncompliance Identified”</p>

					LRE 3 – Student Placement Determined Annually “100% - Criteria Met” LRE 4- Consideration of Harmful Effects – “96.36% - Individual Student Corrections Must be Completed Where Noncompliance Identified”
Indicator B: The LEA ensures IEPs are appropriately developed and implemented.		X			OSSE: <u>2010 IDEA Compliance Monitoring Report</u> Only 51.6% of parents invited to meeting According to SEDS (11/20/12), there four overdue meetings for 2012: 1 Initial Eligibility, 2 Triennial Eligibility, and 1 IEP Review.
Indicator C: The LEA completes evaluations within the State-established timeline. (11)	X				OSSE: <u>2010 IDEA Compliance Monitoring Report</u> Only 51% to 66% given prior written notice for initials and re-evaluations <u>OSSE Quarterly Findings 6/29/12</u> Reevaluation – 1 finding, 1 outstanding (LEA wide)
Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3 rd birthday. (6)	X				<u>PCSB Program Development Review Report 11/12</u> Indicator 3.4 Proficient
Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13)				X	
Indicator F: The LEA utilizes appropriate discipline processes and procedures. (4)	X				PCSB <u>2011-2012 Program Development Review Report (Lower)</u> - Indicator 4.2 – Proficient PCSB <u>2011-2012 Program Development Review Report (Upper)</u> - Indicator 4.2 Proficient <u>OSSE 2010-2011 LEA Compliance Monitoring Report</u> DIS 3- LEA Conducted Functional Behavioral Assessment – 55.00% - Individual Student Corrections and LEA Corrective Actions Must be Completed DIS 4 – LEA Developed Behavioral Intervention Plan – 60% - Individual Student Corrections and LEA Corrective Actions Must be Completed
Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)					
Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.				X	

	Part II-Dispute Resolution					
	Indicator A: The LEA timely implements due process complaint requirements. (17)	X				OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> - 2 complaints filed (for all schools) currently open
	Indicator B: The LEA timely responds to State complaint requests and decisions. (16)				X	
	Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)				X	
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B (continued)	Part III-Data					
	Indicator A: A. The LEA submits timely, valid and reliable data. (20)	X				OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> Item # 2 All data are valid and reliable and submitted timely (for LEA)
	Indicator B: The LEA uses data to inform decision-making. (20)	X				PCSB <u>Program Development Review Report 11/12</u> Indicators 3.2 and 3.3 Adequate (Lower School) Indicator 3.2 Limited and 3.3 Adequate (Middle School)
	Part IV – Fiscal					
	Indicator A: The LEA Expends IDEA Part B funds in accordance with Federal laws, state laws and approved budget and spending plans.	X				OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> - Item 4 Material weaknesses identified by auditor OSSE <u>2010-2011 LEA Compliance Monitoring Report</u> - Several areas of non-compliance related to accounting, recording, Expenditures and documentation of IDEA Part B funds
	Indicator B: The LEA uses IDEA Part B funds only to pay the Excess costs of providing special education and related services to children with disabilities.	X				See Indicator A
	Indicator C: The LEA meets its maintenance of effort requirement	X				OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> Item 6 LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely
	Indicator D: The LEA properly calculates and Expends CEIS funds.				X	n/a
	Indicator E: the LEA does not comingle IDEA Part B funds with other funds.	X				OSSE <u>2010-2011 LEA Compliance Monitoring Report</u> LEA accounting record does not ensure that federal funds are not comingled with other funds
5. The school has complied with reporting requirements	TBD				X	n/a

for students with Section 504 Plans						
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					

DC Public Charter School Board
Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Community Academy Butler		Date: October 17, 2012	
Leader: Masi Preston		Special Education Manager: Rachelle Roberts	
Current Total School Population: 303	Current Number of Students with Disabilities: 19	Section 504 Plans:	

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.

- (11) “A public charter school shall submit an annual report” that includes
 - (ii) “Student performance on any districtwide assessments.”
 - (vi) “Official student enrollment.”
 - (vii) “Average daily attendance.”

38-1802.2 (B) “The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

- (ii) To perform competitively on any districtwide assessments.”
- (10) “A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas.”
- (11) “A description of the procedures the proposed school plans to follow...to comply with...all applicable civil rights statutes and regulations of the Federal government and the District of Columbia.” (includes ADA and handicapped accessibility)

Per PCSB’s Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: “A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter...”

Criterion 1: Mission and Vision Statement- “If your school’s vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school’s next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service...”

Criterion 2: Academic Performance – “...summarize the school’s academic performance over the current fifteen year charter term,” including “percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.;; and “student attendance and re-enrollment rates...”

“Reviewers will look for evidence of...Examples of school performance and reasons for those performance outcomes...”

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

“The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA’s monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA’s identification of the noncompliance.”

“The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make “determinations” annually about the performance of each LEA based on information provided in the SPP/APR, information obtained through monitoring visits, and any other public information made available.”

Performance Standards	Supporting Data, Evidence and Information	In Place	In Process	Not in Place	Does Not Exist	Comments & Documents		
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the operation years listed:	YR: 5				x	2002 OSSE data only goes back to 2003	
		10				x		
		12					x	2010 not enough SWDs for subgroup 3 SWDs
		13					x	2011 not enough SWDs for subgroup 8 SWDs
		14					x	2012 not enough SWDs for subgroup ? SWDs
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the operation years listed:	5					x	
		10					x	
		13					x	
		14					x	
		15					x	
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:	10					x	
		13					x	
		14					x	
		15					x	
	Data from all PCSB generated school performance profile and composite reports/reviews	x					<p><u>PCSB Program Development Review Report 11/12</u> Collaborative classroom environments All students can learn-student centered Responsive Classroom Model Butler campus & LEA as a whole need special education staff to undergo professional development Uses standardized and internal assessment measures-additional assessment for SWDs School has insufficient staff to support special education programs, as well as ELL</p> <p>2.2 strategies in place to address variant student needs proficient 2.4 strategies in place to ensure meeting of IEP goals limited instructional strategies in place limited resources in place limited related services and accommodations in place adequate 3.2 collects and analyzes data proficient 3.4 accurate and timely identification/evaluation limited</p>	

2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs	Charter application and agreement, and any amendments	x				Committed to providing special needs support with basic required academic support. Will resist labeling tendency. Will serve same population as DCPS but with lower special education designations. Difficulties of SWDs are more likely to be the by-products of rigidities and conflicts in regular programs—these children end up being classified based on perceived discipline problems, segregated and stuck with IEPs that fail to address any real problem.	
3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	x				'11-'12 PCSB Enrollment Data – 19 SWDs Level 1: 10 Level 2: 2 Level 3: 5 Level 4: 2 19 / 303 – 6.3%	
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring		x			OSSE <u>2010 Monitoring Report (summary and full report)</u> 68% Needs Assistance (Amos II not specifically addressed – findings are for LEA) <ul style="list-style-type: none"> • Less than 75% of files for SWDs are in compliance • Less than 90% of noncompliance corrected within one year after identification of non-compliance More than 5 LEA-level findings	
	Part I-FAPE in the LRE						
	Indicator A: The LEA educates students in the least restrictive environment. (5)	x					OSSE 2010-2011 LEA Compliance Monitoring Report LRE 1- Student Placement Based on IEP “96.67% – Individual Student Corrections Must be Completed Where Noncompliance Identified” LRE 2 – Appropriate Supplemental Aids and Services Used Before Removal From Regular Education “95%- Individual Student Corrections Must be Completed Where Noncompliance Identified” LRE 3 – Student Placement Determined Annually “100% - Criteria Met” LRE 4- Consideration of Harmful Effects – “96.36% - Individual Student Corrections Must be Completed Where Noncompliance Identified”
	Indicator B: The LEA ensures IEPs are appropriately developed and implemented.	x					<u>OSSE 2010-2011 LEA Compliance Monitoring Report</u> Only 51.6% of parents invited to meeting According to SEDS (11/20/12), there is one overdue Initial Eligibility meeting and one overdue IEP Review meeting.
Indicator C: The LEA completes evaluations within the State-established timeline. (11)	x					<u>OSSE 2010-2011 LEA Compliance Monitoring Report</u> Only 51% to 66% given prior written notice for initials and re-evaluations OSSE Quarterly Findings	

					Reevaluation – 1 finding, 1 outstanding (LEA wide)
	Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3 rd birthday. (6)	x			PCSB: <u>2011-2012 Comprehensive Special Education Review Report</u> Indicator 2.2 Exemplary
	Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13)			x	n/a
	Indicator F: The LEA utilizes appropriate discipline processes and procedures. (4)	x			PCSB <u>2011-2012 Program Development Review Report</u> 4.2 Proficient <u>OSSE 2010-2011 LEA Compliance Monitoring Report</u> DIS 3- LEA Conducted Functional Behavioral Assessment – 55.00% - Individual Student Corrections and LEA Corrective Actions Must be Completed DIS 4 – LEA Developed Behavioral Intervention Plan – 60% - Individual Student Corrections and LEA Corrective Actions Must be Completed
	Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)				
	Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.			x	
	Part II-Dispute Resolution				
	Indicator A: The LEA timely implements due process complaint requirements. (17)	x			PCSB: <u>2011-2012 Comprehensive Special Education Review Report</u> Indicator 5.1 Exemplary
	Indicator B: The LEA timely responds to State complaint requests and decisions. (16)			x	
	Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)			x	
4. The school provides data to the District on the 20 indicators in the	Part III-Data				
	Indicator A: A. The LEA submits timely, valid and	x			

OSSE State Monitoring & Compliance of Part B (continued)	reliable data. (20)					
	Indicator B: The LEA uses data to inform decision-making. (20)	x				PCSB <u>Program Development Review Report 11/12</u> Indicator 3.2 and 3.3 proficient
	Part IV – Fiscal					
	Indicator A: The LEA expends IDEA Part B funds in accordance with Federal laws, state laws and approved budget and spending plans.				x	
	Indicator B: The LEA uses IDEA Part B funds only to pay the excess costs of providing special education and related services to children with disabilities.				x	
	Indicator C: The LEA meets its maintenance of effort requirement				x	
	Indicator D: The LEA properly calculates and expends CEIS funds.				x	
	Indicator E: the LEA does not comingle IDEA Part B funds with other funds.				x	
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD				x	n/a
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					

DC Public Charter School Board

Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Community Academy Online		Date: October 15, 2012	
Leader: Ms. Brenda Bathea		Special Education Manager: Cherrye Jeter	
Current Total School Population: 111	Current Number of Students with Disabilities: 9	Section 504 Plans:	

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.

(11) “A public charter school shall submit an annual report” that includes

(ii) “Student performance on any district wide assessments.”

(vi) “Official student enrollment.”

(vii) “Average daily attendance.”

38-1802.2 (B) “The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

(ii) To perform competitively on any district wide assessments.”

(10) “A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for

making decisions in such areas.”

(11)” A description of the procedures the proposed school plans to follow...to comply with...all applicable civil rights statutes and regulations of the Federal government

and the District of Columbia.” (includes ADA and handicapped accessibility)

Per PCSB’s Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: “A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter...”

Criterion 1: Mission and Vision Statement- “If your school’s vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school’s next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service....”

Criterion 2: Academic Performance – “...summarize the school’s academic performance over the current fifteen year charter term,” including “percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.; and “student attendance and re-enrollment rates...”

“Reviewers will look for evidence of...Examples of school performance and reasons for those performance outcomes...”

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

“The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA’s monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA’s identification of the noncompliance.”

“The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make “determinations” annually about the performance of each LEA based on information provided in the SPP/APR, information obtained through monitoring visits, and any other public information made available.”

Performance Standards	Supporting Data, Evidence and Information	In Place	In Process	Not in Place	Does Not Exist	Comments & Documents	
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the operation years listed:	YR: 1				x	2007 made AYP-not enough SWDs for subgroup
		3				x	2009 Did not make AYP – not enough SWDs for subgroup
		5				x	2010 3 in subgroup did not make AYP-not enough SWDs for subgroup
		6				x	2011 3 in subgroup did not make AYP-not enough SWDs for subgroup
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the operation years listed:	1				x	
		3				x	
		5				x	
		6				x	
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:					x	
						x	
						x	
						x	
	Data from all PCSB generated school performance profile and composite reports/reviews	x					<u>Program Development Review Report 11/12</u> Students supported by learning coach all day Staff, teachers and students are tight knit community Blended learning High attrition rate Coaching and differentiated instruction is supportive of SWDs Little evidence benchmark data is used to redirect programming for students 2.2 strategies in place to address variant student needs proficient 2.4 strategies in place to ensure meeting of IEP goals exemplary instructional strategies in place exemplary resources in place exemplary related services and accommodations in place exemplary 3.2 collects and analyzes data proficient 3.4 accurate and timely identification/evaluation exemplary

2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs	Charter application and agreement, and any amendments	x				Committed to providing special needs support with basic required academic support. Will resist labeling tendency. Will serve same population as DCPS but with lower special education designations. Difficulties of SWDs are more likely to be the by-products of rigidities and conflicts in regular programs—these children end up being classified based on perceived discipline problems, segregated and stuck with IEPs that fail to address any real problem.
3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	x				'11-'12 PCSB Enrollment Data – 9 SWDs Level 1: 7 Level 2: 2 Level 3: 0 Level 4: 0 9 / 111 – 8.1%
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring	x				OSSE <u>2010 Monitoring Report (summary and full report)</u> 68% Needs Assistance (findings are for LEA) <ul style="list-style-type: none"> • Less than 75% of files for SWDs are in compliance • Less than 90% of noncompliance corrected within one year after identification of non-compliance • More than 5 LEA-level findings
	Part I-FAPE in the LRE					
	Indicator A: The LEA educates students in the least restrictive environment. (5)	x				<u>OSSE 2010-2011 LEA Compliance Monitoring Report</u> LRE 1- Student Placement Based on IEP “96.67% – Individual Student Corrections Must be Completed Where Noncompliance Identified” LRE 2 – Appropriate Supplemental Aids and Services Used Before Removal From Regular Education “95%- Individual Student Corrections Must be Completed Where Noncompliance Identified” LRE 3 – Student Placement Determined Annually “100% - Criteria Met” LRE 4- Consideration of Harmful Effects – “96.36% - Individual Student Corrections Must be Completed Where Noncompliance Identified”
	Indicator B: The LEA ensures IEPs are appropriately developed and implemented.	x				PCSB <u>Program Development Review Report 11/12</u> 2.4 strategies in place to ensure meeting of IEP goals exemplary instructional strategies in place exemplary resources in place exemplary related services and accommodations in place exemplary According to SEDS (11/20/12), there are two overdue meetings for 2012: 1 Triennial Eligibility and 1 IEP Review.
Indicator C: The LEA	x					PCSB <u>Program Development Review Report 11/12</u>

completes evaluations within the State-established timeline. (11)					3.4 Inadequate <u>OSSE Quarterly Findings 6/29/12</u> Reevaluation – 1 finding, 1 outstanding (LEA wide)
Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3 rd birthday. (6)				x	n/a
Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13)				x	n/a
Indicator F: The LEA utilizes appropriate discipline processes and procedures. ((4)	x				PCSB <u>2011-2012 Program Development Review Report</u> 4.2 Exemplary <u>OSSE 2010-2011 LEA Compliance Monitoring Report</u> DIS 3- LEA Conducted Functional Behavioral Assessment – 55.00% - Individual Student Corrections and LEA Corrective Actions Must be Completed DIS 4 – LEA Developed Behavioral Intervention Plan – 60% - Individual Student Corrections and LEA Corrective Actions Must be Completed
Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)					
Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.				x	n/a
Part II-Dispute Resolution					
Indicator A: The LEA timely implements due process complaint requirements. (17)	x				<u>OSSE: 2010 IDEA Part B LEA Performance Determinations</u> 2 complaints filed (for all schools) currently open
Indicator B: The LEA timely responds to State complaint requests and decisions. (16)				x	
Indicator C: The LEA voluntarily engages in mediation when requested by				x	

	parents/guardians. (19)					
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B (continued)	Part III-Data					
	Indicator A: A. The LEA submits timely, valid and reliable data. (2)	x				OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> Item # 2 yes (LEA)
	Indicator B: The LEA uses data to inform decision-making. (20)	x				PCSB <u>Program Development Review Report 11/12</u> Indicator 3.2 and 3.3 Proficient and Adequate
	Part IV – Fiscal					
	Indicator A: The LEA expends IDEA Part B funds in accordance with Federal laws, state laws and approved budget and spending plans.	x				OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> Item 4 Material weaknesses identified by auditor <u>OSSE 2010-2011 LEA Compliance Monitoring Report</u> Several areas of non-compliance related to accounting, recording, expenditures and documentation of IDEA Part B funds
	Indicator B: The LEA uses IDEA Part B funds only to pay the excess costs of providing special education and related services to children with disabilities.	x				See Indicator A
	Indicator C: The LEA meets its maintenance of effort requirement	x				OSSE: <u>2010 IDEA Part B LEA Performance Determinations</u> Item 6 LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely
	Indicator D: The LEA properly calculates and expends CEIS funds.				x	n/a
Indicator E: the LEA does not comingle IDEA Part B funds with other funds.	x				OSSE <u>2010-2011 LEA Compliance Monitoring Report</u> LEA accounting record does not ensure that federal funds are not comingled with other funds	
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD				x	n/a
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					n/a

Appendix CC



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Community Academy Public Charter School
Final Percentage Rating:	68%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – not in compliance Indicator 9 – in compliance Indicator 10 – not in compliance Indicator 11 –not in compliance Indicator 12 – N/A Indicator 13 – N/A 	1
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> All data are valid and reliable and submitted timely 	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	Student-Level <ul style="list-style-type: none"> Less than 75% of reviewed student files in compliance LEA-Level <ul style="list-style-type: none"> More than 5 LEA-level findings 	0 0
3b	Dispute resolution findings (student and/or LEA level)	LEA has more than 100 students with IEPs <ul style="list-style-type: none"> 1-16 findings of noncompliance 	3

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points • 	4 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle 	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely 	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet District of Columbia FFY 2010 AYP targets for the disability subgroup • LEA met District of Columbia FFY 	0 1

		2010 SPP Indicator 5c target of placement of less than 26% of its students into separate settings	
8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> Less than 90% of noncompliance corrected within one year after the identification of the noncompliance 	0
Total Number of Points Earned + Additional Points			19
Total Possible Points from Applicable Elements			28
Percentage of Points from Applicable Elements			68%

Appendix DD



Office of the
State Superintendent of Education

June 29, 2012

Sadia White
Chief Academic Officer
Community Academy Public Charter School
1351 Nicholson Street, NW
Washington, DC 20011

Dear Ms. White:

The U.S. Department of Education, Office of Special Education Programs (OSEP) determined the District of Columbia to need intervention in meeting the requirements of Part B of the Individuals with Disabilities Education Act (IDEA). OSEP issued a letter to the Office of the State Superintendent of Education (OSSE) informing them that the U.S. Department of Education has imposed Special Conditions on OSSE's FFY 2011 grant awards under IDEA. OSSE was required to develop a Corrective Action Plan (CAP) to address noncompliance in specific areas. Pursuant to OSSE's CAP, which requires quarterly reporting of noncompliance in specific areas, OSSE has reviewed data in the Special Education Data System (SEDS) to identify noncompliance and assess progress toward federal and local targets for special education. OSSE reviewed data in SEDS for your LEA to determine compliance in the following areas.

Initial and Reevaluation Timelines

In order to improve compliance with timely evaluations and reevaluations, OSSE is required to report to OSEP the percent of initial evaluations and reevaluations provided to children with disabilities whose evaluation deadlines fell within the reporting period that were conducted in a timely manner. OSSE is also required to report on the percent of initial evaluations and reevaluations that were provided for children whose initial evaluation and reevaluations had become overdue in a prior reporting period (backlog). For each quarterly reporting period, the level of compliance for timely evaluations must increase until 95% of initial evaluations and reevaluations are completed in a timely manner.

Early Childhood Transition Timelines

In order to improve compliance with early childhood transition timelines, OSSE is required to report to OSEP the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. In addition, OSSE is required to report to OSEP the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays in providing a timely evaluation and IEP.

Secondary Transition Requirements

In order to improve compliance with secondary transition requirements, OSSE is required to complete a random sampling of at least 100 individualized education programs (IEPs) of youth aged 16 and above to be reviewed for IEP secondary transition content during each quarterly reporting period. For

each quarterly reporting period, the level of compliance for secondary transition requirements must increase until 95% of IEPs reviewed are compliant with secondary transition requirements.

Identification of Noncompliance

OSSE's review of Community Academy Public Charter School's data revealed noncompliance for timely completion of reevaluations. This letter serves as notification of noncompliance from OSSE's database review for the period January 1, 2012 – March 31, 2012.

To demonstrate correction of the LEA's noncompliance, the LEA must provide student level correction and ensure future LEA compliance. The LEA must also ensure future compliance with each requirement. This may be accomplished by demonstrating that the LEA has met full compliance via the following quarterly review.

Area of Monitoring	Corrective Actions	Due Date
Evaluation: Initial & Reevaluation	Conduct reevaluation; notify OSSE that evaluation is complete.	October 1, 2012
Early Childhood Transition	N/A	N/A
Secondary Transition	N/A	N/A

OSSE is committed to supporting LEA efforts to improve results for children with disabilities and will continue to provide technical assistance opportunities to assist Community Academy Public Charter School as it works to improve performance under Part B of IDEA. If you have any questions about this communication, please do not hesitate to call your OSSE LEA Contact, Elaina Parrish at 202-741-0476 or Mary Boatright, Director of Monitoring & Compliance at 202-741-0264.

Sincerely,



Amy Maisterra, Ed.D., MSW
Assistant Superintendent of Specialized Education

Enclosures



Directions for Correcting Student Level Findings from Database Review

Step 1: Review the compliance summary.

The purpose of the compliance summary is to provide the LEA with a summary of the quantitative data collected from the database.

For any item in which an LEA has noncompliance, the LEA must demonstrate compliance at the next quarter's data review.

Step 2: Review all student level noncompliance.

All instances of noncompliance must be corrected at an individual student level. The LEA validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to OSSE. The page must be signed and dated by the LEA validator.

Corrective Action Code:

- 0 = Correction not yet made
- 1 = Correction has been made as required for this student
- 2 = Student is no longer enrolled in services with this LEA
- 3 = Student no longer receives Special Education Services

Step 3: After all student level noncompliance has been corrected, sign and date the student level form.

When corrections have been made for all items of noncompliance for each student, the appropriate administrator (Chief Executive Officer) must sign and date the student level tracking sheet.



Office of the



State Superintendent of Education

Step 4: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

Step 5: Sign and date Certification. Upon completion of ALL student level corrections, the appropriate LEA administrator (Chief Executive Officer) responsible for ensuring that corrections have been made must sign and date the certification form.

Step 6: Submit the Certification form and all signature pages of the report.

Submit the Certification page and ALL signature pages to:

Mary Boatright
Director of Monitoring & Compliance
OSSE, Department of Specialized Education
810 First Street, NE, 5th Floor
Washington, DC 20002

Reevaluation Findings of Noncompliance January 1, 2012 - March 31, 2012

Name of LEA: Community Academy		Date of Notification: June 29, 2012 Due Date: October 1, 2012								
Student ID	Last Name	First Name	School	Date Evaluation Due	Corrective Action Code	LEA Verification of LEA Validator	Date of Correction	OSSE Verification of Correction	Signature of OSSE Validator	Date of Verification
			Community Academy PCS- Amos III	2/25/2012						

Certification of Plan Completion

Community Academy

Notice of Certification: The completion of this page by an LEA representative certifies that all data submitted are true, correct, complete and done in full compliance with all applicable state and federal rules and regulations to the best of our knowledge and belief.

All corrections due by: **October 1, 2012**

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name: _____

LEA Representative Position: _____

LEA Representative Signature: _____

Date of Completion: _____