2017-18
Five-Year Charter Review Report

Sela
Public Charter School

November 20, 2017

DC Public Charter School Board
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BOARD VOTE AND KEY FINDINGS

The District of Columbia Public Charter School Board (DC PCSB) staff conducted a five-year charter review of Sela Public Charter School (Sela PCS) according to the standard required by the School Reform Act (SRA), D.C. Code §§ 38-1802 *et seq*.[1]

Sela PCS is a single campus local education agency (LEA), currently serving grades prekindergarten-3 (PK3) through four, that adopted the Performance Management Framework (PMF) as its goals and academic achievement expectations. Pursuant to the school's Charter and Charter Agreement, Sela PCS met the floor of all of the early childhood measures in school year (SY) 2013-14, its first year of operation, and has an average PMF score since SY 2015-16 of 74.9%, which exceeds the 40% minimum required by its Charter.

Sela PCS also has three mission-specific goals. Of these goals, Sela PCS substantially met one, met one, and did not have data for one.

- Sela PCS substantially met its goal of having over 50% of its students qualify for free or reduced priced meals. It missed this goal in SY 2013-14 but met it in SYs 2014-15 and 2015-16. This goal is not part of the school's goals for SY 2016-17 and going forward, per an amendment to its Charter Agreement. This amendment removed this goal due to the school's inability to control the composition of its student body because of open enrollment requirements.
- Sela PCS met its goal related to second graders' Hebrew language acquisition. DC PCSB first measured this goal once the school began serving second graders in SY 2014 -15 and continued in SYs 2015-16 and 2016-17.
- The school's third mission-specific goal relates to Hebrew language acquisition for fifth graders. Sela PCS will not serve its first fifth grade class until SY 2018-19; therefore, this report does not contain data related this goal.

Pursuant to the school's Charter and Charter Agreement, Sela PCS substantially met its goals and academic achievement expectations. DC PCSB staff has also determined that the school has not committed a material violation of law or of its charter, has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Based on these findings, on November 20, 2017, the DC PCSB Board voted 6 – 0 to continue the school's charter.

[1] D.C. Code § 38-1802.12(a)(3).

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."[2] As part of this review, DC PCSB must determine whether:

(1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[3]

If DC PCSB determines that a school has committed a material violation of applicable law or of its charter or has not met its goals and academic achievement expectations, as described above, DC PCSB may, at its discretion, grant the school a continuance or revoke the school's charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of nonadherence to generally accepted accounting principles (GAAP); (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.[4]

[2] D.C. Code § 38-1802.12(a)(3).
[3] D.C. Code § 38-1802.12(c).
[4] D.C. Code § 38-1802.13(b).

BACKGROUND INFORMATION ABOUT SCHOOL

School History and Overview

Sela PCS began operating in SY 2013-14 under authorization from DC PCSB, originally serving students in grades prekindergarten-4 (PK4) through first grade. The school, which operates one campus in Ward 4, has grown one grade each year, including adding PK3 for SY 2015-16. By SY 2018-19, Sela PCS will serve students in PK3 through fifth grade, its terminal year.

The mission of Sela PCS is:

> To offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity, and provides the skills for taking action in the world.[5]

Sela PCS's educational program is based on five pillars: academic excellence, innovation, diversity, global citizenship, and trustworthiness. Sela PCS is a Hebrew language immersion program. Prekindergarten classes are conducted in Hebrew, with 20% of the day set aside for English literacy. In all other grades, English Language Arts (ELA) is taught in English and Hebrew Language is taught in Hebrew. Other classes that teach content such as math and science are primarily taught in English and also Hebrew when possible. Sela PCS uses the Responsive Classroom approach, which is a teaching method that incorporates social and emotional learning into academic programming.

Enrollment Trends

The table below shows the school's enrollment, which has increased each year as the school has added grades. In February 2015, the DC PCSB Board approved a request from the school to offer PK3.[6]

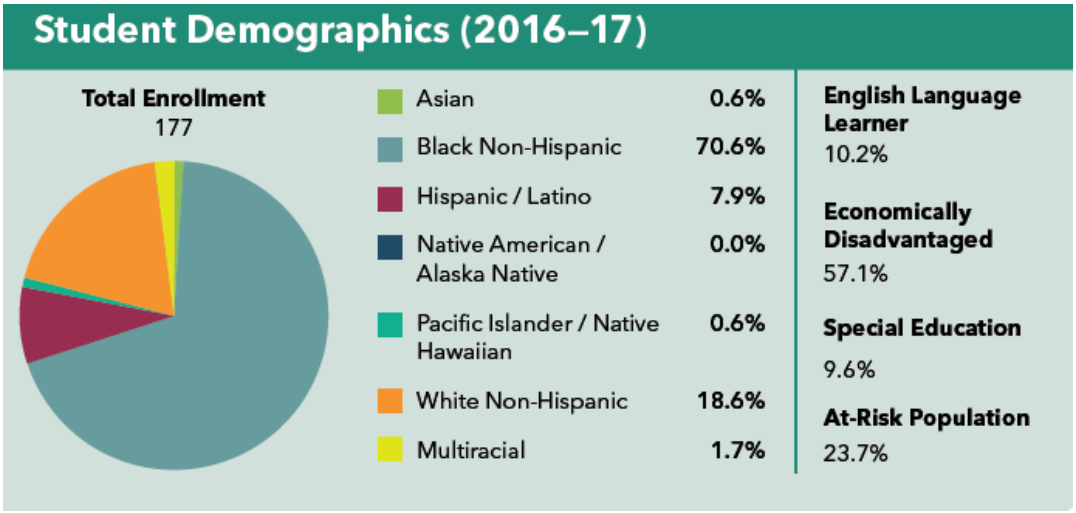
After struggling with enrollment in its first two years, the school's enrollment is now stronger. The school has exceeded enrollment projections since SY2015-16. In SY 2017-18, Sela PCS has an enrollment ceiling of 372 and a waitlist of 38 students.

Sela PCS - Enrollment					
SY	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Grade Levels	PK4-1	PK4-2	PK3-2	PK3-3	PK3-4

[5] See Sela PCS charter agreement, p. 2, attached to this report as Appendix A.
[6] See February 23, 2015 DC PCSB board memorandum, attached to this report as Appendix B.

Sela PCS - Enrollment					
SY	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Number of Students	73	86	134	177	202
Enrollment Projections	116	164	153	167	199

Sela PCS – Enrollment by Grade				
	2013-14	**2014-15**	**2015-16**	**2016-17**
PK3			37	40
PK4	39	26	22	40
Kindergarten	21	34	32	32
Grade 1	13	15	27	22
Grade 2		11	16	30
Grade 3				13
Total	73	86	134	177



PMF Outcomes

The school's overall performance data on the PMF – which assess reading and math proficiency, academic growth, attendance, and re-enrollment, as well as other measures for high school – are summarized in the table below.

Sela PCS - PMF Outcomes			
2013-14	**2014-15**	**2015-16**	**2016-17**
Met the floor of all EC PMF measures	No PMF scores or tiers due to change in state assessment	**Tier 1** 75.6%	**Tier 1** 74.1%

Communication with the School

DC PCSB staff met with school leaders at Sela PCS on April 6, 2017, to discuss the five-year review. During this meeting, DC PCSB staff explained the PMF as Goals policy and discussed the review process. Staff provided the school with a the table below.

SY	**2013-14**	**2014-15**	**2015-16**	**2016-17** ***Score Needed***
Results	Met the floor of all EC PMF measures		75.6%	4.4%

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic achievement expectations at least once every five years. Goals and academic achievement expectations are considered as part of the renewal analysis only if they were included in a school's charter or charter amendment approved by the DC PCSB Board.

In June 2017, DC PCSB approved Sela PCS's charter amendment request to update its goals and academic achievement expectations to reflect the most recently revised *Elect to Adopt PMF as Goals* policy.[7]

The goals and academic expectations chart below summarizes DC PCSB's determination of whether the school met its goals and academic achievement expectations. These determinations are further detailed in the body of this report.

	Goals and Academic Expectations	Met?
1	The School Corporation will be deemed to have met its goals and academic achievement expectations if at its fifth-year charter review in school year 2017-18, the school's average PMF score for 2015-16 and 2016-17 is equal to or exceeds 40%; the school has met the floor of all Early Childhood (EC) PMF measures in SY 2013-14; and the school has met its mission specific goals.	**Yes.**
2	In SYs 2013-14, 2014-15, and 2015-16 the students of the school will reflect the diverse racial, ethnic, and socioeconomic population of the District of Columbia and will represent the various wards of the city, by having at least 50% of its students eligible for free or reduced priced meals.	**Substantially.**

[7] Please see PMF as Goals policy attached as Appendix C.

	Goals and Academic Expectations	Met?
3	In SYs 2013-14, 2014-15, 2015-16, 2016-17 by the end of second grade, 75% of students will: (1) comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults; (2) comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words; (3) call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English; and (4) use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults and providers of common public services. The school will be deemed to have meet this goal if 75% of second grade students meet or exceed a rating of two on the Oral Proficiency Interview (OPI) assessment.	**Yes.**
4	In SYs 2013-14, 2014-15, 2015-16, 2016-17 by the end of fifth grade, 75% of students will: (1) comprehend messages and short conversation when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone; (2) understand the main idea and some discrete information in television, radio, or live presentations; (3) initiate and sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals; (4) select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames, and express details and nuances by using appropriate modifiers; and (5) exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on family utterances. The school will be deemed to have met this goal if 75% of fifth grade students meet or exceed a rating of three on the OPI assessment.	**N/A.**

Goal 1: **The School Corporation will be deemed to have met its goals and academic achievement expectations if at its fifth-year charter review in school year 2017-18, the school's average PMF score for 2015-16 and 2016-17 is equal to or exceeds 40%; the school has met the floor of all Early Childhood (EC) PMF measures in SY 2013-14; and the school has met its mission specific goals.**

Assessment: **Sela PCS met this goal**. The table below provides an overview of the school's PMF performance. The school met the floor of all the EC PMF measures in SY 2013-14. Sela PCS also had an average PMF score of 74.9% for SYs 2015-16 and 2016-27, far exceeding the 40% threshold.

Sela PCS - PMF Outcomes				
2013-14	**2014-15**	**2015-16**	**2016-17**	**Average PMF Score**
PK4-1	PK4-2	PK3-2	PK3-3	
Met the floor of all EC PMF measures	No PMF scores or tiers due to change in state assessment	**Tier 1** 75.6%	**Tier 1** 74.1%	**74.9%**

Student Academic Achievement and Progress Measures

The PMF measures progress and achievement in ELA and math. The proficiency tables display results for subgroups if more than 10 students took the state assessment. The PMF also includes the following school environment measures: attendance, re-enrollment, and scores from the Classroom Assessment Scoring System (CLASS). Many charts are color coded. Please use the following key:

KEY for Campus Rate Data Charts	
3+	A PARCC score of 3 = Approaching College and Career Ready 3+ denotes the percentage of students who obtained a 3, 4, or 5 on the PARCC
4+	A PARCC score of 4 = College and Career Ready 4+ denotes the percentage of students who obtained a 4 or 5 on the PARCC
n-size	Number of students who took the state assessment at this school
Green	• Met the EC PMF floor in 2013-14 • Greater than or equal the state average or charter sector average of the same grade band
Red	• Did not meet the EC PMF floor in 2013-14 • Less than the state average or charter sector average of the same grade band
No Shading	• Data from 2014-15, when the state transitioned to PARCC. (Note – if the school did better than the state average, this is colored green.) • PK – 2 "display only" data that does not factor into the PMF score

English Language Arts (ELA)

ELA Proficiency

Sela PCS added third grade in SY 2016-17; therefore, this was the first year that the school administered the Partnership for Assessment of Readiness for College and Careers (PARCC). The school's overall ELA proficiency was below the state average for "college and career ready" or higher (4+) but above the state average for "approaching college and career ready" or higher (3+). Sela PCS had just 13 third grade students who took the PARCC in SY 2016-17, with no subgroup having 10 or more students. The small sample size should be taken into consideration when interpreting the school's results.

Sela PCS - ELA Proficiency Grade 3			
		2016-2017 PARCC	
		School	State
All	3+	53.8	49.6
	4+	23.1	27.9
	n-size	*13*	

Sela PCS chose its own school assessments to measure PK literacy for the PMF. The result for SY 2013-14 is shaded green if the school met the floor of the measure because this year counts towards the PMF as Goals Policy. Starting in SYs 2014-15 through 2016-17 the results are for display only and do not factor into the PMF score. Sela PCS exceeded the floor of the measure for SY 2013-14.

PK Literacy Targets		
Year	**Measure**	**Result**
2013-14	Brigance Developmental Assessment II/III Grade PK4 only Floor:[8] 60 Target:100	97.1%
2014-15	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.	100% of students met or exceeded the publisher's expectations.
2015-16		100% of students met or exceeded the publisher's expectations.
2016-17		94.9% of students met or exceeded the publisher's expectations.

ELA Growth

Sela PCS chose its own assessment to measure literacy in grades K through three. The result for SY 2013-14 is shaded green if the school met the floor of the measure because this year counts towards the PMF as Goals Policy. In SY 2014-15 the PMF measured typical growth[9] on the Northwest Evaluation Association Measure of Academic Progress (NWEA MAP). In SYs 2015-16 and 2016-17, DC PCSB used the NWEA MAP median conditional growth percentile (CGP) as a growth measure for schools that ended before grade four. The CGP for each student is set by the publisher's 2015 norms, based on the student's initial assessment score.[10] A median CGP of 50 indicates that a school's students have average year-to-year growth in reading proficiency when compared to students nationwide in the same grades and with the same initial assessment performance. In SY 2016-17 Sela PCS added grade three and had the option to include those students in their growth measure.

Sela PCS had strong results in every year except SY 2014-15, where the growth was below the floor set by DC PCSB. In SYs 2015-16 and 2016-17, the CGP was well above

[8] The floor is the minimum value that a school must meet to meet the goal.
[9] When a student meets or exceeds Typical Growth, the student is scoring at or above the end of year rate that is typical for students in the same grade and same starting score.
[10] Please see the 2016-17 PMF Policy and Technical Guide at www.dcpcsb.org/policy/2016-17-pmf-technical-guide.

50, indicating that students grew at a higher than average rate compared to students nationwide in the same grades and with the same initial assessment performance.

K-3 Literacy Targets		
Year	**Measure**	**Result**
2013-14	Student Achievement/Progress: Fountas and Pinnell Floor: 50 Target: 90	60.0%
2014-15	Student Progress: NWEA-MAP assessment in reading	Typical Growth - 17.6
2015-16	Student Progress: NWEA-MAP assessment in reading A Median CGP (median conditional growth percentile) of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile of all K – 2 students – 70.0
2016-17		Median conditional growth percentile of all K – 3 students – 67.0

Math

Math Proficiency

As noted, Sela PCS had 13 third grade students who took the PARCC in SY 2016-17. This group was above the state average for students who were approaching college and career ready or higher (3+) and students who were college and career ready or higher (4+).

Sela PCS - Math Proficiency Grade 3			
		2016-2017 PARCC	
		School	**State**
All	3+	69.2	63.8
	4+	46.2	39.2
	n-size	*13*	

Sela PCS chose its own school assessments to measure PK math for the PMF. The result for SY 2013-14 is shaded green if the school met the floor of the measure because this year counts towards the PMF as Goals Policy. Starting in SYs 2014-15 through 2016-17

the results are for display only and do not factor into the PMF score. Sela PCS exceeded the floor of the measure for SY 2013-14.

PK Math Targets		
Year	**Measure**	**Result**
2013-14	Brigance Developmental Assessment II/III Floor:[11] 60 Target:[12] 100	97.1%
2014-15	PK Pre-Literacy: Teaching Strategies GOLD™ Percent of students who met or exceeded the publisher's expectations for growth at the end of the year.	100% of students met or exceeded the publisher's expectations.
2015-16		98.1% of students met or exceeded the publisher's expectations.
2016-17		98.7% of students met or exceeded the publisher's expectations.

Math Growth

Sela PCS chose its own assessment to measure math in grades K through three. The result for SY 2013-14 is shaded green if the school met the floor of the measure because this year counts towards the PMF as Goals Policy. In SY 2014-15 the PMF measured typical growth on the NWEA MAP. In SYs 2015-16 and 2016-17, DC PCSB used the NWEA MAP median conditional growth percentile (CGP) as a growth measure for schools that ended before grade four. The CGP for each student is set by the publisher's 2015 norms, based on the student's initial assessment score.[13] A median CGP of 50 indicates that a school's students have average year-to-year growth in reading proficiency when compared to students nationwide in the same grades and with the same initial assessment performance. In SY 2016-17 Sela PCS added grade three and had the option to include those students in their growth measure.

Sela PCS had strong math results in all of the years considered for this review except for SY 2014-15. Math growth was well above average in SYs 2015-16 and 2016-17 compared to students nationwide.

[11] The floor is the minimum value for which any points are awarded.
[12] The target is the value at which the maximum points for a common measure are awarded.
[13] Please see the 2016-17 PMF Policy and Technical Guide at www.dcpcsb.org/policy/2016-17-pmf-technical-guide.

K-3 Math Targets		
Year	**Measure**	**Result**
2013-14	Student Progress: Discovery Education Assessment Floor: 50 Target: 90	64.0% of students met this goal.
2014-15	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 40 Target: 70	Typical Growth - 33.3%.
2015-16	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading A Median CGP (median conditional growth percentile) of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile of all K – 2 students – 82.0
2016-17		Median conditional growth percentile of all K – 2 students – 75.5

School Environment Measures

School environment measures are designed to show the school's climate and parent satisfaction. These include in-seat attendance (ISA), re-enrollment, and, for Pre-Kindergarten classrooms, CLASS scores.

In-Seat Attendance

To measure attendance, DC PCSB measures ISA. DC PCSB considers ISA an indicator of a school's climate. The ISA for Sela PCS was above the charter average from SY 2013-14 through SY 2015-16. In SY 2016-17, the rate was slightly below the charter sector average.

Sela PCS - In-Seat Attendance								
	2013-14 Grades PK3-K		2014-15 Grades PK3-1		2015-16 Grades PK3-2		2016-17 Grades PK3-3	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
All Students	92.2%	90.7%	93.2%	91.9%	92.2%	92.0%	91.3%	92.2%

Re-enrollment

A school's re-enrollment rate measures family satisfaction with a school by measuring the

rate at which students who are eligible return from one year's official enrollment audit to the next year's official enrollment audit.[14] Students who move out-of-state or have other situations that would prevent them from re-enrolling are excluded from this rate. As shown in the following chart, Sela PCS's re-enrollment rate was far below the charter sector average in SY 2014-15. However, the re-enrollment rate has increased over the next two school years, with the school at 1.1 percentage points below the sector average in SY 2016-17.

Sela PCS - Re-Enrollment Rate

	2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	School	Charter Sector	School	Charter Sector	School	Charter Sector
All Students	46.6%	81.2%	76.1%	81.2%	79.8%	80.9%

Classroom Assessment Scoring System (CLASS)[15]

In SY 2014-15, DC PCSB incorporated CLASS scores as part of the PK-8 PMF. Given that approximately 39% of its population is in PK3 and PK4, DC PCSB is concerned the school scored below the charter sector average from SY 2013-14 through SY 2016-17 in all three domains. The school has improved its scores each year in the instructional and organizational domains, but remained relatively constant in emotional support.

[14] The enrollment audit occurs in October of each year.

[15] All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB's floor for this indicator is one with a target of four.

CLASS Performance Targets			
Year	**Domain**	**School**	**Charter Sector**
2013-14	Emotional Support	5.4	5.7
2014-15		5.8	5.9
2015-16		5.6	6.0
2016-17		5.6	6.1
2013-14	Classroom Organization	4.9	5.2
2014-15		5.3	5.5
2015-16		5.4	5.9
2016-17		5.6	5.8
2013-14	Instructional Support	1.6	2.5
2014-15		2.1	2.8
2015-16		2.3	3.1
2016-17		2.6	3.0

Goal 2: **In SYs 2013-14, 2014-15, and 2015-16 the students of the school will reflect the diverse racial, ethnic, and socioeconomic population of the District of Columbia and will represent the various wards of the city, by having at least 50% of its students eligible for free or reduced priced meals.**

Assessment: **Sela PCS substantially met this goal.** In SY 2013-14, only 6.8% of the students were eligible for free or reduced priced meals. There was a large increase to 59.3% in SY 2014-15 and again another increase to 64.2% in SY 2015-16. Pursuant to a charter agreement amendment, SY 2015-16 is the last year that this goal will be included in the school's charter.

Demographics		
Year	**Measure**	**Result**
2013-14	In SYs 2013-14, 2014-15, and 2015-16 the students of the school will reflect the diverse racial, ethnic, and socioeconomic population of the District of Columbia and will represent the various wards of the city, by having at least 50% of its students eligible for free or reduced priced meals.	**No**. 6.8% of students were eligible for free or reduced priced meals.
2014-15		**Yes**. 59.3% of students were eligible for free or reduced priced meals.

Demographics		
Year	**Measure**	**Result**
2015-16		**Yes**. 64.2% of students were eligible for free or reduced priced meals.

Goal 3: **In SYs 2013-14, 2014-15, 2015-16, 2016-17 by the end of second grade, 75% of students will: (1) comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults; (2) comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words; (3) call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English; and (4) use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults and providers of common public services. The school will be deemed to have meet this goal if 75% of second grade students meet or exceed a rating of two on the Oral Proficiency Interview (OPI) assessment.**

Assessment: **Sela PCS met this goal.** The school had its first second grade class in SY 2014-15. Fewer than 10 students took the OPI[16] in SY 2014-15, so DC PCSB does not display the results in this report. The school had very good results on the OPI, with 81.3% of students exceeding a rating of two on the assessment in SY 2015-16 and 93.3% in SY 2016-17.

Oral Proficiency Interview Assessment – Second Grade Performance		
Year	**Measure**	**Result**
2013-14	In SYs 2013-14, 2014-15, 2015-16, 2016-17 by the end of second grade, 75% of students will: (1) comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults; (2) comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words; (3) call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English; and (4) use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of	**N/A.** School did not serve second grade
2014-15		**N/A.** n<10[17]
2015-16		**Yes**. 81.3% exceeded a rating of two.

[16] For more information on the OPI, please see https://www.languagetesting.com/blog/oral-proficiency-interview-opi/.

Oral Proficiency Interview Assessment – Second Grade Performance		
Year	**Measure**	**Result**
2016-17	the same age group, familiar adults and providers of common public services. The school will be deemed to have meet this goal if 75% of second grade students meet or exceed a rating of two on the Oral Proficiency Interview (OPI) assessment.	**Yes**. 93.3% exceeded a rating of two.

Goal 4: **In SYs 2013-14, 2014-15, 2015-16, 2016-17 by the end of fifth grade, 75% of students will: (1) comprehend messages and short conversation when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone; (2) understand the main idea and some discrete information in television, radio, or live presentations; (3) initiate and sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals; (4) select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames, and express details and nuances by using appropriate modifiers; and (5) exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on family utterances. The school will be deemed to have meet this goal if 75% of fifth grade students meet or exceed a rating of three on the OPI assessment.**

Assessment:
N/A. The school will not serve fifth grade until SY 2018-19.

Qualitative Site Review (QSR) Outcomes

DC PCSB conducts QSRs of charter schools to observe qualitative evidence of the extent to which the school is meeting its mission and goals, as well as to assess classroom environments and quality of instruction. In May 2017, in anticipation of this charter review analysis, DC PCSB conducted a QSR of Sela PCS. DC PCSB reviewers recorded evidence that Sela PCS is meeting its mission, observing "a culturally diverse staff and student body," a "notably energetic and warm school environment," and that "students had multiple opportunities to express themselves in Hebrew and in English."[18]

In QSRs, each observation is rated Unsatisfactory, Basic, Proficient, or Distinguished in Classroom Environment[19] and Instruction.[20] The table below details the percentage of

[18] See Sela PCS QSR report, p. 5 attached as Appendix D.
[19] To assess classroom environment, DC PCSB observes whether teachers (a) create an environment of respect and rapport; (b) establish a culture for learning; (c) manage classroom procedures; and (d) manage student behavior.
[20] To assess instruction, DC PCSB observes how teachers (a) communicate with students; (b) use questioning/prompts and discussion techniques; (c) engage students in learning; and (d) use assessments for instruction.

classrooms that were rated Proficient or Distinguished in each domain.

2016-17 QSR Outcomes: % of Classrooms Rated Proficient or Distinguished in the Domain	
Classroom Environment	**Instruction**
88%	77%

Obervers recorded interactions between teachers and students as uniformly respectful. Observers also noted that teachers fostered environments where students felt safe taking academic risks and that teachers posed questions designed to promote student thinking and encouraged rich discussion.

Sela PCS's QSR ratings were well above average when compared to other kindergarten through eighth grade schools that received a QSR in SY 2016-17. The average ratings across thirty kindergarten through eight campuses were 75% in the Classroom Environment domain and 69% in the Instruction domain.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has "committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[21] The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school's compliance with various requirements from SY 2013-14 to the time of this report's publication.

Compliance Item	Description	School's Compliance Status 2013-14 to Present[22]
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2013-14
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process[23] and the school must distribute such policies to students and parents.	Compliant since 2013-14
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students.[24] To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.	Compliant since 2013-14
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2013-14

[21] D.C. Code § 38.1802.13(a)(1).
[22] See Compliance Reports, attached to this report as Appendix E.
[23] See *Goss v. Lopez*, 419 U.S. 565 (1975).
[24] D.C. Code § 38.1802.04 (c)(4)(A).

Compliance Item	Description	School's Compliance Status 2013-14 to Present[22]
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2013-14
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2013-14
Proper composition of Board of Trustees D.C. Code § 38-1802.05(a)	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2013-14
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2013-14

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at $25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

For SYs 2013-14 and 2014-15, the school did not properly submit all contract documents. However, these contracts were entered into before DC PCSB implemented the current version of the Procurement Contract Submission Policy and it would be impractical for the school to submit these contracts at this time. For SY 2015-16, DC PCSB staff found the school to be in compliance with the Procurement Contract Submission Policy.

Special Education Compliance

Charter schools are required to comply with all federal and local laws regarding students

with disabilities, including the Individuals with Disabilities Education Act[25] (IDEA) and Section 504 of the Rehabilitation Act of 1973.[26] The following section summarizes Sela PCS's IDEA special education compliance from SY 2013-14 to the present.

The D.C. Office of the State Superintendent of Education (OSSE) Special Education Compliance Reviews

OSSE monitors charter schools' special education compliance and publishes three primary types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Special Conditions Reports. OSSE's findings regarding special education compliance for Sela PCS are summarized below.

(1) Annual Determinations

As required by federal regulation, OSSE annually analyzes each LEA's compliance with special education compliance indicators and publishes these findings in an Annual Determination report.[27] Each year's report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2016-2017, OSSE published its 2014 Annual Determination reports based on the school's 2014-15 performance.

The LEA's Annual Determination compliance performance is detailed in the table below.[28]

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level[29]
2013	83%	Meets Requirements
2014	100%	Meets Requirements

[25] 20 U.S.C. §§ 1400 *et seq*. See 20 U.S.C. § 1413(a)(5).
[26] 29 U.S.C. § 794.
[27] As required by federal regulation 34 C.F.R. § 300.600(c).
[28] See Annual Determination reports, attached to this report as Appendix E.
[29] The Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level[29]
2015	79%	Needs Assistance

Sela PCS received a Needs Assistance designation in its 2015 Determination. OSSE recommended that the school's team seek training and technical assistance to improve overall performance. However, the LEA is not required to undertake any actions for a Needs Assistance designation.

(2) On-Site Monitoring Report

OSSE conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators in alignment with their coordinated Risk-Based Monitoring,[30] and publishes its findings in an On-Site Monitoring Report. Annually, OSSE assigns a risk designation to each LEA based on several criteria, including its IDEA Part B performance, which OSSE then uses to determine if an LEA will receive on-site monitoring.[31] LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators.[32]

As of July 2017, OSSE had not conducted an On-Site Monitoring of the school.

(3) Special Conditions Reports

OSSE submits reports to the U.S. Department of Education's Office of Special Education Programs (OSEP) three times each year,[33] detailing LEAs' compliance in three areas: (1) Initial Evaluation timeliness;[34] (2) Reevaluation timeliness; and (3) Secondary Transition requirements (for students age 16 and up). Sela PCS is evaluated in adhering to Initial Evaluation and Reevaluation timeliness; however, as of July 2017, OSSE had not conducted a review of Sela PCS in its Special Conditions reviews in the last four school years.

[30] See https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Risk-Based%20Monitoring%20Guidance.pdf.
[31] The type of monitoring an LEA will receive varies depending on its designation as a "high," "medium," or "low risk" sub-grantee. An on-site monitoring visit will occur for LEAs classified as "high" risk.
[32] If OSSE determined an LEA was less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to cure the finding.
[33] Prior to SY 2014-15, OSSE conducted reviews quarterly. The data for the special conditions from that timeframe is thus organized across four quarters.
[34] Starting with SY 2017-18, OSSE is no longer under special conditions with OSEP on Initial Evaluations. Moving forward, OSSE will only report on Reevaluation and Secondary Transition in Special Conditions reporting. Initial evaluation data will still be periodically reviewed for compliance and included in Public Reporting for Annual Performance Reports (APRs). For the purposes of this report, Initial Evaluations are included since OSSE reported on this area of compliance in the past.

Hearing Officer Determination (HOD) Implementation Review

OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database) that tracks the timely implementation of actions required by HODs. As of July 2017, no HODs have been issued against Sela PCS.[35]

[35] HODs are the written decision issued as a result of a due process complaint that proceeded to hearing. Many other complaints are withdrawn for a number of reasons, including settlement. Not all outcomes are required to be tracked; thus, for the purpose of charter reviews, DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.[36]

The results of DC PCSB's review of Sela PCS's financial records are presented below.

SUMMARY OF FINDINGS

Sela PCS has adequate financial performance and internal controls, has complied with GAAP, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

The data examined as a part of this review includes the first three years of the school's academic operation, FY 2014 through FY 2016. During this period, both enrollment and revenues increased. At the end of its first year of operation, Sela PCS had operating losses, low cash balances, and negative net assets. Since that time, however, the school's financial health has improved significantly. By year-end 2016, the school had built meaningful cash reserves and a strong net asset position. This improved financial health is reflected in Sela PCS being identified as a fiscally high-performing school by DC PCSB in both FY 2015 and FY 2016. This designation indicates the school's ability to balance its growth objectives with financial stability. Sela PCS does not warrant any concerns for economic viability or fiscal mismanagement based on the information currently available to DC PCSB.

FINANCIAL OVERVIEW

The following table provides an overview of Sela PCS's financial information over the school's last three years of operation. Between FY 2014 and FY 2016, enrollment and revenue have grown by 84% and 50%, respectively. During the same period, the school built a strong net asset position of $636,978. The school's negative financial performance in FY 2014 is not unusual for a school in its first year of operation. Overall, the school has exhibited sound financial results as it continues to grow its program in a fiscally responsible manner.

[36] See D.C. Code § 38-1802.13(b).

Financial Highlights			
	2014	**2015**	**2016**
Maximum Enrollment[37]	124	164	242
Audited Enrollment	73	86	134
Total Revenue	$1,958,670	$2,409,797	$2,937,688
Surplus/(Deficit)[38]	($159,288)	$381,742	$376,269
Unrestricted Cash Balances	$20,530	$382,539	$714,738
Number of Days of Cash on Hand[39]	3	67	100
Net Asset Position[40]	($121,033)	$260,079	$636,978
Primary Reserve Ratio[41]	(6)%	13%	25%

FISCAL MANAGEMENT

Overall fiscal management considers the school's liquidity, debt burden, cost management, and internal controls. Together, these factors reflect the effectiveness of school leaders and the school's board in managing school finances. Sela PCS's fiscal management appears to be sound: liquidity is strong; the school has adequate ability to service new debt; costs are effectively managed; and the internal control environment appears to be strong. These areas are discussed further below.

Liquidity

[37] Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school's targeted or budgeted enrollment, but provides a good proxy for the school's enrollment expectations over time.
[38] Surplus / (Deficit) is total revenue minus total expenses.
[39] Number of Days of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 365 days). It is a measure of the school's ability to pay debts and claims as they come due.
[40] Net Asset Position equals total assets minus total liabilities.
[41] Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

Liquidity refers to the school's ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability. Two indicators of a school's liquidity are its current ratio[42] and its days of cash on hand. The current ratio measures a school's financial resources available to meet obligations due in the following 12 months. When the current ratio is less than one, the school's ability to meet these obligations is in doubt; we consider a current ratio of greater than 1.0 the "target" of acceptable performance. A current ratio below 0.7 raises concern about the school's liquidity; we consider this the "floor" of acceptable performance. The second measure, days of cash on hand, reflects a school's ability to satisfy its financial obligations using only existing cash balances (in the event of unexpected cash delays). Typically, 45 days of cash or more is recommended; we consider this the target. Less than 15 days of cash is a liquidity concern; we consider this the floor of acceptable performance.

Sela PCS's current ratio has more than tripled over the last three years, and the school's cash on hand, while low in FY 2014, was more than double the recommended levels at year-end 2016. These metrics provide evidence of continued improvements in overall liquidity.

Liquidity					
	Floor	**Target**	**2014**	**2015**	**2016**
Current Ratio	<0.7	>1.0	0.8	3.0	2.7
Number of Days of Cash on Hand	<15	>45	3	68	100

A final measure of liquidity is solvency[43] or the school's ability to pay outstanding obligations, including amounts due to vendors, employees, and lenders, if the school's charter is revoked. DC PCSB reviewed Sela PCS's 2016 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close Sela PCS, we expect that the school would be able to meet its operating obligations. Including estimated closure costs, the school should not have a shortfall in meeting obligations due to vendors and employees. Given the overall financial health of the school, solvency is not an area of immediate concern.

Debt Burden

As part of the evaluation of a school's long-term viability, DC PCSB considers a school's debt burden. DC PCSB reviews two debt ratios – the debt ratio[44] and the debt service coverage ratio.[45] The debt ratio measures how leveraged a school is, or the extent to

[42] A school's current ratio is its current assets divided by current liabilities.
[43] Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.
[44] Debt Ratio equals the total liabilities divided by the total assets.
[45] Debt Service Coverage Ratio equals EBIDA divided by the sum of scheduled principal payments and interest paid (not including balloon payments). EBIDA is earnings before interest, depreciation and amortization.

which a school relies on borrowed funds to finance its operations. A ratio greater than 0.90 is a cause for concern (the floor for this metric); a ratio below 0.50 is a signal of financial strength (the target). The debt service coverage ratio flags schools with high debt payments relative to the norm; a low ratio indicates a school's inability to service its debt. For this metric, a ratio less than 1.0 is a cause for concern (the floor) and a ratio above 1.2 is a sign of strength (the target).

While in its first year Sela PCS's debt ratio was cause for concern, it has decreased each year to a manageable level below the target. Since the school does not have any borrowed funds, the debt service coverage ratio is not applicable. Sela PCS's overall low debt burden is an area of financial strength.

Debt Burden					
	Floor	**Target**	**2014**	**2015**	**2016**
Debt Ratio	>0.90	<0.50	1.38	0.63	0.41
Debt Service Coverage Ratio	<1.0	>1.2	N/A	N/A	N/A

Cost Management

The following table provides an overview of the school's spending decisions over the past three years. Since Sela PCS began operations in 2013-2014, expenses have grown 21%, compared to 50% growth in revenues. The most significant increase in expenses has been for personnel salaries and benefits, reflecting an investment in human capital. Occupancy expenses, which were well above the average for charter schools in FY 2014, have declined considerably. Overall, costs appear to be effectively managed at the school.

Cost Management			
	2014	**2015**	**2016**
Salaries and Benefits	$971,716	$1,212,937	$1,656,207
Direct Student Costs	$232,648	$257,779	$302,120
Occupancy Expenses	$579,182	$323,115	$329,461
General Expenses	$334,412	$234,224	$273,631[46]

As a Percent of Expenses				
	2014	**2015**	**2016**	**FY16 Sector Median**
Salaries and Benefits	46%	60%	65%	61%
Direct Student Costs	11%	13%	12%	11%
Occupancy Expenses	27%	16%	13%	16%
General Expenses	16%	12%	11%	11%

[46] DC PCSB has worked with the Financial Oversight Task Force to revise definitions of cost categories, including combining Office Expenses and General Expenses beginning in FY 2016. Other category definitions have also changed over time.

Internal Controls

At the highest level, internal controls are processes assuring achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations, and policies.

Audits of Sela PCS establish that the school has adhered to GAAP. The school's auditors issued unmodified audit opinions for all years and there were no material weaknesses or other findings identified. DC PCSB has no concerns with the school's internal control environment.

Internal Controls			
	Audit Year		
	2014	2015	2016
Modified Statement Opinion. The auditor issues an opinion letter on the basic financial statements. An *unmodified* opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be *modified, adverse*, or *disclaimed*.	No	No	No
Material Weakness. A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented, or detected and corrected in a timely manner.	No	No	No
Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	No	No	No
Modified Program Opinion (Uniform Guidance). When expenditures of federal funds are greater than $750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major Federal programs. A *modified opinion* indicates instances of non-compliance.	N/A	N/A	N/A
Program Material Weakness (Uniform Guidance). In planning and performing the audit of major federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material noncompliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.	N/A	N/A	N/A
Findings & Questioned Costs. The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	N/A	No	No
Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.	No	No	No
Debt-Compliance Issue. The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	N/A	N/A	N/A

ECONOMIC VIABILITY

Measures of economic viability include earnings and cash flows, reserves, and trends in both enrollment and revenue. Together, these measures assess risks to the school's ongoing operations. The first set of indicators address earnings and cash flow, specifically the school's "operating results" – how much its total annual revenues exceed its total annual expenditures—and earnings before depreciation and amortization (EBDA).[47] In general, DC PCSB recommends that a school have positive annual operating results and cash flows; we do not set a target for these ratios.

Based on these measures, Sela PCS's financial performance has been strong after the school's first year of operation. As noted above, negative earnings in a school's first year of operation is not generally an indicator of concern. Sela PCS has grown both operating earnings and EBDA significantly during the period under review.

	Floor	2014	2015	2016
Surplus/(Deficit)	<0	($159,288)	$381,742	$376,269
Earnings before Depreciation and Amortization	<0	($137,415)	$416,356	$436,394

Additional measures of economic viability include the school's net asset position and primary reserve ratio. DC PCSB would be concerned with a net asset position below zero, but we do not set a target for this metric. DC PCSB expects that schools accrue reserves greater than or equal to 25% of operating expenditures. A primary reserve ratio below 0% may be cause for concern.

Sela PCS's net asset position was negative at the end of its first year of operation, but has grown to a level that provides ample reserves for the school. At year-end 2016, the school's primary reserve ratio was 24.9%, almost equal to DC PCSB's recommended level.

	Floor	Target	2014	2015	2016
Net Asset Position	<0	N/A	($121,033)	$260,079	$636,978
Primary Reserve Ratio	<0	>25%	(6)%	13%	25%

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about the school's ability to attract students and receive DC and federal funds for operations. Stable or growing enrollment and revenue indicates that the school is likely to remain financially stable, barring any extraordinary circumstances. Declining enrollment, however, may be cause for concern.

[47] EBDA is the change in net assets plus depreciation and amortization.

Sela PCS's growth in enrollment and revenues indicate a likelihood the school will be able to continue to attract students, serve the community, and maintain strong revenues.

Enrollment over Time				
	2013-14	**2014-15**	**2015-16**	**2016-17**
Enrollment	73	86	134	177
Growth in Enrollment	N/A	18%	56%	33%
Growth in Revenues	N/A	23%	22%	N/A

Sela PCS 5-Year Review Report

Appendix

A. Charter Agreement
B. February 23, 2015 DC PCSB board memorandum
C. DC PCSB PMF as Goals policy
D. QSR Report
E. Compliance Reports
F. Annual Determination Reports

Appendix A

Charter Agreement

Charter Agreement Amendment

THIRD AMENDMENT TO THE 2013 CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND D.C. HEBREW LANGUAGE CHARTER SCHOOL d/b/a SELA PUBLIC CHARTER SCHOOL

This Amendment (the "**Amendment**") is entered into by and between D.C. Hebrew Language Charter School d/b/a Sela Public Charter School, a District of Columbia nonprofit corporation (the "**School Corporation**") and the DC Public Charter School Board (originally "PCSB," hereinafter "**DC PCSB**;" collectively, the "**Parties**"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on July 1, 2013 (the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**");

WHEREAS, on July 13, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to expand through fifth grade; and

WHEREAS, on October 17, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to amend its goals and academic achievement expectations.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.3 of the Charter Agreement is struck and replaced with the following:

2.3 Goals and Academic Achievement Expectations.

A. The School Corporation has selected as its measure of academic achievement expectations for its PK-3 through fifth grade programming the measures listed in the Early Childhood/Elementary School/Middle School (PK-8) School Performance Management Framework ("**PMF**").

(i) Accordingly, changes to the PMF implemented by DC PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights automatically become part of the measurement of the School's academic achievement expectations. However, if changes other than those listed above are made to the PMF that the School Corporation elects not to accept, the School Corporation shall provide DC PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

(ii) The School Corporation currently operates one campus. If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by DC PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. ("**Campus**" is defined by DC PCSB's *Definition of School, Campus and Facility Policy* as having: a distinct grade range; a single school leader responsible for the academic program for the entire grade span of the campus; distinct goals to measure progress and attainment; student matriculation from one grade to the next in a clear progression that does not require internal lotteries; an LEA identifier; and a unique campus-identifier assigned to it by the DC Office of the State Superintendent of Education ("**OSSE"**). A campus may have a distinct grade span, such as early childhood, elementary, middle, or high school, or a combination of the above. A campus may be in the same facility or different facilities.)

B. Mission Specific Goals. In addition, the school has adopted the following mission specific goals for school years ("SY") 2013-14 and beyond:

SY 2013-14, 2014-15, and 2015-16:

(i) The students of the school will reflect the diverse racial, ethnic, and socioeconomic population of the District of Columbia and will represent the various wards of the city, by having at least 50% of its students eligible for free or reduced priced meals.

(ii) By the end of second grade, 75% of students will: (1) comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults; (2) comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words; (3) call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English; and (4) use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults and providers of common public services. The school will be deemed to have meet this goal if 75% of second grade students meet or exceed a rating of two on the Oral Proficiency Interview ("OPI") assessment.

(iii) By the end of fifth grade, 75% of students will: (1) comprehend messages and short conversation when listening to peers, familiar adults, and providers of public services either in face-to-face

interactions or on the telephone; (2) understand the main idea and some discrete information in television, radio, or live presentations; (3) initiate and sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals; (4) select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames, and express details and nuances by using appropriate modifiers; and (5) exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on family utterances. The school will be deemed to have meet this goal if 75% of fifth grade students meet or exceed a rating of three on the OPI assessment.

SY 2016-17 and beyond:

(i) By the end of second grade, 75% of students will: (1) comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults; (2) comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words; (3) call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English; and (4) use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults and providers of common public services. The school will be deemed to have meet this goal if 75% of second grade students meet or exceed a rating of two on the Oral Proficiency Interview ("**OPI**") assessment.

(ii) By the end of fifth grade, 75% of students will: (1) comprehend messages and short conversation when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone; (2) understand the main idea and some discrete information in television, radio, or live presentations; (3) initiate and sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals; (4) select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames, and express details and nuances by using appropriate modifiers; and (5) exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on family utterances. The school will be deemed to have meet this goal if 75% of fifth grade students meet or exceed a rating of three on the OPI assessment.

C. Teacher Interaction Score and Additional Measures.

The full description of the PMF is contained in the associated Policy & Technical Guide ("PMF Guide"). Pursuant to the PMF Guide, DC PCSB will use a teacher

interaction score to assess prekindergarten ("PK") instruction in schools with PK programs as shown in the chart below. If a measure is not included in the School Corporation's PMF scoring, it will be displayed on the School's Score Card as an un-tiered measure. The table below includes both the teacher interactive score, which is part of the PMF score, and the additional measures that may be considered as part of review and renewal but are not part of the school's score. The table below includes both the teacher interactive score, which is part of the PMF score, the additional measures that may be considered as part of review and renewal but are not part of the school's score.

Domain	Measure / Assessment		Counts in PMF Score?
Pre-kindergarten Emotional Support	Classroom Assessment Scoring System (CLASS) Emotional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year.		**Yes**
Pre-kindergarten Classroom Organization	Classroom Assessment Scoring System Classroom Organization (CLASS) Classroom Organization Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year.		**Yes**
Pre-kindergarten Instructional Support	Pre-kindergarten Instructional Support Classroom Assessment Scoring System (CLASS) Instructional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year		**Yes**
Pre-kindergarten Language and Literacy Student Outcomes	**Brigance Developmental Assessment** (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**Teaching Strategies GOLD** (SY 2014-15 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**No**
Pre-kindergarten Mathematics Student Outcomes	**Brigance Developmental Assessment** (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**Teaching Strategies GOLD** (SY 2014-15 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**No**
Kindergarten Literacy Student Outcomes	**Fountas and Pinnell** (SY 2013-14) as designated by the	**NWEA MAP Literacy** (SY 2014-15 and beyond) as designated	**Yes for SY 2015-16 and 2016-**

Domain	Measure / Assessment		Counts in PMF Score?
	publisher and detailed in the PMF Guide for that given year	by the publisher and detailed in the PMF Guide for that given year	**17; no for all other years**[1]
Kindergarten Math Student Outcomes	**Discovery Educational Assessment** (SY 2013-14) as designated by the publisher and detailed in the PMF Guide for that given year	**NWEA MAP math** (SY 2014-15 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**Yes for SY 2015-16 and 2016-17; no for all other years**[2]
Grade One Literacy Student Outcomes	**Fountas and Pinnell** (SY 2013-14) as designated by the publisher and detailed in the PMF Guide for that given year	**NWEA MAP Literacy** (SY 2014-15 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**Yes for SY 2015-16 and 2016-17; no for all other years**[3]
Grade One Mathematics Student Outcomes	**Discovery Educational Assessment** (SY 2013-14) as designated by the publisher and detailed in the PMF Guide for that given year	**NWEA MAP math** (SY 2014-15 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**Yes for SY 2015-16 and 2016-17; no for all other years**[4]
Grade Two Literacy Student Outcomes	**NWEA MAP Literacy** (SY 2013-14 and beyond) as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.		**Yes for SY 2015-16 and 2016-17; no for all other years**[5]
Grade Two Mathematics Student Outcomes	**NWEA MAP math** (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year		**Yes for SY 2015-16 and 2016-17; no for all other years**[6]

[1] According to the 2015-16 Performance Management Framework Policy and Technical Guide (found here) for "schools ending in grades K-3, DC PCSB uses the median of the school's Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) student level Conditional Growth Percentile (CGP) as the growth measure. For schools ending in grades 4-8, DC PCSB uses the median growth percentile (MGP) on the Partnership for Assessment of Readiness for College and Careers (PARCC) as the growth measure," (p.14). Sela PCS will serve 4th grade in SY 2017-18. Therefore, NWEA MAP will not be included in the school's PMF score from this year (SY 2017-18) and beyond.

[2] See footnote #1.

[3] See footnote #1.

[4] See footnote #1

[5] See footnote #1

[6] According to the 2015-16 Performance Management Framework Policy and Technical Guide (found here) for "schools ending in grades K-3, DC PCSB uses the median of the school's Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) student level Conditional Growth Percentile (CGP) as the growth measure. For schools ending in grades 4-8, DC PCSB uses the median growth percentile (MGP) on the Partnership for Assessment of Readiness for College and Careers (PARCC) as the growth measure," (p.14). Sela PCS will serve

D. **Standard for charter review and renewal.** The School Corporation's five-year charter review will occur in school year 2017-18; the ten-year charter review will occur in school year 2022-23; and the fifteen -year charter renewal will occur in school year 2027-28. The School Corporation will be deemed to have met its goals and academic achievement expectations if:

> **Fifth-Year Charter Review**: At its fifth-year charter review in school year 2017-18, the school's average PMF score for, 2015-16, and 2016-17 is equal to or exceeds 40%; the school has met its mission specific goals; and the school has met the floor of all Early Childhood PMF targets in SY 2013-14, and the school has met its mission specific goals.
>
> **Tenth-Year Charter Review**: At its tenth-year charter review in school year 2022-2023, the school's average PMF score for SY 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22 is equal to or exceeds 45% and the school has met its mission specific goals.
>
> **Charter Renewal**: At its fifteenth-year charter renewal in SY 2027-28, the school's average PMF score for SY 2022-23, 2023-24, 2024-25, 2025-26, and 2026-27 is equal to or exceeds 50% and the school has met its mission specific goals.
>
> **Improvement Provision**: In cases where a school has not achieved the above thresholds, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores and mission specific goals over the five-year period; provided that for school year 2014-15, the DC PCSB Board may consider improvement on the PMF measures. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

E. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

F. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act and DC PCSB's *Charter Amendments for Revised Goals and Academic*

4th grade in SY 2017-18. Therefore, NWEA MAP will not be included in the school's PMF score from this year (SY 2017-18) and beyond.

Achievement Expectations Policy for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 **Construction**. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 **Dispute Resolution**. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

2.11 **Notices**. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Sela PCS
6015-17 Chillum Pl. NE
Washington, DC 20011
Attention: Natalie Arthurs
narthurs@selapcs.org
202-670-7352

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

D.C. HEBREW LANGUAGE CHARTER SCHOOL d/b/a SELA PUBLIC CHARTER SCHOOL

[redacted]

Joy King-Pike

Sela PCS Board Chair

Date: 6/19/17

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By [redacted]

Darren Woodruff, Ph.D

DC PCSB Board Chair

Date: 6/22/17

Charter Agreement Amendment

SECOND AMENDMENT TO THE 2013 CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND D.C. HEBREW LANGUAGE CHARTER SCHOOL d/b/a/ SELA PUBLIC CHARTER SCHOOL

This Amendment (the "**Amendment**") is entered into by and between D.C. Hebrew Language Charter School d/b/a Sela Public Charter School, a District of Columbia nonprofit corporation (the "**School Corporation**") and the DC Public Charter School Board (originally "PCSB," hereinafter "**DC PCSB**") or the "**Charter Board**"; collectively, the "**Parties**"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on July 1, 2013 (the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**"); and

WHEREAS, on July 13, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to expand through fifth grade.

NOW, in consideration of the mutual covenants, *representations*, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.3 of the Charter Agreement is struck and replaced with the following:

2.3 Goals and Academic Achievement Expectations.

A. The School Corporation has selected as its measure of academic achievement expectations for its prekindergarten through fifth grade programming the indicators listed in the corresponding Performance Management Framework(s) ("**PMF(s)**").

(i) Accordingly, changes to the PMF implemented by DC PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights automatically become part of the measurement of the School's academic achievement expectations. However, if changes other than those listed above are made to any PMF that the School Corporation elects not to accept, the School Corporation shall provide DC PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

(ii) If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by DC PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined

in this Section. ("**Campus**" is defined by DC PCSB's *Definition of School, Campus and Facility Policy* as having: a distinct grade range; a single school leader responsible for the academic program for the entire grade span of the campus; distinct goals to measure progress and attainment; student matriculation from one grade to the next in a clear progression that does not require internal lotteries; an LEA identifier; and a unique campus-identifier assigned to it by the DC Office of the State Superintendent of Education ("**OSSE**"). A campus may have a distinct grade span, such as early childhood, elementary, middle, or high school, or a combination of the above. A campus may be in the same facility or different facilities.)

B. Mission Specific Goals. In addition, the school has adopted the following mission specific goals for school years ("SY") 2013-14 and beyond:

SY 2013-14, 2014-15, and 2015-16:

(i) The students of the school will reflect the diverse racial, ethnic, and socioeconomic population of the District of Columbia and will represent the various wards of the city, by having at least 50% of its students eligible for free or reduced priced meals.

(ii) By the end of second grade, 75% of students will: (1) comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults; (2) comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words; (3) call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English; and (4) use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults and providers of common public services. The school will be deemed to have meet this goal if 75% of second grade students meet or exceed a rating of two on the ELLOPA assessment.

(iii) By the end of fifth grade, 75% of students will: (1) comprehend messages and short conversation when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone; (2) understand the main idea and some discrete information in television, radio, or live presentations; (3) initiate and sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals; (4) select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames, and express details and nuances by using appropriate modifiers; and (5) exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on family utterances. The school will be deemed to have meet this goal if 75% of fifth grade students meet or exceed a rating of three on the ELLOPA assessment.

SY 2016-17 and beyond:

(i) By the end of second grade, 75% of students will: (1) comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults; (2) comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words; (3) call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English; and (4) use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults and providers of common public services. The school will be deemed to have meet this goal if 75% of second grade students meet or exceed a rating of two on the Oral Proficiency Interview ("**OPI**") assessment.

(ii) By the end of fifth grade, 75% of students will: (1) comprehend messages and short conversation when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone; (2) understand the main idea and some discrete information in television, radio, or live presentations; (3) initiate and sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals; (4) select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames, and express details and nuances by using appropriate modifiers; and (5) exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on family utterances. The school will be deemed to have meet this goal if 75% of fifth grade students meet or exceed a rating of three on the OPI assessment.

C. Teacher Interaction Score and Additional Measures. The full description of the PMF is contained in the associated Policy & Technical Guide ("PMF Guide"). Pursuant to the PMF Guide, DC PCSB will use a teacher interaction score to assess prekindergarten ("PK") instruction in schools with PK programs as shown in the chart below. If a measure is not included in the School Corporation's PMF scoring, it will be displayed on the School Performance Report as an un-tiered measure. The table below includes both the teacher interactive score, which is part of the PMF score, and the additional measures that may be considered as part of review and renewal but are not part of the school's score.

Domain	Measure/Assessment	Counts in PMF Score?
Pre-kindergarten Emotional Support	Classroom Assessment Scoring System (CLASS) Emotional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year.	**Yes**
Pre-kindergarten Classroom Organization	Classroom Assessment Scoring System Classroom Organization (CLASS) Classroom Organization Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year.	**Yes**

Domain	Measure/Assessment		Counts in PMF Score?
Pre-kindergarten Instructional Support	Pre-kindergarten Instructional Support Classroom Assessment Scoring System (CLASS) Instructional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year		**Yes**
Pre-kindergarten Language and Literacy Student Outcomes	**Brigance Developmental Assessment** (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**Teaching Strategies GOLD** (SY 2014-15 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**No**
Pre-kindergarten Mathematics Student Outcomes	**Brigance Developmental Assessment** (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**Teaching Strategies GOLD** (SY 2014-15 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**No**
Kindergarten Literacy Student Outcomes	**Fountas and Pinnell** (SY 2013-14) as designated by the publisher and detailed in the PMF Guide for that given year	**NWEA MAP Literacy** (SY 2014-15 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**Yes for SY 2015-16 and 2016-17; no for all other years**
Kindergarten Math Student Outcomes	**Discovery Educational Assessment** (SY 2013-14) as designated by the publisher and detailed in the PMF Guide for that given year	**NWEA MAP math** (SY 2014-15 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**Yes for SY 2015-16 and 2016-17; no for all other years**
Grade One Literacy Student Outcomes	**Fountas and Pinnell** (SY 2013-14) as designated by the publisher and detailed in the PMF Guide for that given year	**NWEA MAP Literacy** (SY 2014-15 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**Yes for SY 2015-16 and 2016-17; no for all other years**
Grade One Mathematics Student Outcomes	**Discovery Educational Assessment** (SY 2013-14) as designated by the publisher and detailed in the PMF Guide for that given year	**NWEA MAP math** (SY 2014-15 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**Yes for SY 2015-16 and 2016-17; no for all other years**

Domain	Measure/Assessment	Counts in PMF Score?
Grade Two Literacy Student Outcomes	**NWEA MAP Literacy** (SY 2013-14 and beyond) as designated by the publisher and detailed in the EC/ES/MS PMF Policy & Technical Guide for that given year.	**Yes for SY 2015-16 and 2016-17;no for all other years**
Grade Two Mathematics Student Outcomes	**NWEA MAP math** (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	**Yes for SY 2015-16 and 2016-17; no for all other years**

D. Standard for charter review and renewal. The School Corporation will be deemed to have met its goals and academic achievement expectations if:

Fifth-Year Charter Review: At its fifth-year charter review, the School Corporation will need to have earned at least 40% of the possible PMF points in at least two of the following three years: SY 2013-14, SY 2015-16, and SY 2016-17. For SY 2013-14 and beyond, the school must also meet the mission specific goals stated in paragraph B above.

Tenth-Year Charter Review: At its tenth-year charter review, the School Corporation will need to have earned at least 50% of the possible PMF points in two of the most recent three years, and earned at least 45% in any four of the previous five years. The school must also meet both of its mission specific goals stated in paragraph B above in each of the previous five years.

Charter Renewal: The School Corporation will need to have earned at least 55% of the possible PMF points in two of the most recent three years, and earned at least 45% in four of the previous five years. The school must also meet both of its mission specific goals stated in paragraph B above in each of the previous five years.

Improvement Provision: In cases where a School has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a School has met its goals and academic achievement expectations if it has demonstrated consistent improvement on overall PMF scores over the course of the most recent five-year period.

E. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

F. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct

district-wide assessments, in accordance with DC PCSB's *Charter Amendments for Revised Goals and Academic Achievement Expectations Policy* and no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

1.2 Section 3.3 of the Charter Agreement is struck in its entirety and replaced with the following:

3.3 Disciplinary Policies

A. The School Corporation shall implement student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students, and shall provide a copy of those policies and procedures to students and parents within the first ten business days of the beginning of the school year, and provide a copy to DC PCSB for its approval as part of the Annual Compliance Reporting. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. However, the School Corporation agrees to provide DC PCSB with a written request for approval prior to the adoption of any material changes to its Discipline Policies that are to take effect before the next Annual Compliance Reporting.

B. Pursuant to DC PCSB's Data and Document Submission Policy, the School Corporation shall track and report suspensions and expulsions in accordance with the expectations for timely submission, including daily attendance, which is uploaded weekly, and discipline data, which is uploaded monthly. The School Corporation shall use the data management reporting software identified by DC PCSB. If the School Corporation operates two or more campuses, the School Corporation shall maintain, track, and report discipline data for each campus separately.

1.3 Attachment H to the Charter Agreement is struck in its entirety.

SECTION 2. CHARTER AGREEMENT

2.1 **Reservation of Rights**. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 **Continuing Effectiveness**. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 **Representations and Warranties.** The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210

Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Sela PCS
6015-17 Chillum Place, NE
Washington, DC
20011
Attention: Natalie Arthurs
narthurs@selapcs.org
202-670-7352

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

D.C. HEBREW LANGUAGE CHARTER SCHOOL d/b/a/ SELA PUBLIC CHARTER SCHOOL

[redacted]

Joy King-Pike

Sela PCS Board Chair

Date: 12/8/16

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By: [redacted]

Darren Woodruff, Ph.D

DC PCSB Board Chair

Date:

Sela PCS

2014-15 Equity Report

What is an Equity Report? Equity in education refers to all students receiving the same caliber of education regardless of their race, ethnicity, economic status, special education status or other factors.

Equity Reports give our schools, families and communities transparent and comparable information related to equity across all DC schools. Equity Reports are available online so that information is easy to access, understand and use.

The Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) in consultation with charter schools, the Deputy Mayor for Education and NewSchools Venture Fund partnered to create these Equity Reports. Equity Reports are a complement to OSSE's LearnDC School Profiles, DCPS' School Scorecards and PCSB's Performance Management Framework.

SCHOOL CHARACTERISTICS (SY 2015-16)

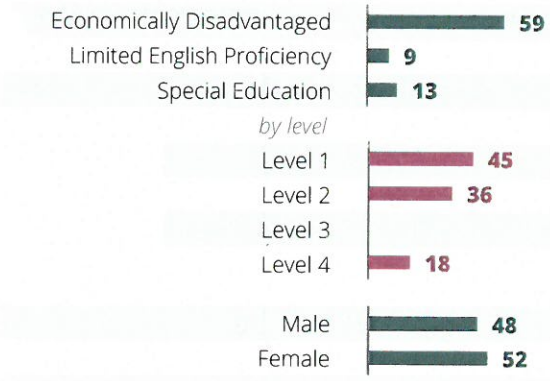
Grades	PK4 - 2
Ward	4
Address	6015-17 Chillum Place NE Washington, DC 20011
Contact	202-670-7352 www.selapcs.org
Type	Public Charter School

STUDENT CHARACTERISTICS

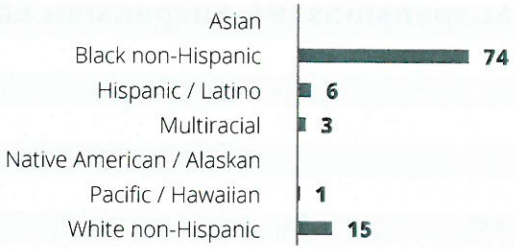
Total Enrollment (#)

86 Students

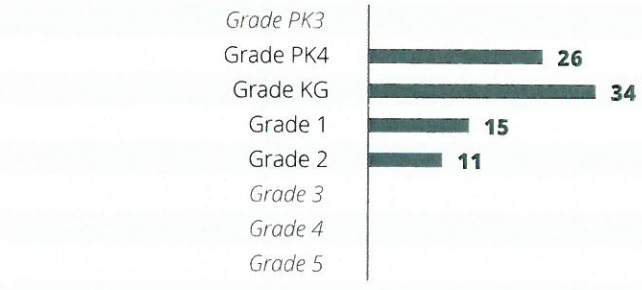
Enrollment by Subgroup (%)

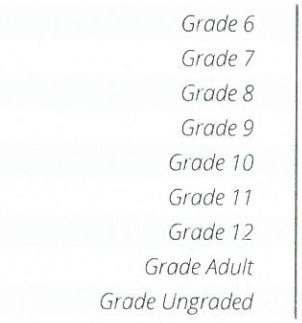


Enrollment by Race/Ethnicity (%)



Enrollment by Grade (#)

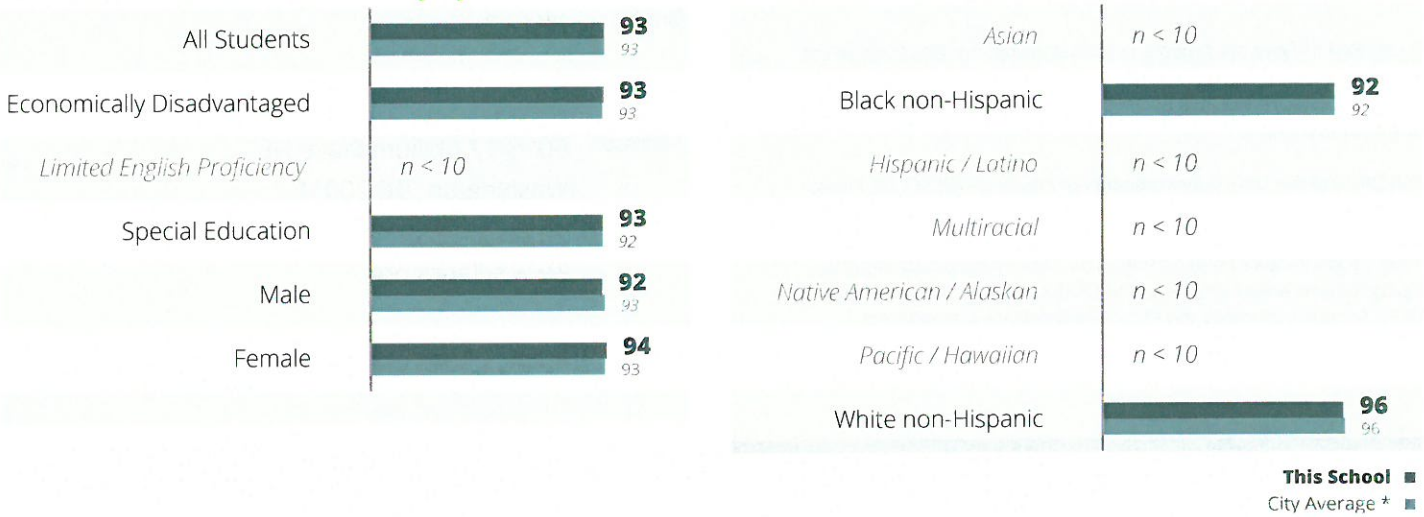




This Equity Report represents the joint effort of OSSE, DCPS, PCSB, and DME to improve equity across all entities.
Support provided by NewSchools Venture Fund.

ATTENDANCE

In-Seat Attendance Rate (%)



DISCIPLINE

Total Suspensions (#)

This School	**4**

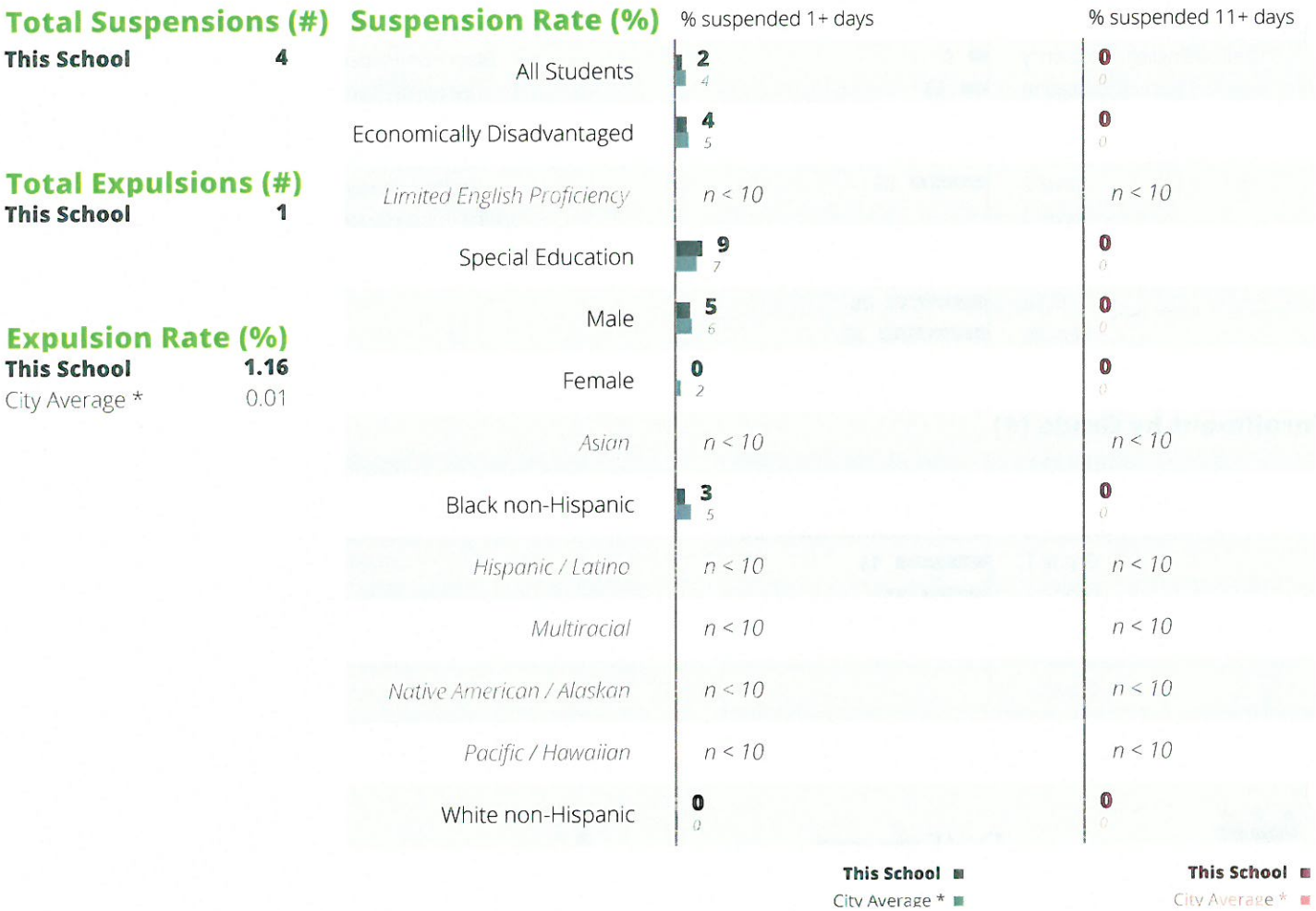
Total Expulsions (#)

This School	**1**

Expulsion Rate (%)

This School	**1.16**
City Average *	0.01

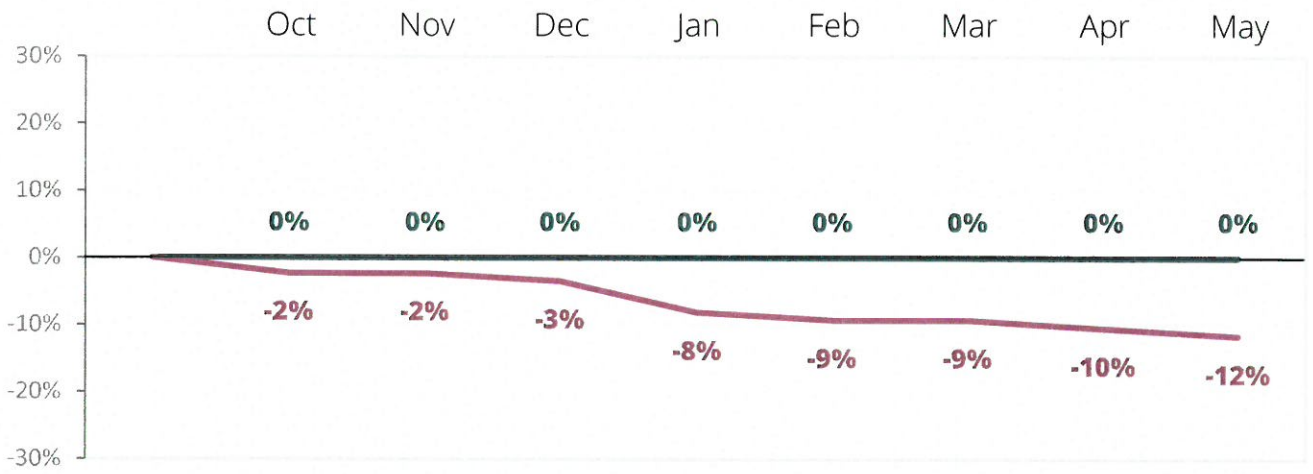
Suspension Rate (%)



STUDENT MOVEMENT

Mid-Year Entry and Withdrawals (%)
This School

Total Enrollment
86 Students



Net Cumulative Change (%)

This School	**-12%**
City Average *	-1%

% of Students Entering
% of Students Withdrawing

Mid-Year Entry and Withdrawals (%)
City Average *

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	**1%**	**1%**	**2%**	**3%**	**3%**	**4%**	**4%**	**4%**
Withdrawal	**-1%**	**-1%**	**-2%**	**-3%**	**-4%**	**-4%**	**-5%**	**-5%**

* *The City Averages displayed on this page only include the average of those grades served by this school in school year 2015-16.*

APPENDIX

Attendance

All students in a school benefit from a high in-seat attendance rate, or the average percentage of students in the classroom on a given day. Any absence, excused or unexcused, counts against this number. In-seat attendance rates divide the total number of students' days present by the total number of students' days enrolled in the school. Audited students' subgroup status is determined according to the rules outlined under student characteristics. Students not included in the audit have a separate student characteristic verification process detailed in the Equity Report business rules. Data are not shown for subgroups with less than 10 students. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 6, 2014 enrollment audit.

Discipline

Suspension rates are calculated by dividing the total number of students with out-of-school suspensions of 1 or more full days (11 or more days in the case of long-term suspensions) in this school by the total number of students enrolled, as determined by the October 6, 2014 enrollment audit. Data are not shown for subgroups with less than 10 students. Students' subgroup status is determined according to the rules outlined under student characteristics. DC average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the enrollment audit. The total number of suspensions shows the number that occurred throughout the school year to any student enrolled, even if they were not included in the audited enrollment.

The total number of expulsions shows the number that occurred throughout the school year to any student enrolled, even if they were not included in the audited enrollment. Expulsion rates show the percentage of students who were expelled during the school year. Data are not shown for subgroups with less than 10 students. DCPS schools have adopted a discipline code that only allows for expulsion in extreme cases, such as incidents of extreme violence like attacking a student or staff member. DCPS schools have the option of transferring a middle or high school student to a DCPS alternative school for disciplinary reasons, and these transfers are not counted as expulsions. Each charter school creates its own policy for determining appropriate disciplinary action. The charter sector does not currently have one designated alternative school to transfer middle or high school students for long-term disciplinary reasons.

Graduation Rate

The graduation rate shows the percentage of students who received a high school diploma within four or five years of entering ninth grade. The five-year graduation rate includes all students who started high school in fall of 2010 and graduated by August 2015. The four-year rate includes all students who started high school in fall of 2011 and graduated by August 2015. Data are not shown for subgroups with less than 10 students.

Graduation rates are calculated by dividing the total number of graduates by an adjusted ninth grade cohort, or the group of students who entered ninth grade four or five years before. Only students who graduate with a regular diploma are counted as graduates for the purposes of the graduation rate. All other outcomes, including General Educational Development (GED) programs and Certificates of Individualized Education Program (IEP) Completion, do not count as graduates.

The number of graduates is determined by graduate files that are certified by DCPS and PCSB. Student subgroups are determined by the October 6, 2014 audited enrollment file according to the rules outlined under student characteristics.

The number of students in the ninth grade cohort is adjusted according to uniform rules set by the US Department of Education. The initial number of students in a cohort is set at the number of students in a school who are entering ninth grade for the first time. Students who transfer into the school are added to the cohort, and students who transfer out, move to another state or country, or are deceased are subtracted from the cohort.

The cohort year is set as four years following the year the cohort entered ninth grade. The same is true of the five-year graduation rate, which is why the most recent available cohort year for this measure lags the four-year rate by one year.

ATTACHMENT C

Charter Agreement Amendment

FIRST AMENDMENT TO THE 2013 CHARTER SCHOOL AGREEMENT BETWEEN DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND D.C. HEBREW LANGUAGE CHARTER SCHOOL d/b/a SELA PUBLIC CHARTER SCHOOL

This Amendment (the "Amendment") is entered into by and between D.C. Hebrew Language Charter School d/b/a Sela Public Charter School, a District of Columbia nonprofit corporation (the "School Corporation") and the D.C. Public Charter School Board ("PCSB" or the "Charter Board"; collectively, the "Parties"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on or before July 1, 2013 (the "Charter Agreement"), wherein the School Corporation agreed, among other things, to operate a public charter school (the "School") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "Act"). This agreement became effective July 1, 2013.

In consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows.

SECTION 1. AMENDMENT

The School Corporation and PCSB agree to amend the Charter Agreement as follows:

1.1 In Section 2.2(A), strike the following sentence:
"In each of the succeeding four (4) Academic Years, the School may provide instruction to students in accordance with Schedule I."

1.2 Section 2.2(B) will be renumbered as Section 2.2(C).

1.3 After Section 2.2(A) insert the following:

B. In its second Academic year, and in each succeeding Academic Year, the School shall provide instruction to students in ages/grades pre-kindergarten age 3 through fifth grade, in accordance with Schedule I.

SECTION 2. CHARTER AGREEMENT

2.1 **Reservation of Rights**. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Agreement. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to D.C. Code § 38-1802.13.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii)

received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

D.C. Hebrew Language Charter School d/b/a
Sela Public Charter School
6015-17 Chillum Place NE
Washington, D.C. 20011
Attention: Natalie Arthurs, Executive Director
Email: narthurs@selapcs.org
Telephone: (202) 670-7352

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

D.C. HEBREW LANGUAGE CHARTER SCHOOL d/b/a SELA PUBLIC CHARTER SCHOOL

By [redacted]

Jessica Lieberman

Sela PCS Board Chair

Date: 1/11/2016

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

[redacted]

Darren Woodruff

PCSB Board Chair

Date: 1/13/2016

SCHEDULE I

Maximum Enrollment

Grade	Academic Year 2014	Academic Year 2015	Academic Year 2016	Academic Year 2017	Academic Year 2018
PK	44	44	88	88	88
K	40	40	40	80	80
1	40	40	40	40	80
2		40	40	40	40
3			34	34	34
4				28	28
5					22
Total	**124**	**164**	**242**	**310**	**372**

CHARTER SCHOOL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

D.C. HEBREW LANGUAGE CHARTER SCHOOL

d/b/a SELA PUBLIC CHARTER SCHOOL

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CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "**Agreement**") is effective as of July 1, 2013 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD ("**PCSB**") and D.C. HEBREW LANGUAGE CHARTER SCHOOL d/b/a SELA PUBLIC CHARTER SCHOOL, a District of Columbia nonprofit corporation (the "**School Corporation**").

RECITALS

WHEREAS, pursuant to the Congressionally-enacted District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "**Act**"), PCSB has authority to charter, monitor, oversee, and amend, renew and/or revoke charters of School Corporations in a manner consistent with the letter and intent of the Act;

WHEREAS, pursuant to §38-1802.03 of the Act, PCSB has the authority to approve petitions to establish public charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with §38-1802.02 of the Act to establish a public charter school (the "**Petition**");

WHEREAS, PCSB has determined (i) that the Petition satisfies the requirements set forth in Subchapter II of the Act; and (ii) approved the Petition. subject to the execution of this Agreement by PCSB and the School Corporation;

WHEREAS, §38-1802.04(c)(3)(A) of the Act gives broad decision-making authority over school operations to the board of trustees of the School Corporation ("**Board of Trustees**"), including exclusive control over administration, expenditures, personnel, and instruction methods; and

WHEREAS, PCSB and the School Corporation seek to foster a cooperative and responsive relationship;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the parties agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. **A.** The School Corporation shall establish a public charter school (the "**School**") in the District of Columbia and shall operate such School in accordance with this Agreement, the Act, and other applicable federal and District of Columbia laws. This Agreement shall constitute the School Corporation's charter (the "**Charter**") and shall be binding on the School Corporation, the School, and PCSB.

B. Pursuant to §38-1802.03(h)(2) of the Act, the following sections of the Petition are specifically included as part of the School's Charter and attached hereto:

(i) The School's statement regarding the mission and goals of the School and the manner in which the school will conduct any district-wide assessments;

(ii) Proposed Rules and Policies for Governance and Operation of School Corporation [Attachment A];

(iii) Articles of Incorporation and Bylaws [Attachment B];

(iv) Procedures to Ensure Health and Safety of Students and Employees [Attachment C];

(v) Assurance to Seek, Obtain, and Maintain Accreditation [Attachment D]; and

(vi) Relationship Between School and Employees [Attachment E].

The School Corporation shall provide PCSB a petition for charter revision subject to a public hearing pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to these provisions in this Section 1.1(B) of the Agreement, except that a School Corporation shall only be required to provide PCSB a petition for approval for any proposed changes to its Articles of Incorporation or Bylaws or changes in its accrediting body.

1.2 Effective Date and Term. The Charter shall commence on the effective date of this Agreement and shall continue for a term of fifteen (15) years unless renewed, revoked, or terminated in accordance with Sections §§38-1802.12 and 1802.13 of the Act and Section 9 below of this Agreement.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. **A.** The School Corporation shall operate the School in accordance with its mission statement: Sela Public Charter School will offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.

B. The School Corporation shall provide the PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School's mission.

2.2 Age-Grade. **A.** Pursuant to § 38-1802.04(c)(14) of the Act, in its first Academic Year, the School shall provide instruction to students in ages/grades pre-kindergarten age 4 through first grade. In each of the succeeding four (4) Academic Years, the School may provide instruction to students in accordance with Schedule I. "**Academic Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

B. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act in order to instruct students in any other age/grade.

2.3 Academic Achievement and Goals. **A.** The School Corporation has selected as its measure of academic achievement expectations the indicators listed in the early childhood and elementary/middle, Performance Management Frameworks developed by PCSB ("**PMF**"s). In so electing as its measure of academic achievement expectations, the school must:

At its Fifth-Year Charter Review: earn at least 40% of the possible PMF points in at least two of the most recent three years in operation to be deemed as having met its goals and student academic achievement expectations during this review.

At its Tenth-Year Charter Review: earn at least 50% of the possible PMF points in two of the most recent three years and not under 45% in any of the past five. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of the five years, the PCSB Board may determine it to have met its goals and student academic achievement expectations.

At Charter Renewal and Every Five Year Review Thereafter: earn at least 55% of the possible PMF points in two of the previous three years and not under 45% for any of the past five years.

Accordingly, changes to any PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, and formulas, will automatically become part of the measurement of the School's academic achievement expectations. However, if material changes are made to any PMF that a School Corporation elects not to accept, the School Corporation shall provide PCSB a petition for a charter revision pursuant to §38-1802.04(c)(10).

B. The School Corporation shall be evaluated in accordance with the following mission-specific and/or non-academic goals as set forth in its Petition:

Goal	Measure
1. The students of the school will reflect the diverse racial, ethnic, and socioeconomic population of the District of Columbia and will represent the various wards of the city, by having at least 50% of its students eligible for free or reduced price meals.	Demographic data captured in the annual Enrollment Audit Student Demographic data captured by PCSB's data systems.
2. By the end of 2nd grade, 75% students will: • Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults. • Comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words • Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than	ELLOPA - Meet or exceed a rating of 2

English. • Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.	
3. By the end of 5th grade, 75% of students will: • Comprehend messages and short conversation when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone. • Understand the main idea and some discrete information in television, radio or live presentations. • Initiate and sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals. • Select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers. • Exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances.	ELLOPA - Meet or exceed a rating of 3

C. The School Corporation shall test every enrolled student in the grades tested by district-wide assessments in core academic subjects (i.e., math, reading, science, and social studies) and report the scores to PCSB in a timely manner.

D. If the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section 2.3.("**Campus**" is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school or a combination of the above. These may be in the same facility or different facilities).

E. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other basis against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-

wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

2.4 Curriculum. **A.** The School Corporation shall design and implement the educational program set forth in its Petition including amendments to the Petition required by PCSB, if any.

B. The School Corporation shall have exclusive control over its instructional methods, consistent with §38-1802.04(c)(3)(a) of the Act, but the School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any material change in the curriculum that results in a material change in the School's mission or goals no later than April 1 prior to the Academic Year in which the modified curriculum will take effect. The School Corporation shall provide PCSB any materials requested by PCSB in connection with the petition for charter revision. A change in textbooks, formative assessments, or other instructional resources shall not be deemed a material change.

2.5 Students with Disabilities. **A.** The School Corporation shall provide services and accommodations to students with disabilities in accordance with part B of the Individuals with Disabilities Education Act (20 U.S.C. §1411 *et. seq.*), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et. seq.*), Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. 794), and any other federal requirements concerning the education of students with disabilities.

B. Pursuant to §38-1802.10(c) of the Act, the School Corporation shall elect to be treated as a local educational agency or a District of Columbia Public School for the purpose of providing services to students with disabilities and shall notify PCSB of its election at least thirty (30) days prior to the first day of the Academic Year. The School Corporation shall notify PCSB in writing of any change in election by April 1 prior to any Academic Year in which the change in election shall be effective.

SECTION 3. ADMINISTRATION AND OPERATION

3.1 Location. **A.** The School shall be located at 6015-17 Chillum Place NE, Washington, D.C. 20011 (the "**School Property**"). PCSB reserves the right to delay or prohibit the School's opening until the School Corporation has satisfied each of the pre-opening items listed in Attachment F at least one (1) month prior to the first day of the School's first Academic Year. A copy of the information submitted to PCSB pursuant to Attachment F shall be kept on file at the School.

B. Unless otherwise approved by PCSB in writing, in the School's first and second Academic Years of operation, the School Corporation shall operate a single-campus school, with a distinct age and/or grade range. After its second full Academic Year of operation, the School Corporation may submit a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act to expand into a multi-campus school. Such an amendment shall include the distinct campus location(s), age and/or grade levels to be served, enrollment ceilings, and curriculum if different from that approved by PCSB in the Petition. The PCSB shall approve or deny the request within ninety (90) days of the date of its submission.

C. The School shall not operate at a location other than the School Property unless the School Corporation provides a written request for approval to PCSB at least three (3) months prior to its intended relocation. PCSB reserves the right to delay or prohibit the School's opening at the new property until the School Corporation has satisfied the pre-opening requirements listed in Attachment F at least one (1) month prior to the first day of the School's operation at the new School Property.

3.2 Enrollment. **A.** Enrollment in the School shall be open to all students of ages or in grades as set forth in Section 2.2 above who are residents of the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by §38-1802.06 of the Act. The School Corporation shall determine whether each student resides in the District of Columbia according to guidelines established by the D.C. Office of the State Superintendent of Education ("**OSSE**").

B. If eligible applicants for enrollment at the School for any Academic Year exceed the number of spaces available at the School for such Academic Year, the School Corporation shall select students pursuant to the random selection process in Attachment G and in accordance with the requirements of the Act. The random selection process shall include (i) an annual deadline for enrollment applications that is fair and set in advance of the deadline; and (ii) a process for selecting students for each Academic Year (a) if applications submitted by the deadline exceed available spaces, and (b) if spaces become available after the beginning of the Academic Year. The School Corporation shall provide PCSB with a written request for approval for of any material change to the random selection process at least thirty (30) days prior to the date of the proposed implementation and may consider any comments of PCSB, staff, and its agents in connection with the proposed changes.

C. The School shall maintain an enrollment of no more than 124 students in the first Academic Year and no more than 310 students in subsequent Academic Years substantially in accordance with Schedule I. The School Corporation shall provide PCSB a written request for approval for an increase in the maximum enrollment of the School no later than three (3) months before the requested change date with (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as PCSB may request.

3.3 Disciplinary Policies. **A.** The School Corporation shall implement the student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students, described in its petition and included as Attachment H, and shall provide a copy of those policies and procedures to students, parents, and PCSB within the first ten (10) days of the beginning of each Academic Year. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. PCSB shall approve or deny any material changes to such policies and procedures within sixty (60) days of submission.

B. Pursuant to PCSB's Attendance and Discipline Data Policy, the School Corporation shall track suspensions and expulsions on a monthly basis using the data

management reporting software identified by PCSB. If the School Corporation operates two or more campuses, the School Corporation shall maintain, track, and report discipline data for each campus separately.

C. The School Corporation shall report any student expulsions or suspensions for longer than five (5) days to PCSB within ten (10) days of the expulsion or suspension and will maintain records of all expulsions and suspensions by the School. If the School Corporation operates two or more campuses, the School Corporation shall report the data for each campus separately.

3.4 Complaint Resolution Process. Pursuant to §38-1802.04(c)(13) of the Act, the School Corporation shall establish an informal complaint resolution process and shall provide a copy to students, parents, and PCSB. Such policies and procedures shall be consistent with applicable law. The School Corporation shall provide PCSB written notice of a material change to its complaint resolution process at least three (3) months prior to adoption.

3.5 Operational Control. **A.** Pursuant to §1802.04(c)(3) of the Act, the School Corporation shall exercise exclusive control over its expenditures, administration, personnel and instructional methods subject to limitations imposed in § 38-1802.04 of the Act.

B. Pursuant to §38-1802.04(b) of the Act, the School Corporation shall have the following powers consistent with the Act and the terms of this Agreement:

(i) to adopt a name and a corporate seal;

(ii) to acquire real property for use as the School's facilities;

(iii) to receive and disburse funds for School purposes;

(iv) subject to §38-1802.04 (c)(1) of the Act; to make contracts and leases including agreements to procure or purchase services, equipment, and supplies;

(v) subject to §38-1802.04 (c)(1) of the Act, to secure appropriate insurance;

(vi) to incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of federal or private funds;

(vii) to solicit and accept any grants or for School purposes;

(viii) to be responsible for the School's operation, including preparation of a budget and personnel matters; and

(ix) to sue and be sued in the public charter school's own name.

3.6 Accreditation. **A.** Within five (5) years of its opening, the School Corporation shall seek, obtain, and maintain accreditation from an appropriate accrediting agency as set forth in §38-1802.02(16) of the Act.

B. The School Corporation shall provide PCSB with a written request for approval for any proposed changes to the School's accreditation.

3.7 Nonsectarian. The School Corporation and the School shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution.

SECTION 4. GOVERNANCE

4.1 Organization. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

4.2 Corporate Purpose. The purpose of the School Corporation as set forth in its articles of incorporation shall be limited to the operation of a public charter school pursuant to §38-1802.04(c)(16) of the Act.

4.3 Governance. **A.** The School Corporation shall be governed by a Board of Trustees. The Board of Trustees are fiduciaries of the School and shall operate in accordance with the School Corporation's articles of incorporation and by-laws consistent with this Agreement and the provisions of the Act and the District of Columbia Nonprofit Corporation Act.

B. Pursuant to §38-1802.04(c)(10) of the Act, the Board of Trustees shall provide PCSB with written a request for approval of any material change(s) to its articles of incorporation or bylaws within three (3) months of the effective date of such change.

4.4 Composition. Pursuant to §38-1802.05 of the Act, the Board of Trustees of the School Corporation shall consist of an odd number of members, with a minimum of three (3) members and a maximum of fifteen (15) members, at least two of whom shall be parents of students currently attending the School, and the majority of whom shall be residents of the District of Columbia.

4.5 Authority. Pursuant to §38-1802.05 of the Act, the Board of Trustees shall have the final decision-making authority for all matters relating to the operation of the School, consistent with this Agreement, the Act, and other applicable law; however nothing herein shall prevent the Board of Trustees from delegating decision-making authority to officers, employees, and agents of the School Corporation. The Board of Trustees shall (i) set the overall policy for the School; (ii) be responsible for overseeing the academic and fiscal integrity of the School; and (iii) assure the School's compliance with this Agreement and the Act.

SECTION 5. FINANCIAL OPERATION AND RECORD KEEPING

5.1 Financial Management. The School Corporation shall operate in accordance with Generally Accepted Accounting Principles ("**GAAP**") and other generally accepted standards of fiscal management and sound business practices to permit preparation of the audited financial statements required in §38-1802.04(c)(11) of the Act. The School Corporation's accounting methods shall comply in all instances with any applicable governmental accounting requirements.

5.2 Tuition and Fees. The School Corporation shall not charge tuition to any student, other than a non-resident student in accordance with §38-1802.06(e) of the Act, unless such student would otherwise be liable for tuition costs under the Act. The School Corporation may charge reasonable fees or other payment for after school programs, field trips, or similar student activities.

5.3 Costs. The School Corporation shall be responsible for all costs associated with operation of the School including the costs of goods, services, and any district-wide assessments or standardized testing required by this Agreement or by applicable law.

5.4 Contracts. **A.** Pursuant to §38-1802.04(c)(1) of the Act, the School Corporation shall provide PCSB with respect to any procurement contract awarded by the School Corporation or any entity on its behalf and having a value equal to or exceeding $25,000, not later than three (3) days after the date on which such award is made (i) all bids for the contract received by the School Corporation, if any; (ii) the name of the contractor who is awarded the contract; and (iii) the rationale for the award of the contract. The PCSB may request copies of these procurement contracts to be provided to the PCSB upon request. The foregoing shall not apply to any contract for the lease or purchase of real property by the School Corporation, any employment contract for a staff member, or any management contract between the School Corporation and a management company designated in its petition

B. The School Corporation shall follow the requirements of §38-1802.04(c)(1) of the Act for contracts entered into with a third party for the management of the School, other than the third party designated in its petition (a "**School Management Contract**"). The School Corporation shall submit a written request for approval to PCSB before canceling, terminating, or materially amending, modifying, or supplementing any School Management Contract; however, such a request shall be deemed approved unless PCSB notifies the School Corporation within sixty (60) days of submission of a request for approval that the request has been denied and the reason(s) for denial.

C. If a procurement contract having a value equal to or exceeding $25,000, is awarded by the School Corporation to an affiliated party, the School Corporation will award that contract pursuant to conflict of interest policies and procedures that include notice to the Board of Trustees of the School Corporation and recusal from discussion and decision of the affiliated party. ("Affiliated Party" means any person who is a member of the Board of Trustees, an entity indirectly controlled, controlled by, or under common control with a member of the Board of Trustees of the Corporation, or such individual who is a member of the immediate family (including parents, spouse, children, siblings) of a member of the Board of Trustees and any trust whose principal beneficiary is a member of the Board of Trustees or such an individual. "Control" means the possession, directly or indirectly, of the power to direct or cause the direction of the management of policies of that entity, whether through the ownership of voting securities or by contract or otherwise.

D. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that PCSB has no responsibility for the debts or action of the School Corporation or the School. The School Corporation shall not purport to act as the agent of PCSB or the government of the District of Columbia with respect to any contract.

5.5 Insurance. The School Corporation shall procure and maintain appropriate insurance sufficient to cover its operations. This shall include the types of insurance set forth in Attachment I and in no less than the respective coverage and limits set forth therein. All insurers shall be independent brokers licensed in the District of Columbia. All insurance policies shall be endorsed to name the Board of Trustees and its directors, officers, employees, and agents as additional insureds. The Board of Trustees may by written notice amend the insurance coverage required by this Section 5.5 and Attachment I to include such additional insurance coverage that the Board of Trustees determines is reasonably necessary, subject to the availability of such insurance on commercially reasonable terms.

5.6 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two (2) years from the date hereof and shall maintain such tax-exempt status.

5.7 Enrollment and Attendance Records. **A.** The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Section 7 below.

B. If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit to PCSB and in state and federal reports, distinct and unique enrollment and attendance records.

5.8 Board of Trustee Meeting Minutes. The School Corporation shall maintain copies of all minutes of meetings of the Board of Trustees of the School Corporation, including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting, certified by an officer of the School Corporation or a member of the Board of Trustees as to their completeness and accuracy. The School Corporation shall make such documents available for inspection by PCSB, its officer, employees, or agents upon request.

SECTION 6. PERSONNEL

6.1 Relationship. All employees hired by the School Corporation shall be employees of the School and, pursuant to §38.1802.07(c) of the Act, shall not be considered to be an employee of the District of Columbia government for any purpose.

6.2 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, the School Corporation shall conduct random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every three (3) years.

SECTION 7. REPORTING REQUIREMENTS

7.1 Annual Reports. The School Corporation shall deliver to PCSB, by a date specified by PCSB, an annual report in a format acceptable to PCSB which shall include all

items required by §38-1802.04(c)(11)(B) of the Act (the "**Annual Report**"). The Annual Report shall include an assessment of compliance with the performance goals, objectives, standards, indicators, targets, or any other basis for measuring the School's performance as PCSB may request. The School Corporation shall permit any member of the public to view such report on request.

7.2 Audited Financial Statements. As soon as available but no later than one hundred and twenty (120) days after the end of each Academic Year, the School Corporation shall deliver to PCSB financial statements audited by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to §38-1802.04(c)(11)(B)(ix) of the Act in accordance with GAAP and government auditing standards for financial audits issued by the Comptroller General of the United States. Such audited financial statements shall be made available to the public upon request. These statements may include supplemental schedules as required by PCSB.

7.3 Interim Financial Reports. Unless otherwise notified by PCSB, the School Corporation shall prepare and submit to PCSB within thirty (30) days after the end of each Interim Period starting with the Interim Period beginning July 1, 2013, (i) the balance sheet of the School Corporation at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Academic Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as of the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments; and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of $500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Academic Year to the end of such Interim Period. These reports may include supplemental schedules as required by PCSB. "**Interim Period**" shall mean monthly,, and from time to time thereafter, upon written notice by PCSB to the School Corporation, the period designated by PCSB in such notice.

7.4 Budget. No later than June 1 of each Academic Year, the School Corporation shall submit to PCSB its budget, including an annual operating budget, an annual capital budget, and cash flow projections (collectively, a "**Budget**") for the next succeeding Academic Year. The School Corporation's initial Budget shall be in accordance with the Budget submitted with its Petition to PCSB. If PCSB has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded in writing, the School Corporation may only implement a Budget with the prior written approval of PCSB. PCSB may specify the format and categories and information contained in the Budget.

7.5 Enrollment Census. Pursuant to §38-1802.04(c)(12) of the Act, the School Corporation shall provide to OSSE student enrollment data required by OSSE to comply with §38-204 of the District of Columbia Code. Such report shall be in the format required by OSSE for similar reports from District of Columbia Public Schools, and all counts of students shall be

conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

7.6 Attendance Data. No later than fifteen (15) days after the end of each month during the Academic Year and during summer school, if offered, the School Corporation shall provide student daily attendance data, including present, tardy, partial-day absence, excused absence, and unexcused absence for the School using attendance management reporting software identified by PCSB. If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit to PCSB distinct and unique attendance data.

7.7 Key Personnel Changes. Within five (5) days of the chair of the Board of Trustees or an officer of the School Corporation receiving written notice of the intended departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees, an officer of the School Corporation, or a key personnel as identified by position in Attachment J (but no later than the time the School Corporation announces such departure publicly), the chair of the Board of Trustees or an officer of the School Corporation shall provide to PCSB notice identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

7.8 Authorizations. Within forty-five (45) days after the end of each Academic Year, the School Corporation shall provide a certification by an officer of the School Corporation or its Board of Trustees that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect. If the School Corporation receives notice, whether formal or informal, of any alleged failure to comply with the terms or conditions of any Authorization, the School Corporation shall provide PCSB, within seven (7) days of receiving such notice, a report detailing the nature and date of such notice and the School Corporation's intended actions in response. "**Authorizations**" shall mean any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, declaration, registration, or notice to, from, or with any governmental authority that is required in order to operate the School.

7.9 Events of Default. The School Corporation shall promptly report to PCSB any notice of default or claim of material breach it receives that seriously jeopardizes the continued operation of the School Corporation or the School including: (i) any claim there has been a material breach of any contract that affects the operation of the School; (ii) any claim or notice of a default under any financing obtained by the School Corporation; and (iii) any claim that the School Corporation has failed to comply with the terms and conditions of any Authorizations required to operate the School. The report shall include an explanation of the circumstances giving rise to the alleged default or breach and the School Corporation's intended response.

7.10 Litigation. The School Corporation shall promptly report to PCSB the institution of any material action, arbitration, government investigation, or other proceeding against the School Corporation or any property thereof (collectively "**Proceedings**") and shall keep PCSB apprised of any material developments in such Proceedings. No later than February 14 and August 14 of each Academic Year, the School Corporation shall provide PCSB a schedule of all

Proceedings involving any alleged liability or claim or, if there has been no change since the last report, a statement to that effect.

7.11 Certificates of Insurance. No later than August 15 of each Academic Year, the School Corporation shall deliver to PCSB a certificate of insurance with respect to each insurance policy required pursuant to Section 5.5 above and Attachment I. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall identify underwriters, the type of insurance, the insurance limits, and the policy term. The School Corporation shall furnish PCSB with copies of all insurance policies or other evidence of insurance required pursuant to Section 5.5 above and Attachment I upon request.

7.12 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide PCSB with a copy of each such report at the time the School Corporation provides the report as required by the Act.

SECTION 8. COMPLIANCE

8.1 Compliance With Applicable Laws. The School Corporation shall operate at all times in accordance with the Act and all other applicable District of Columbia and federal laws subject to the limitations in Sections 8.2 and 8.3 below or from which the School Corporation is not otherwise exempt, and District of Columbia and federal provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion, ancestry, sexual orientation, gender identification or expression, marital status, or need for special education services.

8.2 Waiver of Application of Duplicate and Conflicting Provisions. Pursuant to §38-1802.10(d) of the Act, no provision of any law regarding the establishment, administration, or operation of public charter schools in the District of Columbia shall apply to the School Corporation or PCSB to the extent that the provision duplicates or is inconsistent with the Act.

8.3 Exemption From Provisions Applicable to D.C. Public Schools. Pursuant to §38-1802.04(c)(3)(B) of the Act, the School Corporation shall be exempt from District of Columbia statutes, policies, rules, and regulations established for the District of Columbia Public Schools by OSSE, Board of Education, Mayor, or District of Columbia Council, except as otherwise provided in the Charter or in the Act.

8.4 Cooperation. The School Corporation shall, and shall cause its Board of Trustees, officers, employees, and contractors to, cooperate with PCSB, its staff, and its agents in connection with PCSB's obligations to monitor the School Corporation.

8.5 Access. Upon reasonable notice, the School Corporation shall grant to PCSB, its officers, employees, or agents, access to the School's property, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that PCSB may from time to time request, and allow copies to be made of the same and shall cooperate with PCSB, its officers, employees, or agents, including allowing site visits as PCSB considers necessary or appropriate for the purposes of fulfilling its oversight responsibilities consistent with §38-1802.11(a) of the Act,

provided that the review or access will not unreasonably interfere with the operation of the School.

8.6 Notice of Concern. If PCSB determines through its oversight of the School Corporation that any condition exists that (i) seriously jeopardizes the continued operation of the School Corporation, the School, or a School's campus; (ii) is substantially likely to satisfy the conditions for charter revocation pursuant to §38-1802.13 of the Act; and/or (iii) threatens the health, safety, or welfare of students of the School, then PCSB may issue a written notice to the School Corporation stating the reasons for its concerns and inquiry ("**Notice of Concern**"). Upon receipt of such notice and upon request of PCSB, the School Corporation shall meet with PCSB to discuss PCSB's concerns and the School Corporation's response to PCSB's Notice of Concern.

8.7 Administrative Fee. The School Corporation shall pay annually to PCSB, no later than November 15 of each Academic Year, the maximum amount permitted by the Act to cover the administrative responsibilities of PCSB. Notwithstanding the foregoing, PCSB shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual Academic Year funding from the government of the District of Columbia by such date provided that the School Corporation pays PCSB such fee within five (5) business days of the School Corporation's receipt of such funding.

SECTION 9. CHARTER RENEWAL, REVOCATION, AND TERMINATION

9.1 Charter Renewal. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by PCSB in accordance with the Act, PCSB and the School Corporation shall (i) renew this Agreement with amendments satisfactory to PCSB and the School Corporation; or (ii) enter into a substitute agreement satisfactory to PCSB and the School Corporation.

9.2 Charter Revocation. **A.** Pursuant to §38-1802.13 of the Act, PCSB may revoke the Charter if PCSB determines that the School has (i) 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; or (ii) failed to meet the goals and student academic achievement expectations set forth in the Charter.

B. Pursuant to §38-1802.13 of the Act, PCSB shall revoke the Charter if PCSB determines that the School (i) has engaged in a pattern of nonadherence to generally accepted accounting principles; (ii) has engaged in a pattern of fiscal mismanagement; or (iii) is no longer economically viable.

C. If the School Corporation operates two or more campuses under the Charter, PCSB has the authority to propose revocation of the School or any of its campus locations pursuant to this Section 9.2.

9.3 Termination. This Agreement shall terminate if the School fails to begin operations by September 16, 2013; if the School fails to secure use of the School Property by

August 1, 2013 upon Charter revocation or nonrenewal; or by mutual written agreement of the parties hereto.

9.4 Probation and Corrective Action. **A.** If PCSB proposes to revoke the Charter pursuant to §38-1802.13(a) of the Act, PCSB may, as an alternative to charter revocation, place the School or any of the School's campuses on probation and require the School Corporation, in consultation with PCSB, to develop and implement a written corrective action plan ("**Corrective Plan**"). The Corrective Plan shall include the reasons that the Charter is subject to revocation under § 38-1802.13(a), the terms and conditions of probation and the results the School shall achieve to avoid charter revocation. Although PCSB may elect to enter into a Corrective Plan with the School Corporation as an alternative to charter revocation, nothing herein shall require PCSB to place the School or any of its campuses on probation or develop a Corrective Plan.

B. If PCSB elects to place the School or one of the School's campuses on probation and enters into a Corrective Plan with the School Corporation, the School Corporation shall provide PCSB a written request for approval five (5) business days prior to taking any of the following actions: (i) waiving any material default under, or material breach of, any School Management Contract; (b) taking any action affecting or waiving or failing to enforce any material right, interest, or entitlement arising under or in connection with any School Management Contract; (c) taking any action affecting any material provision of any School Management Contract or the performance of any material covenant or obligation by any other party under any School Management Contract; or (d) providing any notice, request, or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits, or obligations under any such School Management Contract in any material respect.

9.5 Mandatory Dissolution. **A.** In accordance with §38-1802.13a of the Act, the School Corporation shall dissolve if the Charter (i) has been revoked by PCSB; (ii) has not been renewed by PCSB; or (iii) has been voluntarily relinquished by the School Corporation.

B. In the event of dissolution, PCSB, in consultation with the Board of Trustees of the School Corporation, shall develop and execute a plan for (i) liquidating the School Corporation's assets in a timely fashion and in a manner that will achieve maximum value; (ii) discharge the School Corporation's debts; and (iii) distribute any remaining assets in accordance with §29-301.48(3) of the District of Columbia Code and §38-1802.13a of the Act.

SECTION 10. OTHER PROVISIONS

10.1 Applicable Law. This Agreement and the Charter and the rights and obligations of the parties hereunder shall be governed by, subject to, construed under, and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

10.2 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of PCSB in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right, or privilege preclude other or

further exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

10.3 Counterparts and Electronic Signature or Signature by Facsimile. This Agreement and any amendments, waivers, consents, or supplements hereto or in connection herewith may be signed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures or signatures received by facsimile by either of the parties shall have the same effect as original signatures.

10.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement. This Agreement may be amended or modified only by written agreement of the parties hereto.

10.5 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

10.6 Assignment. The Charter runs solely and exclusively to the benefit of the School Corporation and shall not be assignable by either party; provided that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

10.7 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

10.8 Waiver. No waiver of any breach of this Agreement or the Charter shall be held as a waiver of any other subsequent breach.

10.9 Construction. This Agreement shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party drafted the underlying document.

10.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Agreement without (i) first providing written notice to the other party hereto describing the nature of the dispute; and (ii) thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke,

not renew, or terminate the Charter pursuant to §38-180213 of the Act and Sections 9.1, 9.2, and 9.3 above of this Agreement.

10.11 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 10.11) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

D.C. Hebrew Language Charter School d/b/a
Sela Public Charter School
6015-17 Chillum Place NE
Washington, D.C. 20011
Attention: Jason Lody, Executive Director
Email: jlody@selapcs.org
Telephone: (202) 670-7352

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

D.C. HEBREW LANGUAGE CHARTER SCHOOL
d/b/a SELA PUBLIC CHARTER SCHOOL

[redacted]

By: JASON LOOY

Title: EXECUTIVE DIRECTOR

Date: JUNE 24, 2013

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

[redacted]

By:

Title: Board Chair

Date: 6/24/13

SCHEDULE I

Maximum Enrollment

Grade	Academic Year 2014	Academic Year 2015	Academic Year 2016	Academic Year 2017	Academic Year 2018
PK	44	44	88	88	88
K	40	40	40	80	80
1	40	40	40	40	80
2		40	40	40	40
3			34	34	34
4				28	28
5					22
Total	**124**	**164**	**242**	**310**	**372**

ATTACHMENTS

ATTACHMENT A	Proposed Rules and Policies for Governance and Operation of School Corporation
ATTACHMENT B	Articles of Incorporation and Bylaws
ATTACHMENT C	Procedures to Ensure Health and Safety of Students and Employees
ATTACHMENT D	Assurance to Seek, Obtain, and Maintain Accreditation
ATTACHMENT E	Relationship Between School and Employees
ATTACHMENT F	Pre-opening Requirements
ATTACHMENT G	Random Selection Process
ATTACHMENT H	Disciplinary Policies
ATTACHMENT I	Insurance Requirements
ATTACHMENT J	Key Personnel

ATTACHMENT A

consultants at the Hebrew Charter School Center, we formulated the immersion model the school would use.

To develop the educational plan and instructional strategies, we researched the most effective teaching models, curricula, immersion models and successful school reform strategies in order to narrow down our program focus. We are committed to ensuring that our program be research-based and data-driven.

In late 2011 the founding group's work was recognized and strengthened, when the organization received grant funding from the Hebrew Charter School Center, and was accepted to work on a close consultative basis with FOCUS DC.

As plans for establishing the school continue to move forward, the founding group is committed to implementing the plans contained in this application. In Section C 2.a. we describe in more detail the qualifications of the founding group members who will take on the interim roles of Executive Director and Business Officer, until permanent candidates are hired. In addition, many founding board members will transition onto the permanent Board of Trustees (more information about the Board of Trustees is in Section B2). In addition some people will be involved by virtue of being parents of students in the school. These parents will have the opportunity to engage with teachers and school staff on a regular basis, will be able to volunteer at the school, and share their opinions and insights with the Board of Trustees and with the staff. Members of the founding group will also be involved through advisory boards, and other ad hoc committees and events that occur within the school. Furthermore, the members of the Outreach, Education and Finance/Facilities Committees will continue their work until the school opens and their planning work is done.

B.1.c Corporate Structure and Nonprofit Status of the School

The D.C. Sela Public Charter School was incorporated in the District of Columbia in June 2011. Articles of Incorporation and Bylaws are attached in Section I. The D.C. Sela Public Charter School intends to submit its 501(c)(3) application simultaneously with its public charter school application.

B.2 Governance and Management

B.2.a Board of Trustees

Board of Trustees Selection Process, Anticipated Training Opportunities, and Terms of Office of Board Members

Prior to the submission of this application, the Board of Trustees, which serves the purposes of the "Board of Trustees" of a District of Columbia nonprofit corporation, was comprised of six members, four of whom were members of the founding group, joined by two others to comprise the ongoing Board of Trustees of the school. For purposes of enabling the corporate entity to engage in activities required during the pre-charter period, such members now are officers of the board. Bryce Jacobs is President, Jessica Lieberman is Vice President, and Clare Goldwater is Secretary.

During the first three years of the school's operation, we anticipate that these Board members will remain and several other founders will join the Board. This will provide strength, stability and cohesion of vision, which will be especially important in these early years. The founding group already has much of the necessary skill sets and experience to operate a public charter school including education, grant writing, fundraising, business, and law.

We are continuing the process of identifying and recruiting additional Board members. In addition to seeking members who are well connected in the community and committed to the mission of Sela PCS, we are working to build relationships with potential board members who have expertise in finance and accounting, construction/facilities, curriculum development, community outreach and human resources. We are confident that we are on track with recruitment activities to build the membership of the Board in a timely manner, to meet our goal of a full and final Board of Trustees (of up to 15 members) in place by Spring 2012.

New members of the Board will be selected after a thorough investigation and discussion as to their qualifications and commitment to the mission of the school. Potential Board members have been referred through extensive networks of community activists and leaders who have heard about the plans for the school, and the founding group members have also initiated investigations into potential Board members who can contribute their knowledge and expertise.

As they are initiated into Board membership, all Board members will undergo individualized orientation to the mission, vision and goals of the school. They will meet with the founders and, if possible, visit other Hebrew language charter schools. In addition, once formed, the Board members will participate in mandatory training as a group, led by an expert in charter school governance. The training will include group introductory activities that create a sense of shared purpose and commitment; detailed introduction to the school's mission, budget and education plan; explication of best practices for Board governance; creation of sub-committees for ongoing work, etc.,

The Board will elect the officers for one, two or three-year terms. The Board may remove any officer by a 2/3 majority at any meeting of the Board.

Current Board Members

Bryce Jacobs – President of the Board
Education Specialist, College Summit
Dr. Jacobs' bio is on page 78

Jessica Lieberman – Vice President
Deputy Director of the Middle East Office of the Bureau of Democracy, Human Rights and Labor, US Department of State
Dr. Lieberman's bio is on page 80

Clare Goldwater – Secretary
Educational Consultant and Leadership Coach
Ms. Goldwater's bio is on page 79

Naomi O. Szekeres
Founding Partner of Pensarus, an education services firm
Ms. Szekeres' bio is on page 79

Marva Tutt
Chief Administrative Officer, Howard Road Academy PCS
Dr. Tutt's bio is on page 80

Anthony (Tony) Taylor
Director of Operations, Center for Inspired Teaching Demonstration PCS
Mr. Taylor's bio is on page 81

Resumes for all Board members are included in Section F.

Parent Input
The two parent representatives who serve on the Board of Trustees will be selected by the school's Parent Organization. The president of the Parent Organization will serve as the first representative. The other representative will be selected by the Parent Organization and will then be voted onto the Board, in accordance with the Bylaws.

The parent representatives will act as liaisons between the Board and the Parent Organization, sharing parent concerns, communicating with parents and actively serving as a bridge between parents and the school's governing body.

Composition, Roles and Responsibilities of the Board
The Board will be composed of between seven and fifteen members. The members will elect four executive officers: President, Vice President, Secretary and Treasurer. The President will have the power to perform all acts necessary to make effective the actions of the Board.
The Sela PCS Board will be the governing body of the school. The Board will play a key role in setting the vision for the school and ensuring the school's mission is fulfilled. The Board will provide strategic direction for the school, monitor student progress and achievement of the educational goals, and nurture strong leadership. In doing so, the Board will ensure the success of the educational program, faithfulness to the terms of the school's charter, and long- term viability.

As the school's fiduciary body, the Board will oversee the financial stability of the school. The Board will ensure that the school's resources are managed effectively through review and approval of the annual budget and monitoring of the financial reports of the Executive Director. It will provide for an annual audit by a certified public account in accordance with all applicable law and for the establishment of appropriate financial controls, all in accordance with requirements of the schools chartered by the PCSB.

The Board will be responsible for assessing their own collective performance, for developing the collective and individual knowledge and awareness of responsibilities among members, and for ensuring that members adhere to their commitments to Sela PCS. The Board will also be responsible for identifying gaps in the expertise of the members and recruiting and training new board members to ensure effectiveness of the Board for years to come.

Timeline for Establishing a Board of Directors

Sela PCS has contracted with Charter Board Partners to help with our board recruitment, development and training. We have already begun to work with them and we have completed a needs assessment of our board. Based on the needs assessment and reflection of our current Board Members, we have established the following three goals in establishing a Board of Directors:

Goal 1: By September 30, 2012, Sela's board will grow from the current five (5) members to eight (8) members.

Goal 2: By January 31, 2013, the board will grow to 12 members.

Goal 3: Within 3 months of school opening in the Fall of 2013, we will have a total of 15 board members, two of which will be Sela PCS parents.

Charter Board Partners is now searching for possible board members and will provide Sela PCS with a slate of candidates by August 10th. The timeline below outlines the recruitment steps and pacing.

Recruitment Timeline	
July 2012	CBP outreaches to prospective candidates
August 2012	CBP submits slate to Sela Board Review the slate and the Governance Chair reaches out to candidates to schedule interviews (within 7 days of receipt of slate)
September 2012	Board Candidate Interivews Finalize decisions (no later than mid-September)
October 2012	Onboard Cohort 1 of new board members

Board Recruitment Priorities
(Total board members needed: 7-8. Plan to on board in two cohorts. Targeting September 30 for final list of Cohort 1 candidates)

Competencies For September Cohort
Facilities
Governance - those with board experience and HR/staffing
Marketing/Communication - Specifically to help with strategic communications; community outreach and recruitment

Other Named Priorities
Education - Special Ed, Mental Health/Behavior Specialist; Bilingual Immersion, Curriculum,
Accountability - using data to drive decisions. Emphasis on the practical over theoretical. Also important that they align with Sela's immersion philosophy (proficiency approach to language)
Fundraising - To focus on both recruiting an angel donor and recruiting those that can outreach to major donors.

Note: Overarching priorities include diversity, including gender.

Plans for Providing Strategic Direction for the School, Monitoring Student Performance, and Succession Planning for the Board and Leadership
The key elements of Board responsibility, as mentioned above, are:

To provide strategic direction for the school – the Board of Trustees will guide the development of the school, as it emerges with its charter in the first few years, and as it transitions to new and expanded facilities, expands recruitment and develops into a well-established educational fixture in the DC landscape. The Board will keep the school's mission and philosophical principles in the forefront of its discussion, and ensure that these principles direct decision making and strategic growth.

The Board will ensure that adequate financial resources are available to meet the needs of the school as it grows. The Board will have ultimate authority over all financial matters related to the school, and will approve budgets and financial management. The Board will also take an active role in fundraising and advocacy for resources for the school.

To monitor student performance - The Board will ensure that student performance in all aspects of the Sela PCS curriculum is meeting and/or exceeding standards. The Board will monitor student progress on a regular basis, and will ensure that school leadership takes appropriate steps to correct any issues as they arise. The Board may request information of any kind about the school from the Executive Director, who must provide that information to the Board in a reasonable time. Monitoring student performance will permit the Board not only to determine whether Sela PCS is moving in its designated strategic direction but to evaluate those aspects of its curriculum that should be changed.

To nurture strong leadership, both professional and volunteer – The Board will be charged with identifying, hiring, and retaining the best leadership possible for the school. The Board will have ultimate authority over the Executive Director and will ensure that he/she is enabled to be as successful as possible. The Board will also ensure that new Board members are identified and cultivated, and that a healthy succession of new and committed Board members transition into leadership roles. It is anticipated that potential Board members will be identified through networks in all areas of DC life, and these potential Board members will take volunteer roles in the school and on Board committees, before they are formally asked to join the Board.

Accountability and the Board

With the information it receives from the Executive Director and from independent research that the Board can conduct relating to the performance of the rest of the school administration, the Board will monitor the performance of school leadership. The Board will select the Executive Director and be responsible for establishing the terms of his/her employment. The Executive Director is accountable to the Board to uphold the student performance and sound operations of a standards based school.

The Executive Director's performance will be evaluated by the Board on an annual basis, as described in Section C.2.d.

The Board's Role to Ensure a Demand for Sela PCS

Board members are ambassadors for Sela PCS. As such, they will promote the mission, enrollment, recruitment and engage in general public relations for the school. In the planning year before the school opens, as well as on an ongoing basis once the school is operational, Board members will take an active role in representing the school in public forums, recruiting at a range of venues and in different communities. They will engage the business community, the government and the DC community as a whole. The diversity of the Board, which will be reflective of the diversity of the school itself, will also serve here to help reach varied populations and interest groups, who are potential families for the school. Board members will be expected to participate in community meetings, share news about the school to their networks and generally be involved in marketing and recruiting for the school.

Once the school is operational, and in partnership with school staff, the Board will continue to interface with the community to convey the accomplishments of the school and its students in order to continue to attract students from around the community.

Function of the Board versus function of the Executive Director
The Board will govern the school, but will not be involved in day to day management of the school, which will be the responsibility of the Executive Director and his or her team. The Executive Director will make periodic updates to the Board on various matters determined by the Board, including school finances, educational achievement and compliance of the school with the strategic plan set by the Board.

The differences in the roles of the Board of Trustees and the Executive Director are demonstrated by the examples below:

Board of Trustee Role	Executive Director Role
Determine the mission of Sela PCS	Carry out the mission
Hire, evaluate and terminate the Executive Director	Hire, evaluate, and terminate all other staff
Participate in development of the strategic plan for the school	Participate in development and implement the strategic plan for the school
Review and evaluate and approve annual business plan and budget	Prepare business plan, budgets and information for Board review and approval
Monitor progress of programs in terms of meeting the goals and mission of Sela PCS	Manage programs, staff, services and community relations
Review Board materials; be prepared to make strategic decisions	Prepare Board materials to facilitate policymaking by the Board
Establish financial policies and hire certified public accounting firm	Implement financial policies and work with auditors to facilitate their timely completion of required financial reports

Board's Relationship to Teachers and Administrators
The Board will hire and supervise the Executive Director, and ensure that he or she is effectively managing the team of teachers and administrators who are implementing the school's mission. The Board will receive regular reports as to the achievement of that mission, and will delegate managerial responsibility to the Executive Director.

Some of the Board's committees will involve teachers and administrators in their work. For example, the Business/Operations Manager will work with the Fundraising Committee. The Board will provide supportive, non-managerial oversight to these staff.

Board's Relationship to Parents and Families
Once the first class of students is constituted, at least two members of the Board will be parents of currently enrolled students. In addition, the Board will make efforts to solicit the input of families, including by opening meetings to them from time to time.

Board's Relationship to Students
The Board of Trustees will be an active and engaged part of life at Sela PCS. They will be regular participants and observers of classes and other school activities, and will interact in informal and positive ways with students. The Board will not have direct supervision of or prescribed interaction with students

and will not be expected to field direct questions or complaints from students. Rather, the Board members will direct queries of these kinds directly to administrative staff and the Executive Director. When appropriate and as they are able, Board members may be invited to mentor students, share their professional expertise with them, and generally be involved in enriching the school environment.

B.2.b Rules and Policies

Selection Process, Terms of Office, and Board Development

The Board will have an odd number of trustees, between seven and fifteen. The Board may increase or decrease its number. A majority of the Board must be residents of the District of Columbia, and once the school is in operation at least two of the trustees will be parents of students currently enrolled in the school. The Board will endeavor to have a substantial portion of the trustees be speakers of both English and Hebrew. The Executive Director will be an ex officio member of the Board and will attend all its meetings, except Executive Sessions.

When the school opens, the Board will consist of seven members, some of whom are members of the Sela PCS Founding Group. Once Sela PCS receives its charter and begins operations, the Board may elect new members. Members of the Board may nominate any person they believe will serve the interests of Sela PCS faithfully and effectively.

The Board will look for individuals who bring the experience and expertise needed by the school as it grows from a start-up to a maturing academic institution by using the following plan, adapted from "Creating an Effective Charter School Governing Board"[47]:

1. The Board will continuingly engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating potential and existing board members.
2. The Board will link recruitment to the school's charter and strategic plan. The Board will periodically review the mission, vision, goals and strategies, and consider any new skills, knowledge, personal contacts and other attributes future Board members will need to possess in order for the Board to do its part in advancing the school plan.
3. The Board will periodically review the school's strategic plan, the performance requirements of the charter, as well as the profile of current Board's attributes, in order to identify any gap between the skills and knowledge needed on the Board, and what Board members currently possess. Based on this analysis, the Board may establish recruiting priorities, for instance increasing the number of members with the ability to raise money or who live in the community served by Sela PCS.

Board members will be elected to one, two or three year terms, designated at the time of the election of each individual member. Board terms will be staggered so that an equal number of terms begin and end annually to ensure the majority of the Board remains in place in any given year for continuity

Because the Board of Trustees is so crucial to the success of the school, it is important to identify individuals who are not only appropriately skilled and committed to the mission of Sela PCS, but who also understand the kind of work that will be required by board members. Accordingly, we are engaging in a process to better acquaint potential members with the school and the role of the Board as well as to

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[47] http://www.uscharterschools.org/governance/

evaluate such potential trustees; This will be accomplished, by inviting potential members to first work with the Board and members of the founding group less formally, such as through advisory committees, and to contribute financially and otherwise to the school. We are also in the process of identifying new board members who can contribute expertise to the school community. We are particularly looking for Board members with strong community connections, and expertise in facilities and financing.

Meetings

The Board will set its meeting schedule. It will meet at least once every six weeks, and will meet quarterly with the school community.

With respect to open meetings, Sela PCS will encourage families, students, teachers, other staff and other stakeholders to attend, listen, and comment on the school's educational program by posting meeting notices and agenda on the school website, at the school, and at the meeting location if different from the school site. The dates and locations of those open meetings will be broadcast to the Sela PCS community so that interested individuals will be given enough notice to attend.

Policies and Board Manual

The Board is responsible for establishing Sela PCS policy, including specific policies regarding the school's educational program, financial management, student discipline, personnel, conflicts of interest, organizational performance, and other areas as mandated by federal law or that of the District of Columbia. These policies will be spelled out in a Board Manual to be approved by the Board.

Between June 2012 and December 2012, the Board will oversee the drafting of the manual. The manual will include pupil and personnel policies, employment policies, policies for governance and operations of the school and informal complaint resolution policies. Once completed and approved by the Board, the manual will be submitted to the DC Public Charter School Board.

The Bylaws of the Sela PCS Board are included in Section F.

B.2.c Administrative Structure

The administrative team will be led by the Executive Director and the Principal. As described in the section above, the Executive Director will report to the Board of Trustees. The Principal, who will report to the Executive Director, will be responsible for day-to-day academic oversight, will be the instructional leader of the school and will be responsible for faculty development. The administrative team in the first year will also include an operations/administrative manager and a Dean of Students/Counselor.

Over the course of the next four years other administrative positions will be added. The current budget allows for a Business/Operations Manager (from Year 3), who will report to the Executive Director, and a Development Manager who will also report to the Executive Director (part-time from Year 2). The detailed staffing plan for the first five years is described in more detail in Section C2.c.

Below is an outline of the primary roles of the key administrative staff during the first five years of the school.

ATTACHMENT B

Articles of Incorporation

Pursuant to the provisions of the Non-Profit Corporation Act, DC Official Code(DCOC) Title 29 Chapter 3, We, the undersigned natural persons of the age of eighteen years or more, acting as Incorporators of a corporation adopt the following Articles of Incorporation:

First: The name of this non-profit shall be

D.C. Hebrew Language Charter School

Second: The effective date of these articles shall be June 27, 2011

Third: The period of duration of this non-profit shall be Perpetual

Fourth: The purpose(s) for which this non-profit has been organized is on the next page.

Fifth: The address of this non-profit's registered office in the District of Columbia is

1833 Ontario Place NW, Washington, DC, 20009

Sixth: The name of the non-profit's registered agent in the District of Columbia is

Bryce Jacobs

Seventh: This non-profit's principle place of business is

1833 Ontario Place NW, Washington, DC, 20009

Eighth: The number of incorporators/directors of this company is 7
and the name and address of the incorporators/directors is included later in this document.

DATE: June 27, 2011

E-Signed

The corporation is organized to promote educative purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, namely, the establishment and operation of a public charter school promoting the study and use of the Modern Hebrew language.

Rebeccah Gan
6638 Eastern Avenue NW
Washington, District of Columbia, 20012

Jessica Lieberman
708 Highland Avenue NW
Washington, District of Columbia, 20012

Bryce Jacobs
1833 Ontario Place NW
Washington, District of Columbia, 20009

Clare Goldwater
2500 Q St. NW
Apt. No. 749
Washington, District of Columbia, 20007

Bryce Jacobs
1833 Ontario Place NW
Washington, District of Columbia, 20009

Jessica Lieberman
708 Highland Avenue NW
Washington, District of Columbia, 20012

Clare Goldwater
2500 Q St. NW
Apt. No. 749
Washington, District of Columbia, 20007

AMENDMENT TO THE BYLAWS OF D.C. HEBREW LANGUAGE CHARTER SCHOOL, INC.

The proposed amendments:

(1) **Change Bylaws Article 3, Section F to specify Frequency of Meetings**

Current Bylaws: Specify "Regular Meetings."

Reason for Change: Need to Align with Proposed Rules of Governance per PCSB.

Current Language:

Regular meetings of the Board of Directors shall be held on such dates and at such times as the Board of Directors may designate[…]

Proposed Language:

Regular meetings of the Board of Directors shall be held on such dates and at such times as the Board of Directors may designate, **provided that such meetings are conducted not less frequently than every six weeks** […]

(2) Change Bylaws Section 8 to provide for Mandatory Distribution of Assets under School Reform Act

Current Bylaws: Article 8 specifies distribution of assets in accordance with D.C. Nonprofit Corporation Act as Bylaws were drafted before D.C. Hebrew Language Charter School was chartered.

Reason for change: D.C. Hebrew Charter School, Inc. is now subject to the PCSB and School Reform Act, the PCSB is requiring that we add the requisite mandatory distribution of assets language.

Current language:

Upon dissolution of the Corporation, all of the Corporation's assets shall, after all of its liabilities and obligations have been discharged or adequate provision made therefore, be distributed to any association or associations organized for purposes similar to the purpose of the Corporation as may be designated by a majority of the Directors then holding office, provided that such organization is an organization qualified under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended.

New language:

As provided Section 38-1802.13(a) of the School Reform Act of 1995 as amended, in the event that the Corporation's charter to operate a public charter school is revoked by the D.C. Public Charter School Board ("PCSB") or any subsequent Authorizing Entity, not renewed by the PCSB or any subsequent Authorizing Entity, or voluntarily relinquished by the Corporation to the PCSB or any subsequent Authorizing Entity, the Corporation's assets shall be distributed as follows:

Any assets to be distributed, after all of its liabilities and obligations have been discharged or adequate provision made therefore, shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

D.C. HEBREW LANGUAGE CHARTER SCHOOL, INC.
RESOLUTION TO AMEND THE BYLAWS

WHEREAS, the Board of Directors ("Board") of the D.C. Hebrew Language Charter School, Inc. d/b/a Sela Public Charter School ("Sela Board") is required by the D.C. Public Charter School Board ("PCSB") to amend its Bylaws to specify the minimum

frequency of Sela Board meetings and comport its dissolution requirements with the D.C. School Reform Act of 1995;

NOW, THEREFORE, be it resolved that the Board adopts the following Resolution.

Section 1. The Bylaws of D.C. Hebrew Language Charter School, Inc. are amended as follows:

(a) Article 3, Section F is amended to read as follows:

Regular meetings of the Board of Directors shall be held on such dates and at such times as the Board of Directors may designate, provided that such meetings are conducted not less frequently than every six weeks. At each regular meeting of the Board of Directors, the Board may transact such business as may be properly brought before the meeting. Written notice of each regular meeting of the Board of Directors shall be given either by hand, facsimile or electronic mail ("email") to each Director at least five (5) days before such meeting. Such notice need not specify the business to be transacted at the meeting.

(b) Article 8 is amended to read as follows:

As provided Section 38-1802.13(a) of the School Reform Act of 1995 as amended, in the event that the Corporation's charter to operate a public charter school is revoked by the D.C. Public Charter School Board ("PCSB") or any subsequent Authorizing Entity, not renewed by the PCSB or any subsequent Authorizing Entity, or voluntarily relinquished by the Corporation to the PCSB or any subsequent Authorizing Entity, the Corporation's assets shall be distributed as follows:

Any assets to be distributed, after all of its liabilities and obligations have been discharged or adequate provision made therefore, shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

Section 2. Effective Date
This Resolution shall become effective upon approval of the majority of the voting membership in accordance with D.C. Hebrew Language Charter School, Inc. Bylaws and D.C. Nonprofit Code of 2010.

[redacted] 6/19/13

Sela Board Chair Date

ATTACHMENT C

rigorous program with high academic standards will attract volunteers who seek to be affiliated with its success. Sela PCS considers the contribution of experienced volunteers with diverse expertise a critical advantage of a charter school and we will seek to take advantage of volunteers' contributions in many areas. We will seek volunteers from the community, academia, graduate students, retirees, as well as students, and family members.

Any students, parents, retirees or others who come into contact and interact with students will be required to attend a training session and be supervised by Sela PCS administration at all times of interaction with children. All volunteers that deal directly with students will be required to have a background check from a private firm that conducts national searches and a tuberculosis test.

Families will be encouraged to volunteer at least 25 hours a year similar to other successful schools such as LAMB, Washington Yu Ying, as well as Capital City PCS. Upon admission, families will submit requests for volunteering and the school will work with them to find the best use of volunteers' time.

The Executive Director and school counselor, with family volunteer coordinators will be responsible for identifying volunteer activities/needs; a volunteer coordinator (parent) will serve on a rotating annual basis, reporting to the Executive Director. Sela PCS envisions recruiting volunteers in the following areas: tutoring and literacy support, Hebrew instruction (particularly conversation and literacy), fundraising, community outreach and recruitment, and organizing family activities.

We will seek out graduate students in education programs to serve as Special Assistants to the Executive Director, Principal, Special Education/ELL Coordinator, and Curriculum Coordinator.

In addition to the above, Sela PCS will continue to recruit and benefit from volunteer services for a variety of business areas: legal, public relations, communications (print and web), fundraising, and other fields.

C.3 Arrangements for Meeting District and Federal Requirements

Sela PCS will comply with all applicable federal and District of Columbia laws in carrying out its mission. Below is a summary of Sela PCS 's plans for complying with certain federal and District laws. Recognizing that these laws and regulations are subject to change, Sela PCS will seek to ensure compliance with all applicable law, whether or not described below. Sela PCS will strive to reach and maintain compliance with these laws through the selection of qualified and knowledgeable Board members, administrators and other staff; through continuing education of such persons in applicable requirements; through consultation with relevant legal regulatory authorities and relevant associations; through review of practices of similar schools, and through advice of legal counsel, as appropriate.

C.3.a Health and Safety

To ensure the health and safety of students, employees, and guests of the school, Sela PCS will comply with all applicable federal and District of Columbia health and safety regulation and any applicable requirements of the Occupational Safety and Health Administration.

As required by Section §38-1802.04(c)(4) of the DC Code, Sela PCS will submit, before September 16 of each year, a report to the District of Columbia Public Charter School Board that documents that Sela PCS facilities comply with the applicable health and safety laws and regulations of the federal

government and the District of Columbia. The report shall be open to public inspection and available upon request. In addition, Sela PCS will submit to all applicable health and safety inspections by government officials, and take all appropriate steps to ensure appropriate air quality/ventilation, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulations.

In addition to maintaining a safe facility, Sela PCS will take steps to provide required and appropriate health and safety training to its staff. For example, staff may be required to complete annual courses in CPR and First Aid so that they can provide basic care for injuries and sudden illnesses until advanced medical personnel arrive. The school will be equipped with appropriate first aid kits, and Sela PCS will consider, in its selection of a facility and allocation of space within such facility, the applicable requirements for obtaining nursing services from the District of Columbia, including the availability of an appropriately equipped on-site nurse's office.

In accordance with the DC Code §38-501 et seq. and applicable requirements of the District of Columbia Department of Health, Sela PCS will also require evidence of students' required immunizations and provide information to parents on such requirements in a timely manner.

C.3.b Safety

Sela PCS will comply with the Americans with Disabilities Act, ensuring that children with disabilities have access to school facilities as required by law. We will carefully consider such requirements in the selection, configuration or alteration of any existing facility and the planning and construction of any new facility.

In addition, Sela PCS will comply with all regulations for fire safety under the District of Columbia Fire Prevention Code, DC Code §5-401 et. seq.. Sela PCS will provide training to staff and students, develop fire evacuation and safety plans, and plan and execute fire and emergency drills in accordance with all such requirements. Emergency routes will be mapped and posted in each room and fire drills will be performed regularly.

C.3.c Transportation

As mentioned in Section A1a, Sela PCS seeks to locate in an area that is centrally located and accessible to various forms of public transportation. The school will inform all students' parents and guardians of their eligibility for reduced fares on the Metrobus and Metrorail Transit System on the same terms and conditions as are applicable to any student attending a District of Columbia public school.

Sela PCS may also seek assignment of a crossing guard or guards through the Metropolitan Police Department and will consider using volunteers in that role to ensure the safety of our students arriving at school or departing from school by foot.

C.3.d Enrollment Data

Sela PCS will collect and maintain accurate enrollment data as required pursuant to §38-1802.04(c)(12) of the DC Code. Sela PCS will record this information on a daily basis, compile records of this information, and provide copies to appropriate authorities upon request. Residency information will be verified and included in such data in accordance with the applicable requirements.

ATTACHMENT D

sela סלע

PUBLIC CHARTER SCHOOL

June 7, 2013

Chair of the Board
District of Columbia Public Charter School Board
Washington, DC

Dear Mr. Chairman,

This letter is to document the assurance from the Board of Directors of Sela Public Charter School that we intend to seek formal accreditation from the Middle States Association of Colleges and Schools, Commissions on Elementary and Secondary Schools (MSA-CESS).

At the end of year 1, Sela will express initial interest with MSA-CESS and begin the Candidacy Process. Using internationally recognized standards, Sela PCS will conduct a comprehensive self-study and evaluation, as well as participate in a rigorous peer review process after submitting a candidacy application, participating in a candidacy visit, and upon reception of an offer of candidacy.

Sela PCS strives to be a school of excellence and working towards attaining accreditation is one way of assuring that we are working to achieve this goal.

Respectfully submitted,

[redacted]

Dr. Bryce Jacobs, Ph. D.
Chairperson of the Board
Sela Public Charter School

ATTACHMENT E

Core Teachers (English and Hebrew)		4	6	8	12	16
Assistant Teachers		2	3	4	12	15
Counselor		1	1	1	1	1
Curriculum Coordinator		1	1	1	1	1
Special Ed/ELL Coordinator		1	1	1	1	1
Special Education Teachers		1	2	3	4	5
ELL Teachers			1	1	2	2
Art Specialist		0.5	0.5	1	1	1
Physical Education Specialist		0.5	0.5	1	1	1
Music Specialist				0.5	0.5	0.5
Before/After care director					1	1

Contract Staff for Extracurricular Programs
We anticipate hiring a number of contract staff to provide education and programs before and after school, and during the summer program. These could include literacy specialists, Hebrew conversational teachers, Israeli dance and other dance instructors, as well as teachers of art, Israeli cooking, martial arts, etc.

From Year 1 we anticipate that we will pay stipends to some teachers and additional contract staff to run the after/before care program. We have assumed a staff to student ratio of one to twelve, and estimates that two thirds of students will take advantage of the before care program, and one third will stay after school.

We anticipate that the first year of the summer program will be between the end of Year 1 and the start of Year 2. Based on the ratio of one staff person to every 15 students, and an estimate of the number of students that will participate (all incoming students and a proportion of returning students) we are planning to hire six contract staff to run the summer program. In the following year the number of staff will rise to ten, and then twelve and thirteen.

C.2.d Employment Policies

The Sela PCS Board of Trustees will work with the Executive Director and legal counsel to develop a comprehensive Human Resource Policy that promotes professionalism, continuous learning, high levels of achievement, trust, and motivation within the staff. This will include policies for staff contracts, termination, evaluation plans, salary and benefit plans and other policies designed to attract and retain a committed and highly qualified faculty and staff.

Hiring, Salaries and Benefits
Once qualified candidates have been selected and hired, they will sign one-year, at-will contracts. The school will offer salaries and benefits that are competitive with comparable schools at the level of

qualifications we are seeking. The Sela PCS benefits will include health care, dental care, disability and a retirement savings plan. In addition, all staff will receive paid vacations and holidays.

The school's employment policy will include provisions for hiring current DCPS employees. Should a current DCPS employee come to work at the school, he or she may request a two year leave of absence from DCPS, renewable for an unlimited number of two year terms. During their time at the school, the school will pay into the employee's DCPS retirement plan at the specified rate if the employee chooses.

Staff Evaluation
Staff evaluation at Sela PCS will be a cyclical process for all staff at all levels, that fosters an opportunity for growth and improvement, focused on enhancing rigorous outcomes-based instruction. Evaluation will be an ongoing part of the regular supervision that each employee will receive on a weekly or bi-weekly basis. In addition, every employee will participate in an annual formal review process. The annual employee review will be structured as an opportunity for all staff to reflect on their work and their progress, to hear constructive evaluation from their supervisors, and to set goals for the following year. This annual evaluation system for all staff will consist of four stages: preparation (articulating procedures, policies, and purposes); data collection (using multiple data sources); assessment; and follow-up (providing feedback and generating professional growth plans). In addition to the above, the evaluation may consist of 360 degree feedback, with each staff member completing a self evaluation as well as receiving evaluation from supervisors, peers, assistants, and, eventually, students (all in a strictly confidential manner).

The process will consist of explicit standards with expectations of staff stated clearly and ratings of "exemplary," "proficient," "progressing," and "not meeting standards." The staff will discuss the self-assessment with his or her supervisor, identifying areas for improvement. The supervisor's role is to provide candid feedback on the staff person's self-assessment and also suggest goals for the professional growth plan (which typically includes two to four goals). For each goal, the plan establishes strategies that will be pursued, evidence that will document achievement of the goal, and a timeline. The principal and staff then have periodic conferences to monitor and discuss progress, followed by a summative conference at the end of the evaluation cycle.

Executive Director Evaluation
The Board of Trustees holds the responsibility for evaluating the Executive Director. The Board will conduct a thorough 360 degree review of the Executive Director on an annual basis, based on the job description of the Executive Director.

Employee Termination
As stated above, all employees will serve under at-will contracts. Should it become clear, following the evaluation process, that a person's employment must be terminated, the school will aim to arrive at an amicable separation. Depending upon the circumstances of the termination, the employee may be eligible for unemployment compensation.

C.2.e Use of Volunteers

Volunteers have already played an extremely valuable role in the creation of Sela PCS. The school has already benefited from pro bono legal assistance, grant writing expertise, curriculum development, marketing and communications, community relations, and in many other areas. It is our belief that a

rigorous program with high academic standards will attract volunteers who seek to be affiliated with its success. Sela PCS considers the contribution of experienced volunteers with diverse expertise a critical advantage of a charter school and we will seek to take advantage of volunteers' contributions in many areas. We will seek volunteers from the community, academia, graduate students, retirees, as well as students, and family members.

Any students, parents, retirees or others who come into contact and interact with students will be required to attend a training session and be supervised by Sela PCS administration at all times of interaction with children. All volunteers that deal directly with students will be required to have a background check from a private firm that conducts national searches and a tuberculosis test.

Families will be encouraged to volunteer at least 25 hours a year similar to other successful schools such as LAMB, Washington Yu Ying, as well as Capital City PCS. Upon admission, families will submit requests for volunteering and the school will work with them to find the best use of volunteers' time.

The Executive Director and school counselor, with family volunteer coordinators will be responsible for identifying volunteer activities/needs; a volunteer coordinator (parent) will serve on a rotating annual basis, reporting to the Executive Director. Sela PCS envisions recruiting volunteers in the following areas: tutoring and literacy support, Hebrew instruction (particularly conversation and literacy), fundraising, community outreach and recruitment, and organizing family activities.

We will seek out graduate students in education programs to serve as Special Assistants to the Executive Director, Principal, Special Education/ELL Coordinator, and Curriculum Coordinator.

In addition to the above, Sela PCS will continue to recruit and benefit from volunteer services for a variety of business areas: legal, public relations, communications (print and web), fundraising, and other fields.

C.3 Arrangements for Meeting District and Federal Requirements

Sela PCS will comply with all applicable federal and District of Columbia laws in carrying out its mission. Below is a summary of Sela PCS 's plans for complying with certain federal and District laws. Recognizing that these laws and regulations are subject to change, Sela PCS will seek to ensure compliance with all applicable law, whether or not described below. Sela PCS will strive to reach and maintain compliance with these laws through the selection of qualified and knowledgeable Board members, administrators and other staff; through continuing education of such persons in applicable requirements; through consultation with relevant legal regulatory authorities and relevant associations; through review of practices of similar schools, and through advice of legal counsel, as appropriate.

C.3.a Health and Safety

To ensure the health and safety of students, employees, and guests of the school, Sela PCS will comply with all applicable federal and District of Columbia health and safety regulation and any applicable requirements of the Occupational Safety and Health Administration.

As required by Section §38-1802.04(c)(4) of the DC Code, Sela PCS will submit, before September 16 of each year, a report to the District of Columbia Public Charter School Board that documents that Sela PCS facilities comply with the applicable health and safety laws and regulations of the federal

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Pre-Opening Visit Checklist – New Charter School

**Items may be uploaded into Epicenter*

Governance and Management

Area of Review	Examples of Acceptable Documentation
The Board of Trustees has been established.	• Meeting minutes from the most recent board meeting* • BOT membership roster*
Leadership roles have been filled.	• Organizational Chart with names • Contracts, including position description

Staffing

Area of Review	Examples of Acceptable Documentation
The number of teachers and staff, including special education and/ or ELL teachers	• Staffing plan • Teacher roster
Employee roles and responsibilities have been clearly articulated	• Staff position descriptions
Employment policies for full-time and part-time staff have been established and are available to teachers and other staff.	• Employee handbook* • Confirmation of Receipt (e.g., form from handbook; staff meeting sign-in; etc.)
There is documentation that initial background checks for all staff have been completed.	• Background check clearances*
Each teacher has been offered a retirement plan.	• DC Teacher Retirement Opt In/Opt Out Form, or similar form.
Leave of absence forms for former DCPS employees have been processed and are on file.	• Leave of absence forms on file and reflect processing through DCPS
Plan for when teachers are absent	• Copy of school's plan for covering teacher absences (e.g., substitute bank; teacher request form; permanent substitute contracts; etc.)

Curriculum and Instruction

Area of Review	Examples of Acceptable Documentation
Needed instructional materials and supplies have been procured to classrooms at every grade level.	• Actual instructional materials and supplies, or evidence that materials and supplies are on order and will be delivered in time for school opening
A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.	• School calendar—includes 180 instructional days, holidays, PD days, inclement weather and emergency closure make-up days*

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Area of Review	Examples of Acceptable Documentation
	• Class Schedules • Copy of parent/student/family handbook / resource in which calendar was printed, along with confirmation of receipt (however school tracks that information was given to parent).
Provisions have been made for assessing and serving students with special needs.	• Evidence that needed staff is on board to provide special needs services, or evidence that services have been contracted. • Documentation that contracts for services equal to or exceeding $25,000 have been reviewed by PCSB.

Students and Parents

Area of Review	Examples of Acceptable Documentation
Parents and students will be provided with written information about the school including Discipline Plan (suspensions and expulsions)	• Copy of parent/student/family handbook / resource in which the discipline policy is printed, along with confirmation of receipt *
Preliminary class rosters are available to teachers for planning	• Student rosters/records are on file and accessible to teachers for planning
Intake process includes measures to identify students with special needs.	• Description of process for identifying students with special needs (e.g., copy of information in enrollment packet)
Valid proof of DC residency is on file for each student	• All residency forms from OSSE have been completed, including proof of residency form complete with parent's or guardian's name, student name, school staff person's signature, date, and appropriate check offs indicating documents submitted and copy of document submitted.
Procedures are in place for creating, storing, securing and using student academic, attendance, and discipline records.	• Evidence that procedures are in place for creating, storing, securing, and using student academic, attendance, and discipline records. (Includes a Safeguard of Student Information Policy that aligns with FERPA) • Evidence that the records of students with disabilities are kept in a secure location • Evidence that parents or adult students have been provided with notice of their rights under FERPA
A complaint resolution process is in place and has been distributed to employees, parents, and students.	• Description of complaint resolution process in employee, parent, and student handbooks. *

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Operations

Area of Review	Examples of Acceptable Documentation
Systems are in place to accurately collect and submit attendance and discipline data, and Compliance documents, including the following: -system to accurately collect and submit daily attendance -system to accurately collect excused absence documentation -system for mandatory reporting to CFSA and/ or DC Superior Court, when applicable -system to accurately submit discipline incidents -system to accurately submit Compliance documents to PCSB	• Student Information System is in place • Staff member(s) have been trained on ProActive, the school's Student Information System, and Epicenter
Arrangements have been made for food service.	• Food service contract • Documentation that contract equal to or exceeding $25,000 has been reviewed by PCSB. • Record of Basic Business License (BBL)
Provisions have been made for health services and immunization, if appropriate.	• Evidence that health services and immunizations services are available (school nurse, contract with local health facility, etc.) • Evidence of access to the immunization registry and a mechanism for entering immunization data.
There are written plans for such life safety procedures as fire drills and emergency evacuation.	• Written plans for life safety procedures included in faculty and student handbooks • Fire drill schedule (one drill within the first ten days; and conducted monthly for the remainder of the school year) *
A system is in place for gathering and reporting information needed to qualify for federal entitlement programs, including reporting to PCSB	• Evidence that a system is in place for gathering and reporting data needed to quality for federal entitlement programs (e.g., database on Free and Reduced Lunch paperwork), including reporting to PCSB

Facilities, Furnishings and Equipment

Area of Review	Examples of Acceptable Documentation
Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.	• Space meets the needs of the program and number of students to be served

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Area of Review	Examples of Acceptable Documentation
Systems are in place for student drop-off and pick-up	• Clear plans on file for student drop-off and pick-up before school, during school hours, and after school
Classroom furniture is available for instruction (or will be)	• School admin confirms that classroom furnishings are appropriate for the school's educational model
Necessary equipment, including educational technologies, is installed and ready to operate.	• School admin confirms that equipment is installed and is ready (or will be ready) to operate by the first day of school
A Certificate of Occupancy is on file at the school.	• Certificate of Occupancy on file at school with an occupancy load that is greater or equal to the number of students PLUS staff in the building*
If needed (eg., for a school occupying temporary space), parent permission slips are on file.	• Parent permission slips

Certificates of insurance are on file at the school and PCSB, meeting at least the minimum levels required by the PCSB.	• Certificates of insurance on file at school with coverage in accordance with their charter or meeting the minimum levels recommended*:
	  • General Liability - $1000 per occurrence, $2000 aggregate
	  • Directors and Officers Liability - $1000
	  • Educators Legal Liability - $1000
	  • Umbrella Coverage - $3000; $5000 if providing transportation
	  • Property/Lease Insurance - 100 percent of replacement cost
	  • Boiler and Machinery Insurance - $1000 (if appropriate actual loss sustained)
	  • Auto Liability Insurance - $1000
	  • Workers Compensation - As required by law

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Local Media
Print and radio advertisements may be employed throughout the District to ensure that a diverse array of families who may have an interest in a language immersion program for their children have an opportunity to learn about the school and submit an application. Local media outlets will be contacted and invited to the planned community events.

Print Materials
To support all the above, we will distribute flyers in English and Spanish that will invite community members to meetings and outline the school's mission and vision at various locations. These locations will include DC libraries, daycare centers, family centers, recreation centers, local grocery stores, and restaurants.
As many of the surrounding area's charter schools are oversubscribed, we hope to build a partnership with them to make sure every child has excellent educational opportunities. We have positive working relationships with staff and founders of Yu Ying, Elsie Whitlow Stokes and Two Rivers Schools.

McKinney-Vento Homeless Assistance Act
Sela PCS will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Sela PCS will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which will include a District standard contact number to access additional information regarding enrollment.

Admission Process and Enrollment
Sela PCS will have open enrollment. If by the enrollment deadline more students have applied than there are spaces available, a lottery will be held to determine admissions. Those not selected in the lottery will be placed on a waiting list. Siblings of students already enrolled in the school will be given an admissions preference. Families will be notified immediately of the results of the lottery. Families of students who are offered enrollment will be required to confirm their child's enrollment and submit a short enrollment packet, which will include important demographic and educational information about their child. Each family will be required to attend an individual or small-group orientation meeting with school leaders. This will be an opportunity for us to demonstrate our commitment to meeting student needs and for families to understand the mission and vision of the school.
In the case of under-enrollment we will put into place the contingency plan discussed earlier in this section. Additionally, hiring contracts will be contingent on adequate enrollment and a continued period of recruitment will be implemented in April and May 2013 in an effort to increase enrollment.

Timeline to Guide Our Outreach and Enrollment Process	
Ongoing through June 2012	Contact potential community partners, generating interest through listservs, informal discussion, develop community partnerships
April 2012	Develop and print publicity and recruitment materials

growth period and after. As detailed in the budget projections, the school will add staff and resources to accommodate the needs of all students and the school program. We anticipate that staff, curriculum, materials, and equipment will increase in proportion to the growth of our student population.

C. Operations Plan

C.1 Student Policies and Procedures

C.1.a Timetable for Registering and Enrolling

If Sela PCS is approved for a charter, the following timetable for registration and enrollment will be followed:

June – July 2012	Develop student application and recruitment materials
September 2012	Publicly announce application and enrollment procedures including lottery date, active recruitment. Launch of enrollment process
September 2012-April 11, 2013	Application collection. All applications due April 11
April 11, 2013	Final date for applications due
April 18, 2013	Lottery
Week of April 22, 2013	Announce student selection, including students on waitlist (as appropriate)
May 12, 2013	"Intent to Enroll" forms due
June 1, 2013 and ongoing	Any remaining open slots filled according to waitlist
May-June 2013	Families complete registration information; family/ school conferences, verify residency, collect information on special needs students
July 2013	Family Orientation 1
August 2013	Family Orientation 2
September 2013	School year begins

McKinney-Vento Homeless Assistance Act

Sela PCS will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless person and each homeless child has equal access to the same free, appropriate public education as provided to other children. Sela PCS will include specific information in outreach materials, websites, at community meetings, open forums, and regional center meetings, notifying parents that the school is open for enrollment and will provide services for all students which will include a District standard contact number to access additional information regarding enrollment.

C.1.b Policies and Procedures for Selection, Admission, Enrollment, etc.

Eligibility for Enrollment

Any student who is a resident of Washington DC is eligible to apply for admission to Sela PCS for their grade level. It is expected that the Sela PCS population will reflect the racial, ethnic and socioeconomic

diversity of the District. Sela PCS will operate an open and accessible enrollment process, promoting the school as an option for families from diverse environments in which students of all backgrounds are welcome. Prospective students will be considered without regard to aptitude, achievement, ethnicity, national origin, gender, disability, language proficiency, sexual orientation or any other basis prohibited by law. All applicants must submit a completed, signed application with proof of DC residence.

If more students apply than there are spaces available, random lottery will be the basis for selection of students as well as the selection of those placed on waiting list. Sela PCS will send waitlisted students confirmations of their standing and invitations to enroll as student slots become open. The waitlist is valid for one year and shall expire annually at the lottery drawing following the next year's enrollment period year. If, and only if, slots remain unfilled, students from outside DC may be admitted; these students would be required to pay the applicable annual tuition as set by OSSE. However, Sela PCS will not advertise to nor actively recruit any students from outside the District. If the school is under-subscribed at the end of the enrollment period, Sela PCS will continue its recruitment campaign with rolling admissions on a first-come-first-served basis until capacity is reached.

Siblings of enrolled students will be given preference. Solely to the extent permitted by the DC School Reform Act, Sela PCS will provide a limited preference in admissions for children of the founding board; Sela PCS will develop policies for administering this preference in close consultation with the DC Public Charter School Board.

Due to the rigors of a Hebrew language immersion program, Sela PCS intends to have open enrollment only through second grade and accept no students in upper grades.

Enrollment and Tuition for Nonresident Students
As noted above, students who are not residents of the District of Columbia may enroll at Sela PCS after all District residents who wish to attend have enrolled. Nonresidents will pay tuition as set by OSSE.

Other Requirements Upon Enrollment
Once a family has been admitted into the school, and before the student can start school, families will be required to do the following:

- Attend a family orientation session (individual or group, more details in Section C4d)
- Sign an agreement committing parents/guardians to support their child's education to the best of their ability, to communicate effectively with the school regarding their child and to be an active participant in the school community
- Provide appropriate proof of DC residency, following the OSSE guidelines
- Submit proof of student immunization
- Submit Home Language Survey (if applicable)
- Confirm status as other primary caregiver (if appropriate)
- Submit student educational records, including results of any screenings/ assessments or documentation of special service documents such as IEPs or 504 plans. An informal child study meeting will be conducted by school staff to decide whether current IEP goals are appropriate, or whether a new IEP needs to be developed. Accommodations, adaptations and supports will be devised to ensure that students with special needs are afforded a free, appropriate education in the least restrictive environment at Sela PCS.

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encouraged to enroll students in these activities as an enriching experience that will further develop social, physical, linguistic and creative skills.

Hebrew Summer Enrichment
For up to four weeks each August, Sela PCS is considering operating a summer enrichment program, focused on intensive literacy in English and Hebrew, within a context of experiential learning. The session will be open to all students and required for all new students and those identified as needing extra support. During this time, students will be introduced to the culture and values of Sela PCS so that parents and students will know what is expected of them.

A.4.e Safety, Order, and Student Discipline

Sela PCS envisions the school as a learning community that treats children and adults with respect and kindness. Sela PCS is committed to fostering an environment for children where respectful and appropriate behavior, characterized by mutual responsibility, appreciation of difference, and community involvement, are highly valued and core elements of the school's culture. To promote these values, Sela PCS will use the Responsive Classroom approach which will create a framework for collaboration, mutual respect and community building at all levels.

In addition, and based on this foundation, Sela PCS will define discipline as helping children develop self-control and self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, Sela PCS has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities (Code of Conduct). We will also publish a statement of student rights and responsibilities. The Sela PCS Board will develop a Student Handbook, that includes the Code of Conduct and disciplinary procedures, and staff will ensure that parents and students are well informed of these policies both before enrollment and at the time students enroll in Sela PCS. Thus students will not be surprised about what type of behavior is expected of them, and parents will be reassured about the type of classroom environment maintained at Sela PCS.

Sela PCS administrators will meet with federal and city safety officials and request that the school be updated regularly on security issues and what measures need to be put in place in order to ensure the safety of our students and staff. The school will also ensure that all administrators and designated staff are provided with step-by-step procedures for reporting and handling serious incidents that occur in close proximity to the school. Such incidents will be reported to the Metropolitan Police Department. In addition, all staff will be trained in activating an emergency response plan in the event of an emergency. The school will undertake random drills to test the evacuation plan.

The Code of Conduct sets forth the policy of Sela PCS regarding how students are expected to behave when participating in school activities, on and off school grounds, and how Sela PCS will respond when students fail to behave in accordance with these rules. In all disciplinary matters, students will be given notice and will have the opportunity to present to the staff member who imposed disciplinary sanctions, their version of the facts and circumstances. Depending on the severity of the offense, disciplinary responses include suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

The student code of conduct is aimed at helping students entrusted to our care make responsible choices about their behavior. It also addresses the need to maintain a school environment that is conducive to learning and where all community members are safe. Our policy seeks to establish disciplinary measures

that 1) create, support, and celebrate positive choices, 2) are preventative and corrective rather than simply punitive, and 3) engage the entire community in being responsible at all times for maintaining a safe and values-centered environment.

We believe most students want to make good choices and will thrive with positive reinforcement. It is our belief that through a combination of modeling positive behavior, emphasizing character development and values, and teaching of techniques (with daily practice) that help diffuse anger and hostility, students will be successful. We strongly believe we will have a positive school culture when parents/guardians, teachers, and students work together as a team to develop good citizens.

Celebration and Rewards
Our school emphasizes good character and good manners and believes students deserve recognition for exhibiting this behavior. We are proud to recognize our students through a variety of activities that take place daily, weekly, and monthly. Some examples include:

Students-of-the day, week, and month
Student recognition is given for good choices made, for example, students who make good choices, from peacefully resolving a conflict with another student to sharing a compliment. These good choices and positive behaviors are highlighted with "student of the day/week/month" designations.

'Good and New'
Events including birthdays and new babies in the family are recognized and celebrated.

Recognition Communication
Teachers are encouraged to write notes to students highlighting a noticed positive behavior. Notes are shared with the principal, family, and the school community to highlight those students who were "caught being good" and exemplify positive behaviors. These notes can be given to a student by any teacher who sees notable behavior.

Awards
The school honors students who excel in academics, hard work, peacemaking, improved behavior, sports and the arts (as well as other subjects/categories). Honors are communicated with families and are highlighted throughout the school building.

Morning Gatherings
The flag and pledge of allegiance to the flag are important symbols of the democratic heritage of the United States. The pledge is said at the beginning of the day in school. Students who, because of religious or other deep personal convictions, do not participate in the salute and pledge to the flag, and will stand or sit in silence.

Consequences
There are consequences in place in the event that students fail to comply with the school rules, and/or school policies. These consequences escalate according to the seriousness of the offense. It is important to note that the highest expectations for appropriate student behavior are in place and enforceable when a student is on school grounds, traveling to or from a school event, and during all school related/school sponsored extracurricular activities.

The Family-Student Handbook includes the complete code of conduct for family and student reference.

Level A Infractions
These infractions interfere with a safe and orderly school environment and/or compromise a student's ability to learn and develop.
Behavior considered Level A infractions include but are not limited to:
- Consistent uncompleted assignments
- Consistent inability to carry out instructions
- Lack of participation in class activities
- Dress code violation
- Chewing gum
- Tardiness

Disrespectful behavior that is non-threatening

Level A infractions carry consequences designed to ensure that the student understands why the behavior is inappropriate. Likewise, Sela PCS believes that families are partners in implementing the code of conduct; therefore, we notify and engage families early whenever there is an infraction.

CONSEQUENCES:

1st Infraction
- Verbal warning/corrections

Notice to parent/guardian explaining the behavior
2nd or 3rd Infractions
- Phone call home to parent/guardian
- Parent/guardian invited to meet with Teacher and/or Principal to discuss corrective action
- Student referral to the Principal or counselor for discussion and a reflection assignment
- Written discipline slip with in school, supervised detention

Continued Infractions
- In-school supervised suspension where student conducts self-study and reflection (see suspension procedures below)

Parent/guardian must meet with Principal to discuss corrective action.

Level B Infractions
Misconduct that disrupts classroom instruction and interferes with the safety and well being of the school community requires that a student be removed from his/her community. This is done to reinforce the need for adherence to rules in order to remain a responsible member of the community.

Level B infractions include but are not limited to:
- Repeated lack of preparedness, including homework
- Excessive tardiness to school or class
- Skipping class
- Repeated dress code violations
- Disrespecting a fellow student, teacher, school personnel, parent, or visitor in a way that is threatening or verbally abusive
- Insubordination

- Use of inappropriate language or profanity (oral or written)
- Inappropriate displays of student affection
- Bullying (includes teasing and extorting money, possessions, and/or favors)
- Plagiarism
- Truancy
- Fighting
- Inappropriate computer use and internet access
- Violation of fellow student privacy rights (e.g. records, files, report cards)
Gambling

CONSEQUENCES: Suspension

Suspension of a student is a consequence for inappropriate behavior choices that warrant removal of a student from the classroom for a period of time. This is done with great care since it will result in loss of classroom instructional time and participation in classroom and school activities.

Procedure for Suspension
The Principal or designee will call the parent/guardian to inform them of the reason(s) and decision to suspend the student, as well as provide the details of the suspension. Suspensions may take the form of in-school suspension, or out-of-school suspension, and may last from a day up to a week.

Students who are suspended will be given school work for the duration of time they are out of the classroom. This work will include a reflection assignment. It is, however, the responsibility of the student and his/her parents/guardian to ensure the timely completion of any additional assignments that were missed during this time.

During the period of suspension the student may not participate in school activities such as field trips or after school clubs/sports.

The parent/guardian of a student returning to the classroom after a suspension must first meet with the Principal for a collaboration meeting. The school counselor and the classroom teacher(s) are also asked to be in attendance. The purpose of the meeting is to develop a plan of action or student contract that identifies desired behavior and how the student will be supported in this plan both at home and at school. Families and students are also asked to review and affirm their commitment to the school discipline policy.

Level C Infractions
Serious misconduct that disrupts classroom instruction, threatens the safety of the school environment, or threatens or causes harm to members of the school community are cause for severe consequences.

Level C infractions would include, but are not limited to:
- Possession of a weapon
- Possession, distribution, and/or use of illegal drugs or controlled substance (including prescription drugs, alcohol, or tobacco)
- Assault or threat of assault on another student, teacher, school personnel or school visitor
- Violence or threat of violence
- Sexual harassment

- Severe, persistent, or pervasive bullying – either verbal, written, electronic or physical behavior that results in another member of the school community's physical or emotional distress
- Willful destruction of property (e.g. graffiti, arson)
- Bomb threats
- Theft

Consistent and willful disrespect and/or insubordination

CONSEQUENCES: Expulsion

Expulsion is an action taken as a last resort. It is a consequence used for repeated offenses by a student who shows an inability to correct his/her behavior after repeated measures and options have been exhausted. It is also the consequence for behavior outside the acceptable norms identified in Sela PCS' Values and Code of Conduct.

Once the decision has been made to expel a student, the Principal will call the parent/guardian for a meeting to review the offending conduct and consequences. Expulsion is irrevocable and the student may not return to school once the decision has been made.

The decision to suspend or expel students will be made by the Principal in consultation with the Executive Director, School Counselor, teacher(s), and parent/guardian. The final decision lies with the Principal.

Appeals Process

Parent/guardian may appeal the decision to expel a student through a formal appeals process that includes a hearing before a three person disciplinary hearing committee consisting of a Board member, the Executive Director, and the Board Chairperson. The appeal must be made within two school days of expulsion. Once the appeal is received, a hearing is scheduled no more than two weeks after parent/ guardian is notified of intention to expel.

The teacher, principal, and parent/guardian prepare a written and oral statement for presentation at the hearing. The student presents an oral statement. The Disciplinary Hearing Committee will consider the testimony of all participants and render a decision within two school days of hearing.

Policy of Zero Tolerance

We have a Zero Tolerance policy in effect and will not tolerate [redacted] the use of, or threatened use of weapons, carrying of weapons, or violence, including threats of violence. This policy applies to in- school and extracurricular activities, as well as off-campus school or extracurricular activities. Zero Tolerance means that a student will be subject to immediate expulsion.

Special Provisions for Students with IEPs

Sela PCS will follow IDEA federal regulations on disciplining special education students. Special education students will be expected to follow the School's Code of Conduct. Sela PCS administrators will consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who has violated the Code of Conduct. The special education coordinator, in collaboration with the counselor and clinicians, will convene an IEP (Individualized Education Plan) team meeting for any student demonstrating serious and/or ongoing behavior problems to

ensure appropriate services are in place and a Behavior Intervention Plan is implemented. The student's parent/guardian will be part of all IEP meetings.

The special education coordinator, in collaboration with the Principal, counselor and MDT (Multi-Disciplinary Team) members, will convene a Manifestation Determination Hearing for students suspended more than ten days (collectively) to review the student's file and IEP. Teacher input, and other relevant information will be included to determine if the conduct violation had a direct/substantial relationship to the student's disability or if the conduct violation was a direct result of the school's failure to implement the IEP. Irrespective of the manifestation determination, Sela PCS will provide educational services for students removed from school for short-term suspensions, if it is so determined by the IEP team, "so as to enable the student to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP." Sela PCS will follow IDEA guidelines for special offenses and work with District of Columbia Public School officials to place students in alternative settings in expulsion cases.

Drug Free Policy
The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited on Sela PCS grounds. Consistent with local, state and federal law, the school will impose sanctions on students, staff members, and visitors who violate the standards of conduct, up to and including for students, expulsion and referral for prosecution, and for staff, up to and including immediate dismissal. A condition of employment at Sela PCS is to abide by the terms of the statement and notify Sela PCS of any convictions for a violation of a criminal drug statute occurring in the workplace. The employee must notify the school no more than five calendar days after the conviction.

A.4.f Professional Development for Teachers, Administrators, and Other School Staff

Professional development is the vehicle through which teachers acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. Sela PCS's embedded professional development is designed to achieve these goals by integrating professional development activities throughout the workday. It will be embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their success from student performance.

At Sela PCS teachers will learn together. They will solve problems in teams or as a whole faculty because every teacher will feel responsible for the success of every student in the school community. Rather than looking only outside of the school for expertise, teachers, with the help and guidance of the school's instructional leadership, will work together to build capacity within their own environment. In the process, they will become avid seekers of research and best practices that will help themselves and others.

The process of designing and coordinating the professional development program will be led by the Principal and the Curriculum Coordinator. These instructional leaders will work on a daily basis to embed professional development for the school's instructional staff into the life of the school, providing training and guidance in their work with all learners, including special populations of ELLs, students with disabilities, at-risk students and academically advanced students. As necessary, the Principal and Curriculum Coordinator may engage outside consultants to provide specific training to teachers.

It is important to note that the instructional leaders will have access to educational consultants from the Hebrew Charter School Center (HCSC), a non-profit organization with the mission to support the development, implementation and sustainability of Hebrew-language focused charter schools nationwide.

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B.3.c Financial Management and Accounting

Sela PCS will maintain its financial records in accordance with generally accepted accounting principles (GAAP) as defined by the American Institute of Certified Public Accountants. The school will establish financial management and internal accounting procedures with strong fiscal controls. The business manager/business operations company will be in charge of establishing the school's financial systems with assistance from the Board and with review by the Executive Director.

To mitigate cash flow and management issues associated with receiving four per pupil funding payments over the course of the year, we expect to develop operating cash reserves. We will obtain a line of credit from our bank to fund the payment delay for the Title Vb grant in the planning year, and also to serve as an additional buffer in our first operating year.

Each year the business manager/business operations company will start with a target budget including all revenues, expenses and savings targets. We will use Quick Books for everyday bookkeeping and will prepare monthly financial reports to ensure that we are meeting our budget: budget-to-actual, income/ expense, cash flow and balance sheet. The business manager/business operations company will be responsible for preparing these reports and presenting them to the Executive Director.

The Executive Director will be responsible for preparing summary financial reports for each board meeting. We are considering contracting with GoldStar LLC to help with management of our financial back office, including budgeting, accounting, financial reporting (including to the PCSB) and audit support.

B.3.d Civil Liability and Insurance

Sela PCS will obtain coverage for the following areas of liability, based on the recommendations of the PCSB:

- General Liability - $1000 per occurrence, $2000 aggregate
- Directors and Officers Liability - $1000
- Educators Liability - $1000
- Umbrella Coverage - $3000
- Property/Lease Insurance – 100% of replacement cost
- Boiler and Machinery Insurance - $1000
- Auto Liability Insurance - $1000
- Workers Compensation - as required by law

B.3.e Provision for Audit

The Sela PCS Board, through the Board's Audit/Finance Committee, will ensure the school's financial statements are audited each year and that such audit is completed in time to comply with the submission deadline to the PCSB. The Audit/Finance Committee will select a firm from the DCPCSB's approved auditor list to perform the audit and complete the school's annual tax return.

B.4 Facilities

B.4.a Identification of a Site

Sela PCS intends to be located in an area that will help us accomplish our mission of creating a truly diverse educational environment, integrating students of all socioeconomic , racial and ethnic

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teacher conference. Infractions could include such things as bringing drugs or weapons into the school, and will be outlined in the student handbook. Students will be provided with learning materials and educational activities while they are suspended. Further infractions following readmission may result in expulsion. Students and their families will have the right to appeal a suspension or expulsion decision to the Board of Trustees.

The rights of Sela PCS students with IEPs or those in need of a review for IEPs, are governed by the 1997 amendments to IDEA concerning the suspension of expulsion of students with special education needs (20 U.S.C Section 1415, subsection K). Sela PCS will follow the IDEA discipline guidelines provided for in subsection K when managing potential suspension of a student with an IEP or a student identified as in need of a review of an IEP.

Development of Student Policies

The Executive Director and Principal will prepare student policies and procedures early in 2013. The policies and procedures will be approved by the Board of Trustees. Upon finalization the policies will become the Student Handbook that all faculty, staff, families and students will receive before school begins. Students and families will be introduced to the Student Handbook at the Family Orientation Meeting and will be regularly referred to its contents at Back-to-School night, parent/teacher conferences and school assemblies.

C.2 Human Resource Information

C.2.a Key Leadership Roles

Once a conditional charter is granted, the Sela PCS founding board will hire the administrative leadership of the school, as outlined in Section B2c. In the interim, the school will be led by the following founding group members and other experts.

Executive Director/Principal

The Executive Director, hired in July 2012, is, Dr. Jason Lody. Jason Lody is a native of New Jersey but has studied and worked internationally. He holds a Bachelor's Degree and a Master's Degree in School Administration from Catholic University in Washington, DC. He also holds advanced degrees in Theology and Counseling. Jason completed doctoral studies in Education Policy and Leadership. In 2004, after finishing 2 years teaching undergraduate education courses at The College of Saint Rose in Albany, NY, Jason took a sabbatical during which he joined and trained with the Metropolitan Police Department in Washington, DC. Jason served as a patrol officer, training officer, and finally as a gang investigator with the DC Police Department before returning to education as a founding principal of a public charter school in Washington, DC. As Executive Director he will coordinate all aspects of the charter implementation, including hiring the rest of the staff, managing the plans for the facility, and recruitment. Dr. Lody will be responsible for implementing the plan, as detailed at the end of this section, in section C. 1.a.

Curriculum Leadership

Until the Principal is hired, Sela PCS will utilize the support of the Hebrew Charter School Center, whose experts will start development of the curricular plan, for the teaching of both English and Hebrew.

Shlomit Lipton, Director of Hebrew Educational Services at HCSC, and Hindie Weissman, Director of Curriculum and Instruction at HCSC will be key supports as the school begins.

Shlomit Lipton was the Hebrew Studies Coordinator at The Rashi School, Boston, from 1996 to 2008, where she taught Hebrew at all levels. She was Assistant Head of The Rashi School from January 2001 to June 2003 and also Interim Head of the School. She taught Hebrew at Prozdor high school for three years and was a consultant in the development of the Hebrew curriculum *Haverim B'Ivrit*. In Israel, she taught English in grades 4 through 12 at Kibbutz Kabri. Ms Lipton studied Foreign Language Instruction at Oranim Teachers' College, affiliated with Haifa University and holds an M.Ed. specializing in Reading and Language Arts from UNC-Chapel Hill.

Hindie Weissman has been an educator for 30+ years--working in some of the poorest congressional districts in the nation, providing direct instruction, professional development and mentoring to both instructional and supervisory staff. She is a graduate of Hunter College and holds a Master of Science degree in Education with a specialization in Developmental, Corrective and Remedial Reading. Ms. Weissman has provided customized consulting services to schools from New York City to Israel in the areas of instruction, data analysis, assessment, school climate, classroom management, test preparation, parent involvement, grant writing and goal setting. In addition to designing comprehensive instructional models for charter schools, Ms. Weissman spearheaded the Moriah Fund's educational initiative in Netanya, Israel, where she brought the strategies of balanced literacy to teachers at schools with large Ethiopian immigrant communities. She also authors and edits professional materials for Scholastic Books. Board of Trustees member, Dr. Marva Tutt, Chief Administrative Officer at the Howard Road Academy, who has extensive curricular and teaching experience (see bio in Section B1a), will also serve in an advisory role as needed.

Business Officer

Before the school is open, the financial responsibilities of the school will be fulfilled by **Naomi Szekeres** (see bio in Section B.1a). She will work with the Executive Director and Board of Trustees to develop finance-related policies, develop the budget, manage financial reporting and monitor expenditures and cash flow. Ms Szekeres has formal training in management, and consults in the area of financial best practices. She has managed budgets for a range of institutions and businesses, and knows the educational arena extremely well. In addition, during the planning and initial operating years we anticipate needing additional business management support. GoldStar Group LLC will support Sela PCS with financial back office operations including budgeting, financial reporting, audit support and payroll. As soon as possible, the interim Executive Director will hire an administrative assistant to help with these responsibilities.

Legal Counsel

Rebeccah Gan, Esq., and **David Weiss**, Esquire are already generously providing legal counsel on a pro bono basis and will continue to do so until the school opens. Rebeccah Gan is a partner at Tyde Law Group, LLC and has provided legal counsel to several D.C. area and national nonprofits in the areas of nonprofit formation, corporate governance, ethics, and intellectual property. David Weiss is in-house employment counsel for the American Stock Transfer Trust Co., LLC. David has broad-based corporate and labor and employment law experience. Ms Gan and Mr Weiss have been assisting Sela PCS with its nonprofit formation, preparing and filing necessary documents with the District of Columbia (articles of incorporation, corporate bylaws, occupation permits, D.C. tax registration) and preparing the charter's 501(c)(3) application and attendant D.C. corporate filings (D.C. tax exemption and D.C. charitable solicitation license). Additionally, Diana Savit, Esquire Esq., founding partner of Savit Szymkowicz,

LLP has also offered her assistance. Diana's civil practice firm, with offices in Maryland and D.C., has represented several D.C. charter schools. Diana specializes in special education and disabilities law.

C.2.b Qualifications of School Staff

The founders of Sela PCS are well aware that it is crucial to hire the right combination of professional staff at all levels, in order to meet the goals of the school. We will set high standards for all school staff, both in terms of experience and academic qualifications, as well as personal qualities that serve and further the school's mission.

Executive Director

As the overall leader of the school, the Executive Director will have the following qualifications:

- Demonstrated experience (at least 3 years) in organizational leadership, including human resources management, finance and budgeting, and governance
- Excellent communication skills, both oral and written, and the proven ability to motivate and connect to diverse communicators and stakeholders
- Successful track record of building relationships with, and securing donations from, a variety of public and private sources
- Demonstrated commitment to educational innovation, and particularly to the values of the school including the school's language immersion focus
- Masters degree (at least) in a field related to the role (MBA, education, non-profit management, or other related field)

Principal

As the leader of the academic and instructional components of the school, the Principal will have the following qualifications:

- Minimum of a Bachelor's degree (Masters degree is preferred)
- At least 3 years of experience as a classroom teacher (preferably in at least 3 grade levels relevant to the school), with preference given to teachers with experience in language immersion and the workshop model
- At least 3 years experience in educational administration
- Demonstrated knowledge of curriculum development, including experience with a variety of curricular materials and instructional resources and knowledge of best practices regarding assessment, differentiated instruction and other core elements of the school's instructional plan
- Demonstrated creativity in educational instruction
- Commitment to language immersion and the Proficiency Approach to language acquisition
- Administrative skills, including, but not limited to, organizational, fiscal, public policy and
- total quality management skills and techniques
- Proficiency in analyzing school data
- Demonstrated effective use of group processes and facilitator skills
- Ability to establish priorities and manage budgets and allocate resources
- Knowledge of education trends and best practices

Curriculum Coordinator

The curriculum director will report to the school Principal and support the school's instructional staff by providing coordination and support for learning programs and activities. The curriculum director will research and develop curricular materials and resources for teachers. The curriculum director will also

train teachers on how to improve their instruction through the use of materials and resources. The curriculum director will have the following qualifications:

- Minimum of a Bachelor's degree (Masters degree is preferred)
- At least 3 years of experience as a classroom teacher (preferably in at least 3 grade levels relevant to the school), with preference given to teachers with experience in language immersion and the workshop model
- Demonstrated knowledge of curriculum development, including experience with a variety of curricular materials and instructional resources
- Demonstrated creativity in educational instruction
- Knowledge of technology integration preferable
- Working knowledge of Sela PCS chosen curricula such as *Investigations, Social Studies Alive!* and with the proficiency approach to language learning
- Experience coaching or mentoring teachers in their classrooms
- Proficiency in Hebrew language

Business/Operations Manager (beginning in Year 3)

The Business/Operations Manager will be responsible for managing the school's business and financial operations including accounting, budgeting, internal controls, facilities management, vendor management, and related tactical and strategic operational duties. Beginning in Year 3, when the Business/Operations Manager is hired, he or she will have the following qualifications:

- Minimum of a Bachelor's degree and/or professional certification in a relevant field (accounting, business/finance, management)
- MBA preferred
- At least 3 years of work experience in management, logistics and business management
- High levels of flexibility, organizational skills, and a demonstrated ability to problem-solve, multi-task and improvise in a highly dynamic environment
- Knowledge of the OnCourse student information system, or similar system and familiarity with the appropriate software and technology relevant to the position
- Knowledge of local and federal laws regarding school management and compliance
- School experience will be preferred
- Experience managing accounting, finance, operations and marketing in a successful business

Teachers

Our standards for teachers will meet or exceed No Child Left Behind requirements for Highly Qualified Teacher status in the District of Columbia. The qualifications the school will use to hire teachers are:

- Minimum of a Bachelor's degree
- Proof of content and pedagogical expertise. Experience with the workshop model, the proficiency approach and experience in language immersion schools will be preferred
- Hebrew-speaking teachers must be native speakers of the language, or speak at native level

Other educational professionals, including the counselor, literacy and math specialists, special education teachers, ELL coordinators, and others, will have appropriate qualifications for their roles in the school. We also will seek highly experienced assistant teachers who have completed an undergraduate degree and are highly motivated to support our teachers and students in the classroom. All faculty members, once hired, will be required to participate in appropriate training including immersion methodology and the workshop model.

Appendix B

February 23, 2015 DC PCSB Board Memorandum

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- ☐ Approve a Charter Application (15 yrs)
- ☐ Approve a Charter Renewal (15 yrs)
- ☐ Approve Charter Continuance (5 or 10 yrs)
- ☒ Approve a Charter Amendment Request
- ☐ Give a Charter Notice of Concern
- ☐ Lift the Charter Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter
- ☐ Board Action, Other_____

Non-Voting Board Items

- ☐ Public Hearing Item
- ☐ Discussion Item
- ☐ Read into Record

Policies

- ☐ Open a New Policy or Changes to a Policy for Public Comment
- ☐ Approve a New Policy
- ☐ Approve an Amendment to an Existing Policy

PREPARED BY: Laterica Quinn, Equity and Fidelity Specialist

SUBJECT: Charter Amendment: Sela Public Charter School, Grade Level Expansion

DATE: February 23, 2015

The proposal was opened for public comment from December 16, 2014 to January 26, 2015 and a public hearing was held on January 26, 2015. Seven members of the community submitted public comments, all expressing support for the expansion of Sela Public Charter School to serve prekindergarten-3. The public comments are attached to this proposal.

All public comments received were in favor of the proposed amendment for the following reasons: siblings could attend the school; Hebrew could be more easily reinforced at home with siblings speaking together; there is a demand for PK3; and students are learning, with high literacy rates in English by kindergarten.

Recommendation

The DC Public Charter School Board ("PCSB") staff recommends that the Board approve the charter amendment request of Sela Public Charter School ("Sela PCS"), and approve that PCSB Board Chair John H. "Skip" McKoy sign the amendment on behalf of the Board. Sela PCS is a Hebrew language immersion school that is currently chartered to serve students in grades prekindergarten-4 ("PK4") through fifth. This amendment will expand the school's grade levels served to include prekindergarten-3 ("PK3"). There will be no change to the school's enrollment ceiling.

Background

Sela PCS is located at 6015 Chillum Place, NE in Ward 4. The school would like to add PK3 to its educational program because this change "will be satisfying a demand from [its] families as well as the D.C. community at large as Pre-K3 has been an 'ask' from many interested parents and caregivers." If approved to offer PK3, the school intends to use the same curriculum and assessments that have been approved by PCSB and are currently being used for its PK4 students.

The school currently uses the prekindergarten curriculum HighScope for its PK4 students, which it confirms is also appropriate for students in grade PK3. The school states in its request that offering the HighScope curriculum beginning in grade PK3 will allow its teachers to have a multi-year view of students' progress, and that the continuity of instruction will provide students a greater opportunity to master critical content, including the Hebrew language.

Sela PCS is in its second year of operation and is under-enrolled by approximately 49% of its enrollment ceiling for school year ("SY") 2014-2015. During SY 2013-2014 the school was also under-enrolled by 34% of its enrollment ceiling. The school states that one of the reasons it is under-enrolled is because it does not offer PK3 and anticipates increased enrollment once PK3 is offered. They believe that parents generally prefer to enroll their children at a school that offers both PK3 and PK4 so students can experience a stable continuation of elementary school from PK3 to fifth grade. According to the school, the findings from a recent parent survey administered by Sela PCS indicated that 62% of its current families expressed an interest in enrolling their younger children in PK3. The school reports that the addition of PK3 would allow siblings to attend the same school, which may allow for additional language support as siblings learn Hebrew together. Additionally, having two or more siblings attending the same school is a convenient benefit for families – they are able to drop off their children at a single location.

Sela PCS was first granted its charter on July 1, 2013 and is currently in its second year of operation. Presently, the school offers a Hebrew language immersion program for students in grades PK4 through second. The school will continue to add a grade each year until it reaches capacity with a fifth grade cohort in SY 2017-2018. The school's mission is "to offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to fifth grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world."

Having only been in operation for one year, the only data PCSB has on the school's performance is its early childhood PMF; the school met 100% of the floors of the 2013-2014 PMF indicators. For reading and math, 97.1% of the school's PK4 students performed at a proficient or advanced level on the Bracken Assessment.

For students in grades kindergarten through second, 60% were reading on or above grade-level and 64% performed at a proficient or advanced level in mathematics based on the Discovery Education Assessment.

Sela PCS will be a candidate for renewal in SY 2027-2028.

Notification

According to the school's amendment application, Sela PCS informed its staff, students and parents of the proposed amendment on November 12, 2014. Additionally, the school notified its local Advisory Neighborhood Commission ("ANC") on December 17, 2014. PCSB staff notified Judi Jones, the ANC Commissioner in Ward 4, as well as submitted a notification to be published in the DC Register on December 16, 2014. PCSB also posted a notice on its website on December 16, 2014 that Sela PCS was seeking to amend its grade levels served and would entertain public comment. Copies of these public notices in their entirety may be found here.

Attachment(s) to this Proposal

Attachment A: Charter Amendment Application
Attachment B: Public Comments
Attachment C: Charter Agreement Amendment

ATTACHMENT A

Charter Amendment Application

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: **Jessica Lieberman, Ph.D. – D.C. Hebrew Language Charter School d/b/a Sela Public Charter School**

SUBJECT: **Charter Amendment Request for:** (Mark all that apply)

- ☐ *Changes to the:* Mission or Education Philosophy
- ☐ Goals and Academic Achievement Expectations
- ☒ Grade Levels to be Served
- ☐ Governance Structure (e.g., hiring/dismissal of management companies)
- ☐ Enrollment Ceiling
- ☐ Articles of Incorporation or Bylaws
- ☐ Replication/Operation of additional campus(es)* *(w/ no changes to grade configurations)
- ☐ LEA Status for Special Education
- ☐ Voluntary Closure of a Campus or Grade Level(s)
- ☐ Campus location (Part D1)
- ☐ Curriculum, standards, or assessments (Part D2)

DATE: **12/26/2014**

PROPOSAL

Sela Public Charter School submits to the DC Public Charter School Board ("PCSB") this petition to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on February 23, 2015.

1. What specifically is the school requesting to change? Please describe any planning that is already underway to prepare for the proposed change(s).

   Sela Public Charter School (Sela PCS) is requesting to add Pre-Kindergarten age 3 (Pre-K3) to our grades offered. In preparation of adding Pre-K3, Sela Public Charter School put together a team consisting of academic advisers with PhDs in Education, board members, school leaders, teacher leaders, and parents in order to research other Pre-K3 programs being offered in Washington, DC. Sela PCS has identified classroom space, designated a space for a school nurse, and determined the curriculum, assessments, and resources to be ordered. Sela PCS has conducted a cost-benefit analysis for adding Pre-K3 and has also conducted a parent survey to determine our current parents' demand for Pre-K3.

2. How will the amendment(s) selected above support or enhance the school's mission?

   Sela's school mission is to offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world. The Sela Leadership team and School Board members firmly believe that adding Pre-K3 will serve to significantly enhance the lives and educational paths of the students who will attend as well as the larger Sela community. Pre-K3 students who attend will have the opportunity to begin acquiring Hebrew as a second language at a very young age, supporting our commitment to a rigorous dual language curriculum in which students will develop greater literacy skills through the acquisition of two languages; the older Sela students will have additional opportunities for modeling and peer tutoring as younger students are exposed to the sounds and letters of the Hebrew language. Sela will be satisfying a demand from our families as well as the D.C. community at large as Pre-K3 has been an "ask" from many interested parents and caregivers. Please review further explanations below:

   Continuity of Instruction:
   Sela currently uses HighScope, a preschool curriculum that not only helps young children excel in language and cognitive learning but also promotes independence, curiosity, decision-making, cooperation, persistence, creativity, and problem solving — the fundamental skills that help determine success in adult life.

The eight main curriculum content areas organize children's learning in preschool. The content categories are:

- approaches to learning;
- social and emotional development;
- physical development and health;
- language, literacy, and communication;
- mathematics; creative arts, science and technology;
- social studies.

This curriculum will be used for the Pre-K3 class(es) as well, allowing teachers to have a multi-year view of the students' abilities and areas of focus. Additionally, the current utilized assessment tool in Sela's Pre-K4 classes – Teaching Strategies Gold – is also suitable for Pre-K3 assessment, supporting the multi-year snapshot of the students' skills and next steps for instruction.

Benefits of Early Language Learning:

Students who attend Sela for Pre-Kindergarten programs will have a stronger foundation in Hebrew and be more proficient in speaking, understanding, and writing in the language. This exposure at an earlier age will only deepen and extend their ability to learn more content-specific language as they matriculate through Sela as an elementary student. Additionally, there are immense advantages to all children who learn a second language:

- The advantage for younger learners to learn a second language is that they have the ability to mimic closely the native pronunciation and intonation of a new language;
- Children who learn a foreign language beginning in early childhood demonstrate certain cognitive advantages over children who do not. Research conducted in Canada with young children shows that those who are bilingual develop the concept of "object permanence" at an earlier age. Bilingual students learn sooner that an object remains the same, even though the object has a different name in another language. For example, a foot remains a foot and performs the function of a foot, whether it is labeled *a foot* in English or רגל in Hebrew;
- Foreign language learning is a cognitive problem solving activity. Studies have shown repeatedly that foreign language learning increases critical thinking skills, creativity, and flexibility of mind in young children.

Students who are learning a foreign language out-score their non-foreign language learning peers in the verbal and, surprisingly to some, the math sections of standardized tests. This relationship between foreign language study and increased mathematical skill development, particularly in the area of problem solving, points once again to the fact that second language learning is more of a cognitive than linguistic activity.

Meeting the Needs of Our Families:

By offering Pre-K3, Sela families have more educational options for their children. Many of our existing families, as well as prospective families we've encountered at events, have expressed a strong desire for a Pre-K3 program. In a recent family survey, 62% of Sela's current families reported that they would enroll their child in Pre-K3 during School Year (SY) 2015-2016 or SY 2016-2017. Also, during the EdFEST on November 22, 2014, 26 of 51 families (51%) expressed an interest in Pre-K3. Offering Pre-K3 would allow families to have one shared school environment to attend parent events, understand the processes and procedures, receive communications and updates, and get to know other parents, teachers, and staff by becoming involved in the school community. Siblings would be in a school together which may allow for additional language support as they learn Hebrew together. Other advantages of having two or more kids at the same school include the convenience of drop-off and pick-up time for the families of Sela students.

3. Has the school's board approved the proposed amendment(s)? If so, on what date? If not, please explain.

   Sela Public Charter School's board approved the proposed amendments on December 11, 2014.

4. Has the school informed its internal stakeholders (e.g., staff, students and parents) of the proposed amendment(s)? If so, how were they notified? Please describe any concerns raised by stakeholders.

Sela Public Charter School informed staff, students, and parents of the proposed amendment. During a faculty meeting on November 12, 2014, staff members were informed of the proposed amendment. On November 12, 2014, Sela Public Charter School also distributed a parent survey to gauge the demand for Pre-K3 for School Year (SY) 2015-2016 and SY 2016-2017. Parents were also informed during a Family-School Committee (FSC) meeting on December 8, 2014. Furthermore, Sela's parents were informed via a weekly newsletter from the Head of School. The local ANC was also contacted on December 17, 2014. None of Sela's stakeholders expressed any concerns.

SCHOOL BACKGROUND

Please address the following questions in their entirety. This information provides helpful background to the PCSB Board as it reviews these requests.

Overview of School Performance

1. Provide the following information about your school:
   a) Number of years in operation: 1.5 years
   b) Grade levels served: Pre-Kindergarten age 4 (Pre-K4) to Grade 2
   c) Expiration date of the school's charter agreement: June 30, 2028

2. Please select the performance indicators below that describe the school's current performance: (Mark all that apply)
   - ☐ Currently rated Tier 1, or met at least 2/3 of targets on the most recent Accountability Plan, EC or Adult PMF.
   - ☒ School is not currently under corrective action
   - ☐ School has been in operation for 3+ years
   - ☐ Has historically met enrollment projections w/in 80% of target.
   - ☐ School is properly accredited.
   - ☐ School has been in operation 3+ years.

Section C. Charter Amendment – Grade Levels to be Served

***ONLY complete this section if applying to amend Grade Levels to be Served.**

1. Explain the school's rationale for amending its grade levels to be served.

   The Sela Leadership team and School Board members firmly believe that adding Pre-Kindergarten age 3 (Pre-K3) will serve to significantly enhance the lives and educational paths of the students who will attend and the larger Sela community. Pre-K3 students who attend will have the opportunity to begin acquiring Hebrew as a second language at a very young age, supporting our commitment to a rigorous dual language curriculum in which students will develop greater literacy skills through the acquisition of two languages. The older Sela students will have additional opportunities for modeling and peer tutoring as younger students are eposed to the sounds and letters of the Hebrew language. Parents with more than one child will have the convenience of having siblings in one school. As students enter at Pre-K3, they will have the opportunity to remain at Sela until the 5th grade, which will minimize transitions for students who attend another Pre-K3 program prior to entering Sela at Pre-K4 (our current offering). Adding Pre-K3 will increase our enrollment, which will allow us to fulfill our school mission as well as contribute to our financial stability. Furthermore, we plan to use the same curriculum and assessments that we currently use for Pre-K4 for Pre-K3 as well.

2. If proposing a reconfiguration of grades, summarize the school's enrollment history for the previous five years:

   (a) The school's current enrollment: 84

   (b) The school's current enrollment ceiling: 372 (for SY 2018-2019)

   (c) The school's reenrollment rates: 44% (37 of 84 students re-enrolled during SY 2014-2015)

   (d) The number of students on the school's waiting list each year: 0 (We did not have a waiting list)

3. Summarize the school's academic performance history, including PMF scores and/or accountability plan results for the past three years.

   Sela Public Charter School has only been in operation for one full school year (SY 2013-2014), and we do not currently have students in grades that are tested on the state assessments. PCSB implemented the Early Childhood Performance Framework (EC PMF) for schools serving Pre-K3 – Grade 2; however, schools did not receive a score or tier for 2013-2014. During SY 2013-2014, 97.1% of our Pre-K4 students peformed at a proficient or advanced level in literacy and mathematics on the Bracken Assessment. For grades K-2, 60% of our students were reading on or above grade-level and 64% performed at a proficient or advanced level in mathematics (based on the Discovery Education Assessment).

4. How will the proposed change impact the school's operations and finances? Provide a proposed 2-year budget, and a 5-year budget, along with narrative to explain the anticipated impact of this change.

   Please see the attached budget (Appendix A). Adding Pre-K3 will help Sela attain our projected enrollment at a quicker rate. It will also increase Sela's financial stability by spreading the school's fixed and semi-variable costs over a larger student body.

5. Has the school informed stakeholders (including the ANC, staff and parents) of the proposed amendment? If so, how were stakeholders notified? Please describe any concerns raised by stakeholders.

Sela Public Charter School informed staff, students, and parents of the proposed amendment. During a faculty meeting on November 12, 2014, staff members were informed of the proposed amendment. On November 12, 2014, Sela Public Charter School also distributed a parent survey to gauge the demand for Pre-K3 for School Year (SY) 2015-2016 and SY 2016-2017. Parents were also informed during a Family-School Committee (FSC) meeting on December 8, 2014. Furthermore, Sela's parents were informed via a weekly newsletter from the Head of School. The local ANC was also contacted on December 17, 2014. None of the stakeholders expressed any concerns.

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

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

Enrollment Matrix – All Campuses

	Academic Year 2014-15		Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	*Continue until year of max enrollment*
	Current	Projected	Projected	Projected	Projected	Projected	
LEA Total	84	90	186	228	263	288	288
Projected % - SPED	9.5%	10%	8.0%	9.6%	10.3%	10.8%	10.8%
Projected % - ELL	9.5%	10%	9.1%	9.2%	9.1%	9.4%	9.4%
# Campuses*	1	1	1	1	1	1	1

ATTACHMENT B

Public Comments

Source	Comment	PCSB response
Christa Lewis	Dear PCSB board members, My name is Christa Lewis and I am the parent of Lily Lewis, who is in PreK-4 at Sela Public Charter School. My child is excelling academically and socially through Sela's dual-language immersion program. By adding Pre-K3, Lily's siblings will be able to acquire the Hebrew language and engage in dialogue with Lily at home. Adding Pre-K3 will provide my children with the opportunity of acquiring dual language (with Hebrew) at a young age, which has been proven to enhance cognitive development. In fact, 97.1% of Sela's Pre-K students were proficient or advanced in literacy and mathematics at the end of the 2013-14 school year. Sela has a huge demand for Pre-K3, with 62% of Sela's current families and 40% of Sela's lottery applicants expressing the need for Sela to offer Pre-K3. With Sela's current enrollment being lower than expected, offering Pre-K3 will surely assist with Sela's current enrollment challenges. Please help us to make this happen! Our children deserve it! Sincerely, Christa Lewis	No change as this proposal supports the addition of PK3
Catherine Dilley	Dear PCSB board members, My name is Catherine Dilley, and I am the parent of Uriya Dilley-Assa, who is in kindergarten at Sela Public Charter School. My child is excelling academically and socially through Sela's dual-language immersion program. By adding Pre-K3, Uriya's siblings will be able to acquire the Hebrew language and engage in dialogue at home. Adding Pre-K3 will provide my children with the	No change as this proposal supports the addition of PK3

Source	Comment	PCSB response
	opportunity of acquiring dual language (with Hebrew) at a young age, which has been proven to enhance cognitive development. In fact, 97.1% of Sela's Pre-K students were proficient or advanced in literacy and mathematics at the end of the 2013-14 school year. Sela has a huge demand for Pre-K3, with 62% of Sela's current families and 40% of Sela's lottery applicants expressing the need for Sela to offer Pre-K3. With Sela's current enrollment being lower than expected, offering Pre-K3 will surely assist with Sela's current enrollment challenges. Please help us to make this happen! Our children deserve it! Sincerely, Catherine Dilley	
LaToya White	Dear PCSB board members, My name is LaToya White, and I am the parent of Malachi J. White, who is in Pre-K4 at Sela Public Charter School. My child is excelling academically and socially through Sela's dual-language immersion program. By adding Pre-K3, Malachi's future siblings will be able to acquire the Hebrew language and engage in dialogue with Malachi at home at an earlier age. Adding Pre-K3 will provide my children with the opportunity of acquiring dual language (with Hebrew) at a young age, which has been proven to enhance cognitive development. In fact, 97.1% of Sela's Pre-K students were proficient or advanced in literacy and mathematics at the end of the 2013-14 school year. Sela has a huge demand for Pre-K3, with 62% of Sela's current families and 40% of Sela's lottery applicants expressing the need for Sela to offer Pre-K3. With Sela's current enrollment being lower than expected, offering Pre-K3 will surely assist with Sela's current enrollment challenges. Please help us to make this happen! Our children deserve it! Sincerely,	No change as this proposal supports the addition of PK3

Source	Comment	PCSB response
	LaToya White	
Dr. Amelia Pierre	Dear PCSB board members, My name is Dr. Amelia Pierre, and I am the parent of Ambrielle Pierre, who is in Pre-K at Sela Public Charter School. My child is excelling academically and socially through Sela's dual-language immersion program. By adding Pre-K3, Ambrielle's younger siblings will be able to acquire the Hebrew language and enjoy the academic and social benefits Sela has to offer. Adding Pre-K3 will provide my children with the opportunity of acquiring dual language (with Hebrew) at a young age, which has been proven to enhance cognitive development. In fact, ***97.1%*** *of Sela's Pre-K students* were proficient or advanced in literacy and mathematics at the end of the 2013-14 school year. Sela has a huge demand for Pre-K3, with *62% of Sela's current families and 40% of Sela's lottery applicants* expressing the need for Sela to offer Pre-K3. With Sela's current enrollment being lower than expected, offering Pre-K3 will surely assist with Sela's current enrollment challenges. **Please help us to make this happen! Our children deserve it!** Sincerely, Dr. Amelia Pierre	No change as this proposal supports the addition of PK3
Lyzette Turner	Dear PCSB board members, My name is Lyzette Turner, and I am the parent of Winslow Turner, who is in PK4 at Sela Public Charter School. My child is excelling academically and socially through Sela's dual-language immersion program. By adding Pre-K3, Atticus Turner, Winslow's brother who will turn three years old on May 10 2015, will be able to acquire the Hebrew language and engage in dialogue with Winslow at home. Aside from this ability for my sons to learn a new language together, i feel it is important for them to go to school together so that they	No change as this proposal supports the addition of PK3

Source	Comment	PCSB response
	both benefit from the quality of instruction that Sela provides as early as possible. Without PK3 in 2015-2016 at Sela it will be difficult and upsetting for both of them, to be in separate schools. Atticus is already excited and believes he is going to Winslow's school next year. He knows all the teachers and staff of Sela by name and feels very much at home there. Adding Pre-K3 will provide my children with the opportunity of acquiring dual language (with Hebrew) at a young age, which has been proven to enhance cognitive development. In fact, 97.1% of Sela's Pre-K students were proficient or advanced in literacy and mathematics at the end of the 2013-14 school year. Sela has a huge demand for Pre-K3, with 62% of Sela's current families and 40% of Sela's lottery applicants expressing the need for Sela to offer Pre-K3. With Sela's current enrollment being lower than expected, offering Pre-K3 will surely assist with Sela's current enrollment challenges. Please help us to make this happen! Our children deserve it! Sincerely, Lyzette N Turner	
Shaquanna Robertson	Dear PCSB board members, My name is Shaquanna Lloyd, and I am the parent of Logan Bacchus, who is in Pre-K 4 at Sela Public Charter School. My child is excelling academically and socially through Sela's dual-language immersion program. By adding Pre-K3, we, the community offer the Hebrew language to more DC residents. Starting at an earlier age improves the chances of a child becoming fluent in Hebrew. Dual language at a young age has been proven to enhance cognitive development. In fact, 97.1% of Sela's Pre-K students were proficient or advanced in literacy and mathematics at the end of the 2013-14 school year. Sela has a huge demand for Pre-K3, with 62% of Sela's	No change as this proposal supports the addition of PK3

Source	Comment	PCSB response
	current families and 40% of Sela's lottery applicants expressing the need for Sela to offer Pre-K3. With Sela's current enrollment being lower than expected, offering Pre-K3 will surely assist with Sela's current enrollment challenges. Please help us to make this happen! Our children deserve it! Sincerely, Shaquanna Lloyd	
Nechama Malkiel	Dear PCSB board members, My name is Nechama Malkiel, and I am the parent of Yonah Reiter, who is in Pre-K4 at Sela Public Charter School. My child is excelling academically and socially through Sela's dual-language immersion program. By adding Pre-K3, Yonah's brother will be able to acquire the Hebrew language and engage in dialogue with Yonah at home. Adding Pre-K3 will provide my children with the opportunity of acquiring dual language (with Hebrew) at a young age, which has been proven to enhance cognitive development. In fact, 97.1% of Sela's Pre-K students were proficient or advanced in literacy and mathematics at the end of the 2013-14 school year. Sela has a huge demand for Pre-K3, with 62% of Sela's current families and 40% of Sela's lottery applicants expressing the need for Sela to offer Pre-K3. With Sela's current enrollment being lower than expected, offering Pre-K3 will surely assist with Sela's current enrollment challenges. Please help us to make this happen! Our children deserve it! Sincerely, Nechama Malkiel	No change as this proposal supports the addition of PK3

Appendix C

DC PCSB PMF as Goals Policy

POLICY TITLE:	Elect to Adopt the Performance Management Framework as Charter Goals
ADOPTION/EFFECTIVE DATE	Adopted: February 25, 2013 Updated: May 19, 2014 Updated: November 17, 2014 Updated: November 16, 2015 Updated: March 20, 2017 Updated: September 18, 2017

PURPOSE of this Revision

The revision to this policy corrects one word in the grandfather clause of the Elect to Adopt the Performance Management Framework ("PMF") as Charter Goals policy. DCPCSB staff included a grandfather clause in the revisions to this policy specifically for schools undergoing review or renewal in school year ("SY") 2017-18 or SY 2018-19. One of the terms for these schools to be deemed as fully meeting the charter goals and academic achievement expectations currently states that schools must have "met all early childhood PMF **targets** in SY2013-14". This language should read that schools must have "met all early childhood PMF **floors** in SY2013-14". The corresponding footnote likewise changes from targets to floors.

ELECT PMF AS GOALS POLICY

Schools may choose to replace their charter goals and student academic achievement expectations with the Performance Management Framework(s), as amended over time, for the grade levels they serve. Upon a school's request, the below review and renewal language and improvement clause will be added to its charter as an amendment, which will be approved by DC PCSB's Board. For specific information related to the timing of charter goals amendments, please refer to our Policy for Charter Amendments and Revised Goals and Academic Achievement Expectations.

The goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, and replaced with the Early Childhood/Elementary/Middle School ("PK-8"), high school ("HS"), and/or adult education ("AE"), PMFs. Any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter amendment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and DC PCSB staff and was officially adopted by DC PCSB's Board of Trustees in a public vote. Charter schools with mission-specific goals, non-academic goals, and/or goals relating to achievement gaps or subgroup performance are encouraged to include these as supplemental goals and academic achievement expectations. Wherever possible these

should be measurable and feasible to assess objectively.

Upon adoption, the new PMF-based goals will be used to evaluate a school's performance for the years beginning with the year the PMF was formally adopted by the Board. The Board formally adopted the ES/MS PMF for schools serving grades 3-8, or a subset thereof, (now PK-8) and the HS PMF in school year 2010-11. The Board formally adopted the EC PMF (now included in the PK-8 PMF) and the adult education PMF in school year 2013-14. Through the 2017-2018 review cycles PCSB will provide flexibility in the use of the 2014-15 Partnership for Assessment of Readiness for College and Careers ("PARCC") scores in calculating a school's PMF score as indicated below. However, PCSB will continue to use the non-PARCC-related PMF measures (e.g. attendance, re-enrollment, SAT, CLASS) as well as prior year DCCAS results to determine school performance during a charter review and renewal.

PCSB will not score or tier the PK-8 or HS PMF for the 2014-15 PMF. The school's performance on each measure will be displayed separately without percentages of total points.

Fifth-Year Charter Review

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF[1] as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school's average PMF score for the first four years must be equal to or exceed 40%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

Tenth-Year Charter Review

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF[1] as its goals and student academic achievement expectations to be considered as having met its goals and student academic achievement expectations at its tenth-year charter review, the school will need to have earned an average PMF score since the previous review equal to or exceeding 45%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

[1] See table at end of policy for which PMFs are applicable to this policy since school year 2010-11.

Charter Renewal and Every Review Thereafter

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as its goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its 15-year charter renewal and every review thereafter, a school will need to have earned an average PMF score since the previous review equal to or exceeding 50%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

If there is a conflict between the terms in the Hold Harmless section and existing charter agreements, the existing charter agreement terms will supersede the Hold Harmless section of the Elect the PMF as Goals Policy.

Tier 3 PMF Results

As stated in the 2016-17 PMF Policy & Technical Guide, a school with a Tier 3 PMF result that meets one or more of the below criteria may be subject to a high-stakes review to determine whether the school's charter should be revoked pursuant to the School Reform Act (SRA).

- PK-8 or HS PMF score of 20.0% or lower in the most recent year.
- PK-8 or HS PMF score that is a 5.0% decrease or greater within Tier 3 from one year to the next.
- Adult Education PMF score in which the school earns an N/A or 35.0% or less of the possible points in three or more indicators.
- Any school performing in Tier 3 for any three of the previous five years.

Additional Review Outside of 5-year Cycle

DC PCSB may, as permitted by law,[2] elect at any time to conduct an "out-of-cycle" review – that is, outside of the reviews that occur every five years. Out-of-cycle reviews may be due to a school's Tier 3 status, or because a school is identified as low-performing by the Office of the State Superintendent of Education ("OSSE") under ESSA, or for other reasons of poor performance or non-compliance. When conducting such a review, DC PCSB will conduct an "out of cycle" charter review using the last five years of the school's data to determine if the school is meeting its charter goals under this policy. If a school is reviewed out-of-cycle, DC PCSB will evaluate the school according to the most recent review standard. For example, if a school is in its 7th year of operation, DC PCSB would conduct a review using the previous five years of data to determine if it is meeting the five-year review standard. If a school is in its 12th year of operation, DC PCSB would

[2] D.C. Official Code § 38-1802.12(a)(3) states that "An eligible chartering authority that grants or renews a charter ...shall review the charter at least once every 5 years..." Thus DC PCSB may review a charter more than once within a 5 year cycle.

conduct a review using the previous five years of data to determine if it is meeting the ten-year review standard.

New Campuses of Existing LEAS/Campuses with Multiple PMF Frameworks

If existing LEAs open new campuses between charter review cycles, their new campuses must have at least two years of PMF scores prior to the next review to be evaluated on their student academic achievement expectations.

In the case that new campuses have three years of PMF scores, new campuses will be evaluated based on the LEA's standard for review. For example, if a 10-year old LEA has a new campus that has three years of PMF scores, that new campus will have to meet the 10-year review standard. New campuses with only one year of a PMF score will not have their score included in the upcoming review. At charter review or charter renewal, continuance or closure/revocation decisions applied to the LEA's existing campuses will also be applied to the new campus whose scores were not included in the review or renewal analysis because only one score was available.

In the case that new campuses or a campus with a new framework (such as a middle school that is growing to grade 12) only has two years of PMF scores prior to the next review, those new campuses or the newest grades that use a different PMF framework (in the case of expanding schools) will be held to the 5-year review standard.[3] At the following review, the new campuses and new frameworks would have to meet the LEA's standard for review. For example, if a 10-year old charter middle school grows to serve through grade 12, and only has two high school PMF scores at the time of its 10-year review, DC PCSB would evaluate grades 6 through 8 using the ten-year review standard, and grades 9 through 11 using the 5-year review standard. At the LEA's 15-year charter renewal, all grades would be held to the 15-year charter renewal standard.

Grandfather Clause for Schools Undergoing Review or Renewal in SY 2017-18 and SY 2018-19

For campuses that transitioned to a new PMF framework after SY 2013-14 (those that were previously on the Early Childhood PMF framework and are now on the PK-8 PMF framework) that are undergoing review or renewal in SY 2017-18, the campuses' standard for review or renewal is as follows:

In order to be deemed as having fully met[4] the charter goals and academic achievement expectations, the campus will need to have:

- Met all Early Childhood PMF floors in SY 2013-14; and
- Obtain an average score of 40% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for five-year

[4] DC PCSB will determine a school to have substantially met their goals if they meet the PMF percentage average for their review cycle but missed no more than a quarter of their EC PMF floors in SY 2013-14. DC PCSB will determine a school to have partially met its goals if it meets the percentage average for their review cycle but missed no more than half of their EC PMF floors in 2013-14.

review schools; OR

- Obtain an average score of 45% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for ten-year review schools; OR
- Obtain an average score of 50% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for fifteen-year charter renewal schools and all subsequent reviews/renewals.
- SY 2012-13 Early Childhood PMF pilot and SY 2012-13 Accountability Plan results will be displayed but not included in the analysis of whether or not schools met their charter goals and academic achievement expectations.

Board Approval Acknowledged by:

[redacted]

Darren Woodruff
DC PCSB Board Chair

Appendix D

QSR Report

DC PUBLIC CHARTER SCHOOL BOARD

July 18, 2017

Ms. Joy King-Pike, Board Chair
Sela Public Charter School
6015-17 Chillum Place, NE
Washington, DC 20011

Dear Ms. King-Pike:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason:

- School eligible for 5-year Charter Review during the 2017-18 school year.

Qualitative Site Review Report
A Qualitative Site Review team conducted on-site reviews of Sela Public Charter School (Sela PCS) between May 1 and May 12, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Sela PCS.

Sincerely,

[redacted]
Naomi DeVeaux
Deputy Director

Enclosures
cc: Dr. Natalie Smith, Head of School

Qualitative Site Review Report

Date: July 18, 2017

Campus Information
Campus Name: Sela PCS
Ward: 4
Grade levels: PK3 – 3rd grade

Qualitative Site Review Information
Reason for visit: School eligible for 5-year Charter Review during the 2017-18 school year.
Two-week window: May 1, 2017 – May 12, 2017
QSR team members: 2 DC PSCB staff including one English Language Learner specialist, 2 consultants including one Special Education Specialist, and 1 Hebrew translator
Number of observations: 13
Total enrollment: 178
Students with Disabilities enrollment: 17
English Language Learners enrollment: 14
In-seat attendance[1] during the two-week window:
Visit 1: May 2, 2017 – 97.1%
Visit 2: May 10, 2017 – 96.6%
Visit 3: May 11, 2017 – 94.7%

Summary
Sela Public Charter School's (Sela PCS) mission is to offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.

Sela PCS aims to support students to develop fluency in both English and Hebrew and follows a majority-immersion program for pre-kindergarten classes with about 20 percent of the day dedicated to English instruction. Students also study both languages, and take language and core content courses in both English and Hebrew. The QSR team observed an environment marked by engaged students and high academic standards. Students took ownership of their learning, even in the youngest grades. Teachers provided high levels of differentiation during lessons with many choices and ways to access materials. Instruction was generally strong; however the team observed pacing challenges in several classes. In a few observations parts of lessons extended beyond students' ability to focus and remain working without redirection.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine the classroom environment and instruction (see Appendix I). The QSR team scored 88% of observations as distinguished or proficient in the Classroom

[1] This data has not been validated by the school. DC PCSB pulled the data in June 2017.

Environment domain. Observers rated over 90% of classrooms as distinguished or proficient in the *Creating an Environment of Respect and Rapport* and *Managing Classroom Procedures* components. In these observations interactions between teachers and students remained uniformly respectful; teachers fostered environments where students felt safe taking academic risks. Classrooms functioned with little instructional time lost due to effective procedures.

The QSR team scored 77% of observations as distinguished or proficient in the Instruction domain. Classrooms earned the highest ratings in the *Using Questioning and Discussion Techniques* component, with 85% rated as proficient. Teachers in these observations posed questions designed to promote student thinking and encouraged rich discussion among students. Classrooms earned the lowest ratings in *Engaging Students in Learning*, with 69% of observations rated as proficient in this component. In most classrooms students displayed enthusiasm and interest in their work and learning tasks required high-level student thinking. In other classes teachers struggled with structure and pacing. Lessons that began with active participation ended with students off-task and distracted when parts of the lesson lasted too long. This happened most often when the teacher worked with a small group and the rest of the class worked independently on a task.

Governance

A DC PCSB consultant attended the Sela PCS board meeting on March 9th, 2017. Three board members joined the meeting by phone, ten board members joined the meeting in person and a quorum was present. The board discussed and passed the school budget for fiscal year (FY) 2018. The board discussed the school's interim assessment data as well as how Hebrew language immersion might affect reading scores. Additional conversation focused on providing breaks in future testing windows to allow for a week between tests.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, Sela PCS provided answers to specific questions posed by DC PCSB regarding the provision of instruction to students with disabilities. The special education observer noted that several components referenced on the special education questionnaire were not observed during this specific observation window. Nevertheless, the team did observe Sela PCS providing quality special education supports. During the visits the reviewer who conducted the special education-specific observations noted the following evidence:

- Checking for understanding: Throughout the lessons, the special education teacher checked for understanding with all students. The special education teacher did this by asking open and close-ended questions that required both oral and written responses. The observer did not see the use of exit tickets or check-ins as noted in the special education questionnaire.

- Visuals with text: When reviewing classroom rules along with the class agenda the

teacher verbally reviewed information and provided visuals/pictures to supplement what was described.

- Although not noted in the special education questionnaire, the observer did observe small-group instruction/pullout sessions. The observer saw two pullout sessions (both 2:1) where a special education teacher worked with a small group of students on reading skills. In one of the two pull-out classrooms, the students worked on recognizing letters of the alphabet, their sound and their location in the alphabet. They also worked on a phonemic awareness activity where they had to use two words and clap them together to make them one compound word. They also used flash cards for a letter and word recognition activity. They concluded with cursive writing practice. In the second pull-out classroom the students worked on a long and short vowel activity in addition to some pre-reading strategies where they were required to make predictions based on pictures and specific text within the book.

- Although not noted on the special education questionnaire, the observer noted the effective use of behavior interventions. Teachers used movement breaks to assist students with distractibility and off-task behavior and incentives/rewards for positive and on-task behavior (coins were used in one class and blocks in another). Students were given a set goal in terms of the number of coins/blocks they should attempt to collect during the class session. They were then given a block/coin for successful completion of each activity. After meeting their collection goals, the students were given a prize.

- The following strategies were noted in the special education questionnaire, but not observed by DC PCSB: use of special education related curriculum such as Go Math, Fundations, and Leveled Learning Intervention; use of technologies such as iPads; use of tools such as wiggle seats, pencil grips, and sensory balls.

- In terms of differentiation, the following was noted on the special education questionnaire but not observed during this specific observation: product adaptations and think-pair-share.

<u>Instruction for English Language Learners</u>
Prior to the two-week QSR window, Sela PCS completed DC PCSB's English Language Learners (ELL) Questionnaire. The questionnaire captures critical aspects of the school's ELL program. During the QSR window, an ELL specialist looked for evidence of fidelity to the school's self-reported ELL program. Based on DC PCSB staff's observation, the school is implementing its program with fidelity. A more detailed summary of the findings is detailed below.

- According to ELL Questionnaire, the school uses the eight components of Sheltered Instruction Observation Protocol (SIOP) model to support ELL students. The ELL

specialist observed several components of the SIOP model during classroom instruction. When teaching about the difference between blends and digraphs, both the ELL and general education teachers built on background knowledge, used vocabulary that was accessible for English learners, used hands-on resources to learn content, and reviewed content and assessed student understanding through short check-ins with each student at the end of the lesson.

- The school said DC PCSB would observe teachers using hands on manipulatives, visuals, graphic organizers, multimedia, and technology to support ELL students. DC PCSB staff observed many of the tools and supports described in the school's ELL questionnaire. Specifically, DC PCSB staff saw students using magnetic boards to show sounds during whole group instruction. Teachers asked students to make the sound "cl" using letters on their magnetic board, say it out loud, and identify whether it was a blend or a digraph. The teacher would also write the correct answer to the question on board. During small group instruction students cut up words to create sentences and then wrote those sentences in their journals. DC PCSB staff did observe laptops in the classroom, but students did not use them during the observations.

- Finally, in the ELL Questionnaire, the school reported that teachers would differentiate instructions for ELLs by providing content, product, and process adaptations. DC PCSB observed the ELL and general education teacher providing content adaptations by allowing students to both write and speak correct answers during whole group instruction. They also organized small group instruction by ability level, and each small group used a different set of words with varying degrees of difficulty in terms of vocabulary when making and writing sentences, which is a product adaptation.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school's charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
Mission: Sela Public Charter School will offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.	QSR team members observed a culturally diverse staff and student body and a notably energetic and warm school environment. Teachers displayed student work and art in the classrooms and hallways. Thematic centers offered students extensive choices. Students had multiple opportunities to express themselves in Hebrew and in English. During Hebrew language instruction teachers lead students in songs, whole groups discussions, and small group activities to expose them to new vocabulary. Students responded in Hebrew and English and teachers encouraged students to restate ideas in Hebrew. In English classes, teachers frequently used Hebrew phrases throughout their lessons or while giving instructions. Classrooms and hallways also featured work samples, posters, and bulletin boards in both Hebrew and English.
Goals:	
PMF Goal #1: Student Progress – Academic Improvement over time	In prekindergarten classrooms teachers asked students about letters, numbers, colors, and Hebrew vocabulary words in every discussion. Teachers took advantage of every opportunity to have students describe something or to explain their work

PMF Goal #2: Student Achievement – Meeting or exceeding academic standards	in a center. Students spoke mostly Hebrew and were asked to express themselves in Hebrew if they spoke English. Upper grades focused on vocabulary and grammar during Hebrew language instruction. Teachers gently corrected students and praised their speaking when they answered questions correctly. In English classes students read independently and in small groups. Teachers guided students through various reading strategies such as "picture walks" and encouraged students to predict the plot. Teachers pre-taught vocabulary before beginning a new non-fiction series. In one English Language Arts (ELA) class students discussed the difference between blends and digraphs before they practiced writing. Teachers encouraged students to use textual evidence to support their answers. Students read cards in Hebrew and used them to create pairs in small groups. Students then wrote the words in Hebrew. In math classes, teachers used a variety of techniques to support student learning including whole group discussion and practice, small group work, and independent practice with manipulatives (e.g., rocks, coins) and worksheets. Independent work in one class required students to draw both models and mathematical sentences to represent combinations of coins that add to 25 cents.
PMF Goal # 3: Gateway – Outcomes in key subjects that predict future educational success	Teachers in all grades taught explicit reading strategies including picture walks for younger students, chunking words, defining new vocabulary in their own words, reading the chapter title to predict what the

	chapter will be about, encouraging the use of textual evidence, and using a Know-Want to Know- Learned (KWL) chart. In upper grades teachers taught specific annotation strategies. In one class students used sticky notes to mark ideas that would let them "speak loud and strong about their books." Teachers required students to use textual evidence in their answers to questions. In one class students wrote persuasive essays using several sources to reference data.
PMF Goal #4: School Environment – Predictors of future student progress and achievement	DC PCSB uses attendance, among other indicators, to evaluate the climate of a school. DC PCSB believes that if students are not in school, they lose opportunities for learning. On each day of observations, the school had attendance rates well above 85%, which is the floor of the Performance Management Framework. **In-seat attendance during the two-week window:** Visit 1: May 2, 2017 – 97.1% Visit 2: May 10, 2017 – 96.6% Visit 3: May 11, 2017 – 94.7%
Mission-Specific Goal #1: By the end of second grade, 75% of students will: (1) comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults; (2) comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words; (3) call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English; and (4) use appropriate strategies to initiate and	The QSR team observed PK3 and PK4 students fully immersed in Hebrew language. Teachers delivered all whole group and most small group instruction in Hebrew. Students spoke to teachers and each other in Hebrew. The kindergarten through fourth graders attended Hebrew class with three Hebrew speaking teachers. The instruction began in whole group with songs and an introduction of the topic. If a student responded in English, the teacher encouraged saying the same statement in Hebrew and allowed ample wait time for the

engage in simple conversations with more fluent or native speakers of the same age group, familiar adults and providers of common public services. The school will be deemed to have met this goal if 75% of second grade students meet or exceed a rating of two on the Oral Proficiency Interview ("OPI") assessment.	student to construct the sentence while assisting with vocabulary when needed. In one observation a student answered in English and the teacher gently reminded the student in Hebrew, "We do not speak English in this group. We only speak Hebrew." During the QSR two-week window, students discussed food. Teachers asked students to share personal experiences with food and elaborate when possible. Teachers broke the students into groups and worked on the same subject matter with various activities such as bingo and word work that expanded on the vocabulary related to the food theme. In all observations teachers used pictures, props, posters and other visual aids to assist in students learning new words and practicing using them in new contexts. Teachers modeled pronunciation and phrasing throughout the lessons and referred to the appropriate visual aids during the lesson.
Mission-Specific Goal # 2: By the end of fifth grade, 75% of students will: (1) comprehend messages and short conversation when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone; (2) understand the main idea and some discrete information in television, radio, or live presentations; (3) initiate and sustain conversations, face-to-face or on the phone, with native=-speaking or more fluent individuals; (4) select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames, and express details and nuances by using appropriate modifiers; and (5) exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on family utterances. The school will be deemed to have met this goal if 75% of fifth grade students meet or exceed a rating of three on the OPI assessment.	

THE CLASSROOM ENVIRONMENT[2]

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 88% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored a high 92% of the observations as distinguished or proficient in this component. In these observations interactions between teachers and students reflected mutual respect and care. Teachers used students' home experiences to drive the content of whole group instruction around food. Teachers encouraged students to make good choices and celebrated correct answers with cheers and high fives. One teacher stopped students from talking over another student by saying, "Friends, let's let A's brain decide. She's got a great brain. Let's let her use it." Students and teachers consistently said please	Distinguished	8%

[2] Teachers may be observed more than once by different review team members.

	and thank you to one another, and teachers addressed students by their names. In a distinguished observation one student encouraged her peer, saying "good job" and giving a high five. A student also offered to share an eraser (unprompted by a teacher). In the same lesson the teacher asked students if they needed a snack, and then offered one before beginning the lesson. She asked one of the students if they made it to school in time to have breakfast and expressed her concern regarding the student's need to eat breakfast in the morning.	Proficient	84%
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	8%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 85% of the observations as distinguished or proficient in this component. In these observations teachers communicated the importance of learning and clearly described expectations for learning. Students took pride in their work. In a distinguished observation students enthusiastically participated in discussions and stopped the teacher to ask additional questions. In the same classroom students in a small group prepared their work stations ahead of the teacher's instructions to do so, and asked for additional examples to practice the work.	Distinguished	8%
	Teachers exhibited energy and excitement about the subject matter. Teachers did not let students give up when trying to express thoughts in Hebrew. Teachers assisted when necessary but waited for students to answer	Proficient	77%

	and praised them for their effort. Teachers encouraged all students to participate and students appeared comfortable taking academic risks. One observer saw students answer questions incorrectly and continue to raise their hands for the remainder of the lesson. Teachers communicated high expectations and a belief in student ability. One teacher said, "Now, I have a tricky question for you but I know you can answer it…"		
	The QSR team scored 15% of the observations as basic in this component. In these observations not all students worked during the lesson. Teachers moved from group to group, but did address off-task behavior or require that students follow the lesson instructions. Teachers conveyed neutral energy about the lessons; students tended to comply with instructions but exhibited little pride in their work.	Basic	15%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored a high 92% of the observations as proficient and none as distinguished in this component. In these observations routines and procedures functioned smoothly with minimal to no disruption to instructional time. Teachers used established routines for whole group instruction, small group work, and transitions. Teachers used countdowns, a timer, or phrases to cue transitions or a particular student action. When a teacher described a question as "tricky," all students placed imaginary thinking caps on their heads. Several teachers used colors or letters to	Distinguished	0%
		Proficient	92%

	designate specific group movements, and students knew their groups and moved accordingly. In PK3 and PK4 classes, students moved from center to center without teacher assistance, placing their picture at each center to show they chose that work. Students in all proficient classes obtained materials without teacher help and helped to clean up when asked.		
	The QSR team scored less than 10% of the observations as basic in this component.	Basic	8%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 85% of the observations as proficient and none as distinguished in this component. In these observations teachers reinforced positive behavior through frequent praise such as "I like the way X is raising her hand to answer the question" or "Thank you to those students walking to their desks." Several teachers also used incentives (e.g., "Sela Sticks," marbles in a jar, class points) to reward positive behavior. Observers saw little misbehavior and in cases of minor disruptions, a small reminder resulted in the student following the class rules.	Distinguished	0%
	Teachers helped students manage conflict without significant disruption to learning. In a prekindergarten class, one student moved another student's picture to a new center without asking, eliciting tears. The teacher spoke to both students and assisted the crying student in moving her picture back to the original spot. In an upper grade class, the teacher quickly mediated an argument between	Proficient	85%

	students over a stress ball and helped them create a mutually agreeable solution.		
	The QSR team scored 15% of the observations as basic in this component. In basic observations some students required multiple redirections before following directions or did not fully comply with teacher instructions. In one class students worked while the teacher stood nearby, but stopped working and chatted socially when the teacher walked away. In another instance several students remained off-task for most of the independent work time while the teacher worked with a small group.	Basic	15%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson Framework. The QSR team scored 77% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence	School Wide Rating	
Communicating with Students	The QSR team scored 77% of the observations as proficient and none as distinguished in this component. In these observations teachers clearly explained the content and objective of each lesson. One teacher explained, "When you get back to your desk you will see three sticky notes, that's just a start for what you are going to do for your long and strong talks. I want for you to challenge yourself to go for the fourth, but really make those notes meaningful. Think, 'how will these notes help me reflect on these books?'" Teachers explained rules for small group or center work and asked students if they had questions before they began. Students understood what to do and participated in the activities with minimal assistance.	Distinguished	0%
		Proficient	77%
	The QSR team scored 23% of observations as basic in this component. In these observations teachers did not make directions or objectives clear resulting in disorderly transitions. When students transitioned to a new activity, several students appeared confused and required clarification from the teacher. In another class students sat in small groups to practice reading aloud but none of the groups remained on task. The teacher moved from group to group multiple times to re-explain what the "reader" and "listeners" should be doing.	Basic	23%

	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/ Prompts and Discussion Techniques	The QSR team scored 85% of the observations as proficient and none as distinguished in this component. In these observations teachers prompted student thinking by asking open-ended questions such as, "What did you notice about the word…" and "What do you think will happen on the next page?" Teachers also provided multiple ways for students to share their ideas. Students provided answers aloud in whole- and small-group settings, participated in "turn and talks" with a partner while on the carpet or at desks, and in several classes, wrote about their reflections after sharing aloud. Observers noted high levels of participation in proficient observations, as students remained actively engaged in discussions. Students eagerly raised their hands to answer questions and shared enthusiastically when called upon or in partner discussions.	Distinguished	0%
		Proficient	85%
	The QSR team scored 15% of the observations as basic in this component. In these observations only some students participated in discussions and students did not have opportunities to share with each other. In a math class the teacher called on the same few students to answer questions. When one student faltered on explaining how he got an answer, the teacher did not follow up with him after moving on to another student.	Basic	15%

	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 69% of the observations as proficient and none as distinguished in this component. In proficient observations students remained intellectually engaged throughout each lesson. Most students in these classes raised their hands to answer every question. During a small group activity, students either talked with one another about their project, or read/wrote independently. Students had choice during center time. Student activities included writing, dramatic play, blocks, magnetic building toys, art, puzzles, and the sand table. One teacher-led center involved creating a plate that contained all of the foods that The Very Hungry Caterpillar ate in the Eric Carle book. The teacher read the book, involved the students in a discussion about the foods and led them in pasting the foods on the plate. Teachers encouraged students to work through their questions. In a small group one teacher had a student ask her peers to answer her question about their book.	Distinguished	0%
		Proficient	69%
	The QSR team scored 31% of the observations as basic in this component. In these observations only some students remained intellectually engaged throughout the lesson. In one class nine of 13 students worked consistently during independent work time. In one small group three of five students participated in answering teacher questions about their non-fiction text. In several basic observations observers noted	Basic	31%

	that the lesson tended to drag on. Students began the lesson fully engaged, but became distracted and off-task before the lesson ended. In one class students worked independently on a writing assignment while the teacher worked with a small group. Most students remained focused on their writing for 15 of the 25 minutes and then more than half became fidgety, talked to a neighbor, or drew pictures at their desk for the last 10 minutes before the teacher transitioned the class to a new activity. In another lesson, students completed a word sort; some students completed their sort quickly without error and appeared bored when the teacher told them to do it again. Several students sat slumped in their seats or sighed audibly.		
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Using Assessment in Instruction	The QSR team scored 77% of the observations as proficient and none as distinguished in this component. In these observations teachers used multiple strategies to assess student progress and provide feedback. Teachers gave students individual feedback on their center work. Teachers sat with students or knelt down to see their work, ask questions about it and make suggestions. Teachers also asked students to explain what they were doing and used the discussions to practice new vocabulary related to the lesson theme. Another teacher looked at student's magnetic boards during a whole group lesson and asked students questions about their sentence building and writing during small group instruction. In these observations teachers did not move on until students demonstrated understanding. One teacher listened to student answers to open- and close-ended questions and retaught parts of the lesson before moving on. In another class the teacher listened as students shared answers with a partner and heard them answering the wrong question. She stopped the class to reframe the question, "Class, I hear a lot of you answering the question … and I want you to listen to my question again and answer that one." In several instances students corrected their own errors without teacher prompting. When a student was told the word he wrote was wrong on a long/short vowel activity, he immediately asked for an eraser so he could go back and correct his word without being prompted by the teacher.	Distinguished	0%
		Proficient	77%
	The QSR team scored 23% of the observations as basic in this component. In	Basic	23%

	these observations students were only partially aware of assessment criteria and feedback to students remained general. Teachers said, "Do you understand?" but did not follow up with specific prompts. Other teachers circulated the room and provided general feedback such as "good job".		
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
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.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
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 situation 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 may 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.
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.

Appendix E

Compliance Reports

Sela PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	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	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	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 (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	

Sela PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	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 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified 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	

Sela PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable 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); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	N/A	
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	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: ***Sela PCS***

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	**Compliant**	7/25/14	X
Fire Drills	**Compliant**	7/25/14	X
School Calendar	**Compliant**	7/25/14	X
Monthly Financial Statements - June	**Compliant**	7/31/14	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/1/14	X
Annual Teacher and Principal Evaluation Reflection (LEA)	**Compliant**	8/15/14	✔
Auditor Engagement Letter	**Compliant**	8/15/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	✔
Annual Report SY2013-2014	**Compliant**	9/5/14	X
Monthly Financial Statements - August	**Compliant**	9/30/14	X
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/14	X
Accreditation	**Compliant**	10/10/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Board Meeting Approved Minutes	**Compliant**	10/10/14	X
Board Roster	**Compliant**	10/10/14	X
Certificate of Occupancy	**Compliant**	10/10/14	✔
Child Find Policy	**Compliant**	10/10/14	✔
Employee Handbook: Employment Policies	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
Litigation Proceedings Calendar	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔
SPED-Continuum of Services	**Compliant**	10/10/14	✔
Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	10/10/14	✔
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	10/17/14	✔

Monthly Financial Statements - September	**Compliant**	10/31/14	✔
Audited Financial Statements - FAR Data Entry Form	**Compliant**	11/7/14	✔
Monthly Financial Statements - October	**Compliant**	11/28/14	✔
Student Handbook	**Compliant**	12/2/14	✔
Fire Drills	**Compliant**	12/5/14	✔
Certificate of Insurance	**Compliant**	12/8/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	12/8/14	✔
Audited Financial Statements	**Compliant**	12/16/14	✔
Monthly Financial Statements - November	**Compliant**	12/31/14	✔

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	Calendar must include the following: -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable *If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	2013-14 Annual Report includes: -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; **Occupancy load on form is equal to or greater than the sum of staff and students**
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's **charter agreement**); should include all addresses/ campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<u>Board makeup must include:</u> -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * **Adult schools may use alumnae or adult students to satisfy the parent requirement*
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occuring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. **OR,** an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members **Should confirm staff's understanding of their obligation for reporting sexual abuse of student.*

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past **TWO years** **All volunteers working more than 10 hrs/ week must have background checks*
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	**Discipline Policy** -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents **Attendance Policy** -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) **Safeguard of Student Information Policy**--aligns with FERPA regulations
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Sela PCS

January 22, 2016

Requirement	Compliance Status	Due	On Time
School Calendar	**Compliant**	7/28/15	✔
Charters Board Calendar	**Compliant**	7/28/15	✔
Fire Drill Schedule	**Compliant**	7/28/15	✔
IRS Form 990 or Extension	**Compliant**	7/31/15	✔
Auditor Engagement Letter FY2015	**Compliant**	8/17/15	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/31/15	✔
Annual Teacher and Principal Evaluation Reflection (LEA)	**Compliant**	8/31/15	x
Charter School Athletics Compliance	**Compliant**	8/31/15	✔
Monthly Financial Statements - July	**Compliant**	8/31/15	✔
Annual Report	**Compliant**	9/8/15	✔
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/15	✔
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	9/30/15	✔
Monthly Financial Statements - August	**Compliant**	9/30/15	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/8/15	✔
Student/Family Handbook	**Compliant**	10/8/15	✔
Certificate of Occupancy	**Compliant**	10/8/15	✔
School Nurse Notification/Certified Staff to Administer Medication	**Compliant**	10/8/15	✔
Litigation Proceedings Calendar	**Compliant**	10/8/15	✔
Board Meeting Approved Minutes - 1st Quarter	**Compliant**	10/8/15	✔
School Emergency Response Plan	**Compliant**	10/8/15	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/8/15	✔
Child Find Policy	**Compliant**	10/8/15	✔
Staff/Volunteer Roster and Background Checks	**Compliant**	10/8/15	✔
Employee Handbook: Employment Policies	**Compliant**	10/8/15	✔
Accreditation	**Compliant**	10/8/15	✔
ADA	**Compliant**	10/8/15	✔
Staff Preference	**Compliant**	10/8/15	✔
SPED-Continuum of Services	**Compliant**	10/8/15	✔
Monthly Financial Statements - September	**Compliant**	10/31/15	✔
Board Roster	**Compliant**	11/22/15	✔
ELL	**Compliant**	11/22/15	✔
Title IX	**Compliant**	11/22/15	x
Monthly Financial Statements - October	**Compliant**	11/30/15	✔
Audited Financial Statements 2014-2015	**Compliant**	12/1/15	✔
Audited Financial Statements - FAR Data Entry Form 2014-2015	**Compliant**	12/1/15	✔
Fire Drills Conducted	**Compliant**	12/8/15	✔
Certificate of Insurance	**Compliant**	12/27/15	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

SY 2015-16 DC Public Charter School Board Compliance Review Report - Contract Submission Summary
Sela PCS

This report summarizes the school's compliance with contract submission requirements for Fiscal Year 2015 (July 1, 2014 - June 30, 2015).

Cells highlighted in the following table indicate that the school did not submit contract information for an expenditure over $25,000.
If you believe that DC PCSB is missing records or flagging expenditures in error, please contact Mikayla Lytton at mlytton@dcpcsb.org.

Expenditures over $25,000 *(submitted as part of the audited financial statements)*						
Vendor Name	**Services Provided**	**Value**	**Submitted for Bid?**	**Explanation, if No**	**If Renewal, when was contract bid?**	**DC PCSB Review Notes**
Jemal's Chillum, LLC	Rent	*$ 476,163.00*	No	Rent is PCSB exempt		
Revolution Foods	Student food services	$ 74,604.00	No	Renewal	7/5/1905	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
End-to-End Solutions	Special education student services	$ 69,664.00	No	Renewal	7/5/1905	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
EdOps	Accounting services	$ 52,300.00	No	Renewal	7/5/1905	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Dynamic Network Solutions	Technology procurement	$ 24,986.00	No	Separate quotes were provided by DNS for particular tech equipment items.		
Dynamic Network Solutions	Technology services	$ 812.00	No	Tech support services from DNS were provided separately from equipment.		

Cells highlighted below indicate that the contract was not submitted timely or was not bid appropriately.

Submitted Contracts *(submitted to Epicenter throughout the fiscal year)*							
Vendor Name	**Services Provided**	**Value**	**Submission Date**	**Award Date**	**Contract Effective Date**	**Bid Appropriately?**	**Timely Submitted?**
None							

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
7/28/2015	2015-16 School Calendar	Calendar must include the following: -minimum 180 days of school (6+ hours)* -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus *If the school has received permission from PCSB to waive the 6-hour requirement, please make that notation on the school calendar **All Adult Education Programs must include start and end dates for each semester and orientation period	LEA	All Schools
7/28/2015	Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2015-2016 school year. This calendar must also include an assurance statement that the number of meetings is no fewer than what is stated in the school's bylaws.	LEA	All Schools
7/28/2015	High School Course Offering	All courses and credits offered to high school students; include graduation requirements Note: All schools should have the minimum DC graduation course requirements (unless already specified otherwise in the school's charter agreement). Any school that wishes to change their graduation requirements to require less than what OSSE mandates must submit a charter amendment request.	Campus	High Schools ONLY
7/28/2015	Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)	Campus (1 for each facility)	All Schools
8/17/2015	Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
8/31/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
8/31/2015	Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided	Campus	All schools that offer sports
8/31/2015	Annual Teacher and Principal Evaluation Reflection (SY 2014-15)	This reflection details a brief summary of the evaluation process, a classification of the number of teachers and principals in each performance area and next steps for improving your school's evaluation process. Required for PCSB monitoring of Principle 3 of the ESEA Waiver.	LEA and Campus	Title 1 Schools
9/8/2015	Annual Report	2014-15 Annual Report is one document that includes: -Narrative (including goal attainment with a description of whether each charter goal was "met" or "missed" and evidence explaining why) -Data Report -Appendices (staff roster; board roster; financials)	LEA	All Schools in operation SY 2014-2015

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
9/30/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2014-2015; PCSB identified schools
9/30/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2013-2014 and those identified in SY 14-15.
9/30/2015	Professional Development Calendar (SY 2015-16), Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)	LEA	Title 1 Schools
9/30/2015	Adult Education Assessments	Adult education assessment form indicating what assessments the school plans to administer for the current school year. Each adult education program must let PCSB know which assessments the school will be held accountable to for the Adult Education PMF.	Campus	Adult Education Schools
9/30/2015	Early Childhood Assessments	EC Assessment Selection Form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC/ES/MS PMF.	Campus	Early Childhood Schools
10/8/2015	Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students	Campus (1 for each facility)	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/ campuses of an LEA	LEA	All Schools
10/8/2015	School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)	Campus	All Schools
10/8/2015	Board Roster	Board makeup must include: -Odd number of voting members -Greater than 3 but no more than 15 -Majority of members residing in DC (include address OR city of residence) -2 parent members (voting members) *Please include all members' email addresses **Adult schools may use alumnae or adult students to satisfy the parent requirement	LEA	All Schools
10/8/2015	Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo. *In addition to this annual requirement, please note schools are required to notify PCSB within seven days of receiving any new complaint	LEA	All Schools
10/8/2015	Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
10/8/2015	School Emergency Response Plan	An assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.	Campus (1 for each facility)	All Schools
10/8/2015	Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members -should confirm staff's understanding of their obligation for reporting sexual abuse of students	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Child Find Policy	An LEA's Child Find procedures should include, but are not limited to, a written description of: -how the LEA transitions students from Part C to Part B (if applicable to your student population) -public awareness and universal screening -identification/referral -evaluation and assessment -serving the student *Child Find Procedures apply to students 21 and under (Adult Education programs should also complete this requirement)	LEA	All Schools (DCPS Dependent LEAs should complete the assurance that they comply with DCPS's Child Find Policies and Procedures)
10/8/2015	Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted *All volunteers working more than 10 hrs/ week must have background checks	Campus	All Schools
10/8/2015	Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: -sexual harassment -equal opportunity -drug-free workplace -staff complaint Resolution Process -whistle blower Policy (best practice, not mandatory)	LEA	All Schools
10/8/2015	Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process *ALL schools in operation for five years or more must be accredited or may be subject to board action per PCSB's Accreditation Policy	LEA	All Schools
10/8/2015	SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Student/Family Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	Discipline Policy -clear explanation of infractions and what leads to a suspension or expulsion -explanation of manifestation determination process for students with disabilities -due process and appeals procedures for parents if their child is issued a suspension or expulsion *Please note that substantive changes to the discipline policy must be submitted to PCSB as an amendment to the school's charter agreement. Attendance Policy -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) -Grievance Procedure -- process for resolving parent/student complaints -Safeguard of Student Information Policy--aligns with FERPA regulations	LEA	All Schools
10/8/2015	Lease	Lease	Campus (1 for each facility)	New Schools, Schools in a new facility Schools with a new lease agreement
10/8/2015	Staff Preference	Assurance letter stating that enrollment based on staff preference is limited to 10% of the total student population or to 20 students, whichever is less. *If your school does not enact staff preference, please also submit an assurance letter making that clear	LEA	All Schools
10/8/2015	ELL	Assurance letter attesting to and describing the school's compliance with laws and regulations related to the education of English Language Learners.	LEA	All Schools
10/8/2015	ADA	Assurance that the facility is ADA compliant OR if it is not, how the school will meet the needs of students, staff, and community stakeholders who may require accommodations to access the facility.	Campus	All Schools
10/8/2015	Title IX	Assurance letter attesting to and describing the school's compliance with laws and regulations related to Title IX.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/31/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
10/31/2015	Quarterly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	All schools (except those submitting monthly financials)

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
11/30/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
12/1/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15.
12/1/2015	Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools
12/1/2015	Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.	LEA	All Schools
12/8/2015	2015-2016 Student Application	Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause	LEA	Schools not participating in MySchoolsDC
12/8/2015	2016-2017 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement	LEA	Schools not participating in MySchoolsDC
12/8/2015	Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year	Campus (1 for each facility)	All Schools

DC PUBLIC CHARTER SCHOOL BOARD

SY 2016-2017 DC Public Charter School Board Compliance Review Report

Sela PCS

Requirement	Compliance Status	Due	On Time
School Calendar	**Compliant**	7/26/16	✔
Student/Family Handbook	**Compliant**	7/26/16	✔
Goals and Assessments	**Compliant**	7/26/16	✔
Charters Board Calendar	**Compliant**	7/26/16	✔
Monthly Financial Statements - June	**Compliant**	7/31/16	✔
Auditor Engagement Letter	**Compliant**	8/16/16	✔
Fire Drill Schedule	**Compliant**	8/24/16	✔
Charter School Athletics Compliance	**Compliant**	9/14/16	✔
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/16	✔
SPED-Continuum of Services	**Compliant**	10/6/16	✔
Certificate of Insurance	**Compliant**	10/6/16	✔
Lease/Purchase Agreement and Right of Entry	**Compliant**	10/6/16	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/6/16	✔
ADA	**Compliant**	10/6/16	✔
Staff Preference	**Compliant**	10/6/16	✔
Title IX	**Compliant**	10/6/16	✔
Accreditation	**Compliant**	10/6/16	✔
Staff/Volunteer Roster and Background Checks	**Compliant**	10/6/16	✔
Litigation Proceedings Calendar	**Compliant**	10/6/16	✔
School Emergency Response Plan	**Compliant**	10/6/16	✔
Board Roster	**Compliant**	10/6/16	✔
Employee Handbook: Employment Policies	**Compliant**	10/6/16	✔
ELL	**Compliant**	10/6/16	✔
Board Meeting Approved Minutes - 1st Quarter	**Compliant**	10/6/16	✔
Certificate of Occupancy	**In Progress**	4/3/17	N/A
Child Find Policy	**Compliant**	10/6/16	✔
Quarterly Financial Statements - 1st Quarter	**Compliant**	10/31/16	✔
School Nurse Notification/Certified Staff to Administer Medication	**Compliant**	11/23/16	✔
Student Enrollment Forms	**Compliant**	12/8/16	✔
Fire Drills Conducted	**Compliant**	12/8/16	✔
Annual Report	**Compliant**	12/13/16	✔
Facilities Expenditure Data Inputs	**Compliant**	12/15/16	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

Notes
Please be sure to submit any "In Progress" items no later than April 3, 2017

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.

Appendix F

Annual Determination Reports

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Division of Elementary, Secondary and Specialized Education

ENCLOSURE 2
FEDERAL FISCAL YEAR (FFY) 2013 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Sela Public Charter School
Final Percentage Rating:	83%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – N/A	N/A	N/A
2	Information regarding timely, valid and reliable data	• All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	Student-level • LEA did not receive a report in FFY 2013 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	LEA has 0-25 students with IEPS • No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – N/A • Material weaknesses identified by the Auditor in the annual independent audit – N/A • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – N/A	N/A	N/A
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2013 grant cycle	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum "n" size for disability subgroup	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	• LEA did not receive any findings of noncompliance from FFY 2013 that were due for correction in FFY 2014	N/A	N/A
		• BONUS: LEA has no longstanding noncompliance from FFY 2009, 2010, 2011 and 2012	N/A	
Total Number of Points Achieved				10
Total Possible Points from Applicable Elements				12
Percentage of Points Achieved from Applicable Elements				83%

DISTRICT OF COLUMBIA
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ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2014 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Sela Public Charter School
Final Percentage Rating:	100%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – N/A	N/A	N/A
2	Information regarding timely, valid and reliable data	• FFY 2014 child count data submitted timely • FFY 2014 Phase I and Phase II applications submitted timely • FY 2015 IDEA Maintenance of Effort (MOE) submitted timely	3	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2014 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	1.5	1.5
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2014 grants cycle	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	• Reading assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup • Math assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup	N/A	N/A

	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c[1]	**LEA performance results on Next Generation Assessments in reading and math (Partnership for Assessment of Readiness for College and Careers (PARCC) and the National Center and State Collaborative (NCSC) Alternative Assessment):**	**Math**	**Reading**
		Proficiency rates are calculated based on the following performance levels: • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum "n" size for disability subgroup	N/A	N/A
8	Evidence of correction of findings of noncompliance that were issued in FFY 2014 and due for correction in FFY 2015, including progress toward full compliance	• The LEA did not receive any findings of noncompliance from FFY 2014 that were due for correction in FFY 2015.	N/A	N/A
		Total Number of Points Achieved		9.5
		Total Possible Points from Applicable Elements		9.5
		Percentage of Points Achieved from Applicable Elements		100%

[1] For FFY 2014 IDEA Part B Determinations, OSSE is reporting the performance of each LEA's students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2014 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year. For FFY 2015 and beyond, OSSE will use each LEA's SWD performance on the state-wide assessments in alignment with the new accountability system that will be developed pursuant to the Elementary and Secondary Education Act, amended by the Every Student Succeeds Act (ESSA). OSSE will provide LEAs information on how this indicator will be calculated in advance of next year's determinations.

DISTRICT OF COLUMBIA
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Aug. 23, 2017

Jenifer Moore
Head of School
Sela Public Charter School
3333 14th St. NW
Washington, DC 20010

Re: Federal Fiscal Year (FFY) 2015 IDEA Part B LEA Performance Determination

Dear Ms. Moore:

The Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

OSSE has determined that under IDEA section 616(d), for FFY 2015, Sela Public Charter School (PCS) **needs assistance** in implementing the requirements of Part B of IDEA. OSSE's determination is based on the totality of the LEA's data and information, including the LEA's:

1. History, nature and length of time of any reported noncompliance; specifically, the LEA's performance on Indicators 4b, 9, 10, 11, 12 and 13 as outlined in the State Performance Plan (SPP) and FFY 2015 Annual Performance Report (APR);
2. Information regarding timely, valid and reliable data;
3. On-site compliance monitoring, focused monitoring and dispute resolution findings;
4. Sub-recipient audit findings;
5. Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data and compliance with the Funding for Public Schools and Public Charter School Amendment Act of 2011;
6. Performance on selected SPP results indicators; and
7. Evidence of correction of findings of noncompliance, including progress toward full compliance.

Enclosure 1 explains the criteria for each element and the way existing data provided by LEAs were used to make determinations. Not all elements are applicable to each LEA; for example, some LEAs do not have data for Indicator 12, as they do not serve children within the applicable age range (3 years old).

Enclosure 2 describes how Sela PCS's determination level was calculated. It includes a chart that summarizes each required element, its corresponding rating, the total number of points earned by the LEA and the percentage of applicable points earned by the LEA.

The LEA's FFY 2014 determination was meets requirements. Although IDEA section 616(e)(2)(B) and 34 CFR §§300.600(a) and 300.604 do not require enforcement actions, OSSE is advising Sela PCS of available sources of technical assistance in order for the LEA to improve performance and results for children and youth with disabilities. Specifically, OSSE publishes its Specialized Education Training & Technical Assistance calendar each fall. These technical assistance opportunities are also communicated to LEAs via the OSSE Look Forward newsletter, LEA meetings, and e-blasts. For more information regarding OSSE's Division of Elementary, Secondary, and Specialized Education Teaching & Learning Unit, please contact Osse.tta@dc.gov.

Any LEA that believes that a specific element reviewed in the determination process is inaccurate may appeal its assigned determination level. The appeal must be made within 30 calendar days of the date of receipt of this letter. The request for appeal must include the submission of all information necessary for OSSE to reconsider the original determination level. Additional information regarding appeals may be found in Enclosure 1.

OSSE is committed to supporting Sela PCS's efforts to improve results for children and youth with disabilities and looks forward to working with Sela PCS over the next year. As part of OSSE's ongoing effort to provide useful information to District of Columbia stakeholders, OSSE will be making determination results available to the public after the close of the appeals process. If you have questions about the determinations process or this letter, please contact me at Amy.Maisterra@dc.gov or (202) 481-3757.

Sincerely,

[redacted]

Amy Maisterra, Ed.D, MSW
Assistant Superintendent of Specialized Education

Enclosures (2)

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
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ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2015 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Sela Public Charter School
Final Percentage Rating:	79%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – N/A	N/A	N/A
2	Information regarding timely, valid and reliable data	• FFY 2015 child count data not submitted timely • FFY 2015 Phase I and Phase II applications not submitted timely • FY 2016 IDEA Maintenance of Effort (MOE) submitted timely	1	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2015 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 • This LEA did not submit an A-133 audit	1.5	1.5
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2015 grants cycle	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	• Math assessment: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup • Reading assessment: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup	N/A	N/A

	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c[1]	**LEA performance results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and National Center and State Collaborative (NCSC) Alternative Assessment for the students with disabilities subgroup:**	**Math**	**Reading**
		Proficiency rates are calculated based on the following performance levels: • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum "n" size for disability subgroup	N/A	N/A
8	Evidence of correction of findings of noncompliance that were issued in FFY 2015 and due for correction in FFY 2016, including progress toward full compliance	• The LEA was not issued any findings of noncompliance in FFY 2015 due for correction in FFY 2016.	N/A	N/A
Total Number of Points Achieved				7.5
Total Possible Points from Applicable Elements				9.5
Percentage of Points Achieved from Applicable Elements				79%

[1] For FFY 2015 IDEA Part B Determinations, OSSE is reporting the performance of each LEA's students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2015 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year.