



2014-15 Ten-Year Charter Review Report

AppleTree Early Learning Public Charter School

January 26, 2014

DC Public Charter School Board
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BOARD VOTE AND KEY FINDINGS

The District of Columbia Public Charter School Board (“PCSB”) staff has conducted a charter review of the District of Columbia AppleTree Early Learning Public Charter School (“AppleTree PCS”) according to the standard required by the School Reform Act (“SRA”), D.C. Code §§ 38-1802 *et seq.*¹

PCSB staff’s analysis of the school’s goals and academic achievement expectations (“academic expectations”) concludes that AppleTree PCS fully met four goals and academic expectations, substantially met one goal, and partially met two goals. The school has not materially violated the law or its charter, and is in strong fiscal health. Based on these findings, the PCSB Board voted 6-0 at its January 26, 2015 meeting to grant full continuance to AppleTree PCS.

Apple Tree PCS’s campuses vary in their quality, with some showing consistently outstanding academic outcomes for students on multiple metrics and others showing some strengths, but also areas for improvement. AppleTree PCS receives management services from the AppleTree Institute for Education Innovation (the “AppleTree Institute”), which also partners with other schools to provide early childhood instructional support. Given the aggressive growth plan of the AppleTree Institute, and the school’s pending expansion to open a new campus co-located with Rocketship Public Charter School (“Rocketship PCS”), PCSB suggests that the board of AppleTree PCS focus keenly on the quality of its campuses to ensure that they continue to get the needed instructional support to be high-quality schools as measured by the school’s goals. Moreover, the school should note that it must fully meet all of its goals at its 15-year renewal to receive charter renewal.

CHARTER REVIEW STANDARD

The SRA provides that “PCSB shall review [a school’s] charter at least once every [five] years.”² As part of this review, 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

¹ D.C. Code § 38-1802.12(a)(3).

² D.C. Code §38-1802.12(a)(3).

³ D.C. Code § 38-1802.12(c).

If PCSB determines that a school undergoing a five- or ten-year review has committed a material violation of law, or has not met its goals and expectations, it may, at its discretion, revoke the school's charter, or grant the school a conditional continuance.⁴

Additionally, there is a fiscal component to the charter review. PCSB is required by the SRA to revoke a school's charter if PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP"); (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

SCHOOL BACKGROUND

AppleTree PCS began operation in 2005 under authorization from PCSB and currently serves three- and four-year-old pre-kindergarten students. Its mission is "to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school."⁵

AppleTree PCS was founded by the AppleTree Institute, a non-profit organization founded in 1996 to "increase the supply of effective schools through innovation"⁶ and that created the nation's first charter school incubator. In 2001, AppleTree Institute opened a tuition-free laboratory pre-school that implemented a research-based language and literacy program, which then became AppleTree PCS. The AppleTree Institute currently provides a range of management services to AppleTree PCS, including benefits management, payroll processing, and accounting services, among other things.⁷

In 2005, AppleTree PCS initially served 36 students in Southwest DC. It grew to 180 students in 2008. In 2009, its enrollment almost doubled by expanding from 180 to 320 students; it also opened the Oklahoma Avenue campus that year. It added another 300 students and four new campuses in 2011. Today, AppleTree PCS serves over 640 students across five campuses in Wards 1, 6, 7, and 8. In December 2014, the PCSB Board approved a request from the school to increase its enrollment ceiling from 651 to 833 over the course of three academic years.⁸ Most of this increase relates to a partnership with Rocketship Public Charter School ("Rocketship PCS"). Upon Rocketship PCS's opening, AppleTree PCS will operate a pre-school campus in the Rocketship PCS facility, with projected enrollment of 160 students.⁹

Information about the school and an overview of its performance data are summarized in the table below.

⁴ D.C. Code § 38-1802.12(a)(3); § 38-1802.13.

⁵ AppleTree PCS Charter Agreement and Application, attached as Appendix A.

⁶ See <http://www.appletreeinstitute.org/about/history/>, printout attached as Appendix B.

⁷ See Board Meeting Minutes from June 16, 2014, attached as Appendix C.

⁸ See December 15, 2014 Memorandum, attached to this report as Appendix D.

⁹ See Appendix D.

Campus	Ward	Year Opened	2013-14 Student Enrollment	2010-11 PMF	2011-12 PMF	2012-13 PMF	2013-14 PMF
Columbia Heights	1	2007-08	161	6 of 6 targets	10 of 10 targets	4 of 4 targets	6 of 7 targets
Southwest	6	2007-08	83	Riverside 4 of 6 targets	Riverside 9 of 10 targets	4 out of 4 targets	6 of 7 targets
				Amidon 6 of 6 targets	Amidon 9 of 10 targets		
Oklahoma Avenue	7	2010-11	162	6 of 6 targets	8 of 10 targets	4 of 4 targets	5 of 7 targets
Lincoln Park	6	2011-12	61	N/A	8 of 10 targets	4 of 4 targets	6 of 7 targets
Southeast	8	2011-12	172	N/A	Douglas Knoll 9 of 10 targets	4 of 4 targets	4 of 7 targets
					Parklands 9 of 10 targets		

Charter Amendments

In 2013-14, AppleTree PCS submitted a petition to amend its charter to adopt the Early Childhood PMF¹⁰ as its goals and academic expectations and to formalize its relationship with the AppleTree Institute, which acts as a management organization of the AppleTree PCS campuses. PCSB granted AppleTree PCS’s amendment request at its June 2014 board meeting.¹¹

Previous Charter Review

PCSB conducted a charter review of AppleTree PCS during the 2010-11 school year. In this review, PCSB noted that the school had met its goals and academic expectations; had no known violations relating to the education of children with disabilities; had not engaged in a pattern of fiscal mismanagement; had followed generally accepted accounting principles; and was economically viable.¹² Based on this review, the PCSB Board voted in February 2011 to grant full charter continuance to AppleTree PCS.¹³

¹⁰ The Early Childhood PMF is a standardized framework for assessing the performance of early childhood programs.

¹¹ See Appendix C.

¹² See 5-Year Review Board Memorandum, attached as Appendix E.

¹³ See Board Meeting Minutes from February 28, 2011, attached as Appendix F.

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and expectations are only considered as part of the renewal analysis if they were included in a school's charter, charter agreement, or accountability plans approved by the PCSB Board (collectively, the "Charter").

In June 2014, the PCSB Board approved AppleTree PCS's petition to amend its charter to adopt goals and expectations related to PCSB's EC PMF.¹⁴ Consistent with PCSB policy, when a school adopts the PMF as its goals and academic expectations, PCSB will assess whether a school has met its goals and academic expectations starting in the school year that the respective PMF was formally adopted by the PCSB Board. As such, the EC PMF is considered to be AppleTree PCS's goals and academic expectations for pre-kindergarten 3 and pre-kindergarten 4 starting in school year 2013-14. Per PCSB policy and the school's 2014 amendment, these grade levels will be deemed to have met their goals and academic expectations at the school's ten-year charter review based on:

- Attainment of the majority of targets outlined in the school's Early Childhood Accountability Plans for school years 2010-11 and 2011-12, and the Pilot EC PMF 2012-13.
- Attainment of all of the following targets in the EC PMF for school years 2013-14:

60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed the average growth or will score in the proficient range on the literacy portion of the Every Child Ready assessment, as designated by the publisher;

60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed the average growth or will score in the proficient range on the math portion of the Every Child Ready assessment, as designated by the publisher;

The school will obtain an average score of 3 on Instructional Support, 5 on Emotional Support, and 5 on Classroom Organization on the CLASS assessment;

On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days; and

60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to grade level baseline on the Social-Emotional Learning portion of the Positive Behavior Rating Scale assessment, as designated by the publisher.

¹⁴ See Appendix C.

The chart below summarizes PCSB’s determinations of whether each academic program met their respective goals and academic expectations. These determinations are further detailed in the body of this report.

	Goals and Academic Expectations	Met?
1	Literacy Progress	Substantially
2	Literacy Achievement	Yes
3	Math Progress	Yes
4	Math Achievement	Yes
5	Attendance	Partially
6	The school will obtain an average score of 3 on Instructional Support, 5 on Emotional Support, and 5 on Classroom Organization on the CLASS Assessment.	Partially
7	60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to grade level baseline on the Social-Emotional learning Portion of the Positive Behavior Rating Scale assessment, as designated by the publisher.	Yes

1. Early Childhood Literacy Progress.

Assessment: **AppleTree PCS substantially met this goal.** The school met the majority of its literacy progress targets over the past four years, but did not meet literacy progress targets at two of its five campuses in 2013-14.

Early Childhood Literacy Progress as measured by the Peabody Picture Vocabulary Test (“PPVT”)								
		Target Met?						
Year	Target	Columbia Heights	Southwest ¹⁵		Oklahoma Avenue	Lincoln Park	Southeast	
			Riverside	Amidon			Douglas Knoll	Parklands
2010-11	Preschool and pre-kindergarten students will demonstrate an average gain of 4 or more standard score points from fall to spring on the PPVT.	Yes (Students achieved an average gain of 6.53 points.)	No (Students achieved an average loss of 4.24 points.)	Yes (Students achieved an average gain of 9.97 points.)	Yes (Students achieved an average gain of 6.79 points.)	Not open in 2010-11.	Not open in 2010-11.	
2011-12	Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the PPVT.	Yes (Students increased an average of 13.7 points.)	Yes (Students increased an average of 13.7 points.)	Yes (Students increased an average of 13.7 points.)	Yes (Students increased an average of 7.2 points.)	Yes (Students increased an average of 6.2 points.)	Yes (Students increased an average of 13.7 points.)	Yes (Students increased an average of 9.5 points.)
2011-12	Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the PPVT.	Yes (Students increased an average of 1.1 points.)	Yes. (Students increased an average of 3.7 points.)	Yes. (Students increased an average of 3.7 points.)	No. (Students decreased an average of 2.7 points.)	No. (Students decreased an average of 4.1 points.)	Yes. (Students increased an average of 3.7 points.)	Yes. (Students increased an average of 0.4 points.)
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the PPVT.	Yes. (95.0% of students met this target.)	Yes. (96.0% of students met this target.)		Yes. (99.0% of students met this target.)	Yes. (98.0% of students met this target.)	Yes. (93.0% of students met this target.)	

¹⁵ Although the Douglas Knoll and Parklands facilities reported as one campus during the 2012-13 and 2013-14 school years and Riverside and Amidon facilities reported as one campus during the 2012-13 and 2013-14 school years, each facility reported separately in the 2010-11 and 2011-12 school years.

Early Childhood Literacy Progress as measured by Test of Preschool Early Literacy (“TOPEL”)								
		Target Met?						
Year	Target	Columbia Heights	Southwest		Oklahoma Avenue	Lincoln Park	Southeast	
			Riverside	Amidon			Douglas Knoll	Parklands
2010-11	Preschool and pre-kindergarten students will demonstrate an average gain of 4 or more standard score points from fall to spring on TOPEL.	Yes (Students achieved an average gain of 5.29 points.)	No (Students achieved an average loss of 1.79 points.)	Yes (Students achieved an average gain of 16.9 points.)	Yes (Students achieved an average gain of 13.9 points.)	Not open in 2010-11.	Not open in 2010-11.	
2011-12	Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the TOPEL.	Yes (Students increased an average of 19.5 points.)	Yes (Students increased an average of 18.3 points.)	Yes (Students increased an average of 18.3 points.)	Yes (Students increased an average of 25.1 points.)	Yes (Students increased an average of 27.5 points.)	Yes (Students increased an average of 18.3 points.)	Yes (Students increased an average of 24.6 points.)
2011-12	Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the TOPEL.	Yes (Students increased an average of 1.3 points.)	Yes (Students increased an average of 1.8 points.)	Yes (Students increased an average of 1.8 points.)	No (Students decreased an average of 0.5 points.)	Yes (Students increased an average of 5.1 points.)	Yes (Students increased an average of 1.8 points.)	Yes (Students increased an average of 6.5 points.)

Early Childhood Literacy Progress as measured by the Every Child Ready assessment								
		Target Met?						
Year	Target	Columbia Heights	Southwest		Oklahoma Avenue	Lincoln Park	Southeast	
			Riverside	Amidon			Douglas Knoll	Parklands
2013-14	60% of pre-kindergarten-3 and -4 students will meet or exceed the average growth or will score in the proficient range on the literacy portion of the Every Child Ready assessment, as designated by the publisher.	Yes (63.5% of students met this target.)	Yes (67.6% of students met this target.)	Yes (63.5% of students met this target.)	No (56.5% of students met this target.)	Yes (82.0% of students met this target.)	No (46.4% of students met this target.)	

Qualitative Evidence

In April 2014, PCSB conducted Qualitative Site Reviews (“QSRs”) of all AppleTree PCS campuses, and observed the following evidence in support of this goal.

Campus	QSR Evidence ¹⁶
Columbia Heights	Teachers worked with students in small groups to blend sounds, read sight words, and write in journals about the thematic unit. Students also read books about dinosaurs in the library center. Teachers read books aloud in a whole group setting, stopping to ask the students about the book and engage them in a discussion about the topic.
Southwest	Students learned how to break down phonemes and identified sight words during small group instruction...During one of the small groups, students learned emergent writing skills as they practiced writing letters to their dinosaur pen pals. Students also worked on identifying letters and practicing writing their name.
Oklahoma Avenue	Pre-literacy skills were infused throughout the day. Read Aloud time enabled the teacher to dissect a book in many ways. Teachers asked questions about the sequence of events and conducted pictures walks. In rooms where students had evidently read the book a few times, the teachers asked about the main characters, setting, and character traits. Students practiced singing songs that focused on letters, sounds, and a variety of vocabulary terms during song time and practiced letters or words during journal time.
Lincoln Park	Teachers presented literacy instruction by emphasizing isolated letter sounds, modeling combining sounds to form words, and leading small groups of students in practicing beginning, ending and medial sounds. Teachers worked with small groups to identify words in a group that rhymed and asked students to explain to peers how they knew that the words rhymed.
Southeast	Teachers instructed students in phonics where students learned about letter sounds and rhyming words. Classroom activities included students practicing the sounds that individual letters and letter pairings made as well as choosing the rhyming words in a poem. Students also explored literacy within the centers instruction through a variety of activities.

¹⁶ See AppleTree PCS Qualitative Site Review reports, attached to this report as Appendix G.

2. Early Childhood Literacy Achievement.

Assessment: **AppleTree PCS met this goal.** The school met all targets related to this goal.

Early Childhood Literacy Achievement as measured by the PPVT								
		Target Met?						
Year	Target	Columbia Heights	Southwest		Oklahoma Avenue	Lincoln Park	Southeast	
			Riverside	Amidon			Douglas Knoll	Parklands
2010-11	85% of preschool and pre-kindergarten students will achieve a standard score within the normal range on the PPVT	Yes (92% of students achieved a score within the normal range.)	Yes (87% of students achieved a score within the normal range.)	Yes (97% of students achieved a score within the normal range.)	Yes (92% of students achieved a score within the normal range.)	Not open in 2010-11.	Not open in 2010-11.	
2011-12	85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the PPVT	Yes (91.2% of students achieved a score within the normal range.)	Yes (92% of students achieved a score within the normal range.)	Yes (92% of students achieved a score within the normal range.)	Yes (92.7% of students achieved a score within the normal range.)	Yes (93.1% of students achieved a score within the normal range.)	Yes (90.3% of students achieved a score within the normal range.)	Yes (90.3% of students achieved a score within the normal range.)
Early Childhood Literacy Achievement as measured by the TOPEL								
		Target Met?						
Year	Target	Columbia Heights	Southwest		Oklahoma Avenue	Lincoln Park	Southeast	
			Riverside	Amidon			Douglas Knoll	Parklands
2010-11	85% of preschool and pre-kindergarten students will achieve a standard score within the normal range on the TOPEL.	Yes (96% of students achieved a standard score within the normal range.)	Yes (97% of students achieved a score within the normal range.)	Yes (100% of students achieved a score within the normal range.)	Yes (100% of students achieved a standard score within the normal range.)	Not open in 2010-11.	Not open in 2010-11.	

2011-12	85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the TOPEL.	Yes (97.3% of students achieved a standard score within the normal range.)	Yes (97.3% of students achieved a score within the normal range)	Yes (97.3% of students achieved a score within the normal range.)	Yes (98.7% of students achieved a standard score within the normal range.)	Yes (100% of students achieved a score within the normal range.)	Yes (96.1% of students achieved a score within the normal range.)	Yes (96.1% of students achieved a score within the normal range.)
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Qualitative Evidence

In April 2014, PCSB reviewers observed the following evidence in support of this goal.

Campus	QSR Evidence¹⁷
Columbia Heights	Teachers worked with some students individually to support more independent reading and writing. Teachers also modeled writing in a whole group setting while differentiating levels of what the students could do. Some students were encouraged to draw a picture and explain it while others were asked to label their drawings in their journals.
Southwest	During one of the observations, all of the students learned sight words beginning with the letter F. The teacher differentiated the level of support to students by having one group engage in extra practice identifying sight words... Teachers also assessed students using pictures of “rare words.” Students were expected to tell the name of each picture.
Oklahoma Avenue	Generally, students worked in leveled groups in all classrooms and the teachers rotated through, differentiating instruction by spending more time with students who needed more attention. The teachers wrote notes throughout the lessons, assessing and tracking the skills of the students during most observations.
Lincoln Park	Teachers provided differentiated instruction in reading and assessed students to determine progress. Teachers pulled small, homogeneous groups of students to work at their skill-level and asked each student to demonstrate the particular skill that they were working on e.g., choosing pairs of rhyming words, identifying beginning, ending, and medial sounds, and naming words that began with a certain sound. Teachers provided timely and constructive feedback to students and retaught when students had trouble answering questions.
Southeast	Students worked in small groups with a teacher in the majority of observations. Teachers gave students individual attention in the small groups and assessed their work in real-time. In a few observations teachers also gave students feedback on their work quickly and guided students to make adjustments.

¹⁷ See Appendix G.

3. Math Progress Indicators.

Assessment: **AppleTree PCS met this goal.** The school met the majority of the targets related to this goal.

Early Childhood Math Progress as measured by the Test of Early Mathematics Ability (“TEMA”)								
		Target Met?						
Year	Target	Columbia Heights	Southwest		Oklahoma Avenue	Lincoln Park	Southeast	
			Riverside	Amidon			Douglas Knoll	Parklands
2010-11	Preschool and pre-kindergarten students will demonstrate an average gain of 4 or more standard score points from fall to spring on TEMA.	Yes (Students achieved an average gain of 7.91 points.)	Yes (Students achieved an average gain of 6.37 points.)	Yes (Students achieved an average gain of 19.57 points.)	Yes (Students achieved an average gain of 14.1 points.)	Not open in 2010-11.	Not open in 2010-11.	
2011-12	Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the TEMA.	Yes (Students increased an average of 10.1 points.)	Yes (Students increased an average of 12.4 points.)	Yes (Students increased an average of 12.4 points.)	Yes (Students increased an average of 14.9 points.)	Yes (Students increased an average of 13.2 points.)	Yes (Students increased an average of 12.4 points.)	Yes (Students increased an average of 11.3 points.)
2011-12	Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the TEMA.	Yes (Students increased an average of 6.3 points.)	No (Students decreased an average of 0.5 points.)	No (Students decreased an average of 0.5 points.)	Yes (Students increased an average of 6.6 points.)	Yes (Students increased an average of 0.7 points.)	No (Students decreased an average of 0.5 points.)	Yes (Students increased an average of 3.6 points.)
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four scale points in mathematics on the TEMA.	Yes (79.0% of students met this target.)	Yes (82.0% of students met this target.)		Yes (82.0% of students met this target.)	Yes (94.0% of students met this target.)	Yes (85.0% of students met this target.)	

Early Childhood Math Progress as measured by the Every Child Ready assessment								
		Target Met?						
Year	Target	Columbia Heights	Southwest		Oklahoma Avenue	Lincoln Park	Southeast	
			Riverside	Amidon			Douglas Knoll	Parklands
2013-14	60% of pre-kindergarten-3 and -4 students will meet or exceed the average growth or will score in the proficient range on the math portion of the Every Child Ready assessment, as designated by the publisher.	Yes (80.4% of students met this target.)	Yes (81.7% of students met this target.)	Yes (80.4% of students met this target.)	Yes (68.3% of students met this target.)	Yes (85.2% of students met this target.)	No (55.4% of students met this target.)	

Qualitative Evidence

In April 2014, PCSB reviewers observed the following evidence in support of this goal.

Campus	QSR Evidence ¹⁸
Columbia Heights	The teachers used small dinosaur toys to provide a visual representation of the numbers in the equation. Teachers also delivered math instruction in small groups using laminated placemats for counting and adding. Students used manipulatives to solve math problems.
Southwest	[S]tudents in one of the centers worked on identifying and writing two and three digit numbers on their whiteboards. Students also used counter blocks to count the number of sounds within a word.
Oklahoma Avenue	The school has implemented effective instruction in math to support students' academic progress. Teachers incorporated math instruction throughout the day including songs that were focused on numbers and counting.
Lincoln Park	[T]he team noticed the integration of math concepts at various points during the observed lessons. A few teachers asked students to count as they transitioned from one activity to another.
Southeast	Teachers worked with students on counting and foundational numeracy. The QSR team observed students doing various counting activities from singing along with a counting video to counting to a certain number in order to be dismissed to snack. Counting numbers were posted on the stairs and in the hallways for students to practice.

¹⁸ See Appendix G.

4. Math Achievement Indicators.

Assessment: **AppleTree PCS met this goal.** The school only measured math achievement in 2011-12, but the majority of campuses met the target that year.

Early Childhood Math Achievement as measured by the TEMA								
		Target Met?						
Year	Target	Columbia Heights	Southwest		Oklahoma Avenue	Lincoln Park	Southeast	
			Riverside	Amidon			Douglas Knoll	Parklands
2011-12	85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the TEMA.	Yes (89.2% of students achieved a standard score at or above the normal range.)	Yes (88.0% of students achieved a standard score at or above the normal range.)	Yes (88.0% of students achieved a standard score at or above the normal range.)	Yes (91.3% of students achieved a standard score at or above the normal range.)	Yes (100% of students achieved a standard score at or above the normal range.)	No (74.2% of students achieved a standard score at or above the normal range.)	No (74.2% of students achieved a standard score at or above the normal range.)

Qualitative Evidence

In April 2014, PCSB reviewers observed the following evidence in support of this goal.

Campus	QSR Evidence ¹⁹
Columbia Heights	Teachers also led small group math instruction and presented different levels of problems to different groups of students. Students also had opportunities to work independently.
Southwest	The teachers were able to individually assess student learning through questioning and observation. During two classroom observations students were assessed individually using the Every Child Readiness Curriculum (ECR).
Oklahoma Avenue	Teachers had multiple opportunities to differentiate learning for students throughout the day in both reading and math instruction...The teachers wrote notes throughout the lessons, assessing and tracking the skills of the students during most observations.

¹⁹ See Appendix G.

Lincoln Park	The teachers generally used all time for instruction. One teacher asked students to count to 20 while she searched for a song they had requested to sing. The teacher gave the students a choice in how they wanted to count: doing jumping jacks, clapping their hands, or jumping. This teacher also asked students what day it was based on the date from yesterday, asking one student to explain this to the rest of the class.
Southeast	Students worked in small groups with a teacher in the majority of observations. Teachers gave students individual attention in the small groups and assessed their work in real-time. In a few observations teachers also gave students feedback on their work quickly and guided students to make adjustments.

5. Attendance.

Assessment: **AppleTree PCS partially met this goal.** The school met 12 of 21 attendance targets since 2010-11.

Attendance Targets								
		Target Met?						
Year	Target	Columbia Heights	Southwest		Oklahoma Avenue	Lincoln Park	Southeast	
			Riverside	Amidon			Douglas Knoll	Parklands
2010-11	On average, preschool and pre-kindergarten students will attend school 85% of the days	Yes (88.1% in-seat attendance)	Yes (86.2% in-seat attendance)	Yes (86.2% in-seat attendance)	Yes (85.1% in-seat attendance)	Not open in 2010-11.	Not open in 2010-11.	
2011-12	On average, preschool and pre-kindergarten students will attend school 85% of the days	Yes (89.3% in-seat attendance)	Yes (90.4% in-seat attendance)	Yes (90.4% in-seat attendance)	Yes (86.5% in-seat attendance)	No (82.6% in-seat attendance)	No (84.9% in-seat attendance)	No (84.9% in-seat attendance)
2012-13	On average, preschool and pre-kindergarten students will attend school 88% of the days	No (87.3% in-seat attendance)	No (82.1% in-seat attendance)		Yes (90.9% in-seat attendance)	Yes (90.5% in-seat attendance)	No (83.8% in-seat attendance)	
2013-14	On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	No (87.2% in-seat attendance)	Yes (89.0% in-seat attendance)		No (84.2% in-seat attendance)	Yes (92.1% in-seat attendance)	No (82.2% in-seat attendance)	

6. The school will obtain an average score of 3 on Instructional Support, 5 on Emotional Support, and 5 on Classroom Organization on the Classroom Assessment Scoring System (“CLASS”) Assessment.

Assessment: **AppleTree PCS partially met this goal.** For the most part, the school met targets related to the emotional support and classroom organization indicators. However, the school did not make the targets related to instructional support at any campus and did not meet the target for Classroom Organization at the Oklahoma Campus.

CLASS is an observational tool that provides a common framework for measuring the quality of classroom interactions that promote children’s development and learning. In the 2013-14 school year, the DC Office of the State Superintendent of Education (“OSSE”) contracted with an external vendor to administer observations of Pre-K classrooms in all schools with early childhood programs. AppleTree PCS received ratings across three domains:

- *Emotional Support* – how well teachers promote a positive classroom climate
- *Classroom Organization* -- how well teachers manage children's behavior, time and attention
- *Instructional Support* – how well teachers implement the curriculum to promote cognitive and language development

2013-14 CLASS Scores for Early Childhood Programs <i>(all ratings on a '1' to '7' scale, with '7' as the highest score)</i>			
Campus	Emotional Support	Classroom Organization	Instructional Support
Columbia Heights	5.47	5.33	2.69
Southwest	5.87	5.48	2.30
Oklahoma Avenue	5.35	4.84	2.40
Lincoln Park	5.83	5.41	2.74
Southeast	5.73	5.38	2.35

Qualitative Evidence

In April 2014, PCSB reviewers observed the following evidence in support of this goal.

Campus	QSR Evidence ²⁰
Columbia Heights	<p>Overall, PCSB reviewers scored 87.5% of the observations as proficient or exemplary in classroom environment and 85% of observations as proficient or exemplary in instructional delivery. Reviewers recorded many instances of teachers and staff exhibiting patience with students and skilled management of students' individual behavior:</p> <p style="padding-left: 40px;">Teachers handled crying students in a calm manner with soft voices. Some were briefly removed from the room to get a drink. Teachers encouraged students to take deep breaths and explain why they were upset.</p> <p style="text-align: center;">...</p> <p style="padding-left: 40px;">Teachers maintained high expectations for students and encouraged them to keep trying. Students who were having trouble blending some sounds continued to practice and were rewarded with praise after accomplishing the task.</p> <p>Reviewers also recorded many instances of teachers clearly communicating expectations for learning, directions, and procedures to the students through oral and written communication:</p> <p style="padding-left: 40px;">Teachers communicated directions to students and modeled instructional tasks. Teachers embedded ways to gauge student understanding of the material such as asking students to give a thumbs up if they understood or agreed with another student's answer.</p> <p style="text-align: center;">...</p> <p style="padding-left: 40px;">Teachers posed numerous questions to elicit student responses during whole and small group instruction. Teachers repeated aspects of the lesson such as putting sounds together to form a word when a student did not arrive at the correct answer. Teachers also moved to more challenging tasks depending on student responses. When students finished a set of addition problems during small group work, the teacher moved on to more difficult equations with bigger numbers.</p> <p>Reviewers rated only 67% of the observations as establishing a culture of learning and noted that teachers in a few isolated instances were not engaged with students and exhibited a low level of energy for the work. Additionally, reviewers noted a few isolated instances where teachers did not pace the lessons well or adjust the lessons based on the student responses or participation level.</p>

²⁰ See Appendix G.

Southwest	<p>The Southwest campus had the strongest QSR ratings of all AppleTree PCS campuses in 2013-14: reviewers rated 100% of observations as proficient or exemplary in classroom environment and 100% of observations as proficient or exemplary in instructional delivery. Students were focused and understood the routines and procedures, and teachers maximized every minute of instruction and communicated effectively with the students. Additionally, reviewers observed that:</p> <p style="padding-left: 40px;">The learning centers and small group instruction were comprised of activities and learning opportunities that allowed students to experiment with manipulatives and develop basic reading and writing skills. The teachers used a variety of materials and resources when working with small and whole groups of students. The teachers also used timers to measure time on task and time spent completing tasks and assessments.</p>
Oklahoma Avenue	<p>At the Oklahoma Avenue campus, reviewers scored 79% of observations as proficient or exemplary in classroom environment and 85% of observations as proficient or exemplary in instructional delivery. Examples of teachers and students promoting an environment of learning, exploring, and understanding include:</p> <p style="padding-left: 40px;">During one observation students were acting out a bear hunt with the music. When the teacher needed them to lower their voices and focus on her, she said, “Please catch a bubble.” Another teacher indicated she needed quiet for a task and students put their fingers to their lips. When teachers signaled the change of an activity, the students took the initiative to distribute and collect materials needed for the next lesson.</p> <p style="text-align: center;">...</p> <p style="padding-left: 40px;">All teachers communicated the importance of learning to students, saying, “It is important that we all learn this, it will help us be good at other things.” and, “That is good, you all knew it. Students, can we do one more?” Teachers expected effort and participation from all students. Students responded by being persistent and completed high quality work. Students were excited to share their work with the teacher and other students.</p> <p>Reviewers observed teachers clearly communicating the lesson to students, and students were actively engaged in learning:</p> <p style="padding-left: 40px;">Teachers clearly stated the purpose of the lesson and used challenging, age-appropriate vocabulary in all classrooms. The teachers’ explanation of the content was clear which invited student participation and thinking. Teachers also incorporated additional vocabulary when reading books to the class, such as “cooperate,” “compromise,” “museum,” and “illustrate.” Teachers modeled vocabulary and then invited students to use the new words in sentences.</p> <p style="text-align: center;">...</p> <p style="padding-left: 40px;">Students had extensive choice in how they completed tasks and the materials and resources supported the learning goals. Students</p>

	<p>actively worked on completing graphic organizers, writing their own ideas, designing their own artwork, and creating their own play experiences. Additionally the pacing of the lessons provided the time needed for students to be intellectually engaged.</p> <p>Under the “managing student behavior” domain, reviewers rated only 67% of observations as proficient or exemplary because teachers’ response to student misbehavior was inconsistent and could be harsh. Furthermore, reviewers rated only 67% of observations under the “instructional use of assessments” domain as proficient or exemplary. Reviewers noted that teachers in a small number of observations globally assessed understanding in the class without giving specific feedback to students.</p>
Lincoln Park	<p>The Lincoln Park campus received the second highest rating of all of AppleTree PCS’s campuses. Reviewers rated 100% of observations as proficient or exemplary in classroom environment and 92% of observations as proficient or exemplary in instructional delivery. PCSB staff concluded that the school had extensive strategies in place to meet the needs of all learners and that the six-to-one student ratio allowed teachers to continuously check in with individual students, provide feedback, and differentiate instruction. Reviewers recorded many instances of teachers and staff leading caring, cooperative classrooms:</p> <p style="padding-left: 40px;">Teachers told students that they expected their best work, saying, “You are going to sing this song in your best voice.” Teachers recognized student effort in small groups as they asked each student a question related to the skill they were learning. Teachers said, “I like how you are repeating the words that you heard,” and “Nice job!” Students praised each other for good work, saying, “Super, good job!” and “You’re doing a great job!”</p> <p style="text-align: center;">...</p> <p style="padding-left: 40px;">Across all classrooms students transitioned smoothly without assistance from the teacher during center time. Teachers established routines and rituals effectively throughout all classrooms, as students quietly entered classrooms at the beginning of the day and sat on the carpet, walked up the stairs quietly with their hands on the railing for safety, and cleaned up from snack on their own. Students responded consistently to cues and transition techniques, such as, “Everybody stop, hands on top,” which caused all students to quiet down and raise hands to show they were listening.</p> <p>Reviewers also saw teachers presenting lessons clearly, inviting students to think and offer answers to open-ended and single-path questions, and ensuring students were following along:</p> <p style="padding-left: 40px;">Teachers asked open-ended questions during story time related to students’ prior knowledge of dinosaurs as well as questions related to the plot of the book. Students extended the discussion by asking their own higher order questions, like why dinosaurs</p>

	<p>lived before humans. During snack time teachers walked around the classroom, asking students what they were learning and if their snacks were healthy, prompting students to freely discuss with both teachers and peers.</p> <p>...</p> <p>Teachers provided timely feedback and scaffolding. Teachers praised the students for correct answers and persistence and helped students get to the correct answers when needed. In one observation of a small group doing targeted work on social skills, the teacher asked each student to say one thing that he or she learned and every student was able to do so.</p>
Southeast	<p>Reviewers rated 84% of observations as proficient or exemplary in classroom environment and 66% of observations as proficient or exemplary in instructional delivery. Teachers showed a high regard for student ability, and reviewers noted well-established routines and procedures. For example:</p> <p>Teachers and students engaged in positive interactions through actions and words. Students asked teachers for help with tying shoes and opening snack bags by regularly saying “please” and “thank you.” Students called classmates by their first names when speaking to each other. Teachers also used hand motions and signals such as clapping hands, smiling faces, and high fives when students met or exceed expectations to indicate feelings.</p> <p>Reviewers also noted that students were consistently engaged in learning tasks and that teachers asked questions that elicited a variety of answers and built on peers’ responses:</p> <p>Teachers asked open-ended questions and welcomed multiple approaches to answering questions. All of the observations scoring proficient included teachers asking students questions like “What words start with the letter N?” and “Tell me what you mean by ‘big’,” which prompted students to share ideas and talk freely. One teacher asked students to respond by adding on to what their classmates had said.</p> <p>PCSB noted that some observations rated below proficient in instructional delivery because teachers asked primarily recall questions, did not use appropriate vocabulary, or did not appropriately pace the lessons. For example:</p> <p>Some teachers did not call on the students who were distracted or sitting improperly, causing only students who could sit quietly to fully participate in the learning task. Some students had trouble keeping the pace with a video of a song, which resulted in about half of the students not participating in that activity.</p>

5. 60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to grade level baseline on the Social-Emotional learning portion of the Positive Behavior Rating Scale assessment, as designated by the publisher.

Assessment: **AppleTree PCS met this goal.**

Early Childhood Math Achievement as measured by the Positive Behavior Rating Scale Assessment (“PBRs”)								
		Target Met?						
Year	Target	Columbia Heights	Southwest		Oklahoma Avenue	Lincoln Park	Southeast	
			Riverside	Amidon			Douglas Knoll	Parklands
2013-14	60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to grade level baseline on the Social-Emotional learning portion of the Positive Behavior Rating Scale assessment, as designated by the publisher.	Yes (85.1% of students met this target.)	Yes (64.8% of students met this target.)		Yes (85.1% of students met this target.)	Yes (70.2% of students met this target.)	Yes (69.3% of students met this target.)	

Qualitative Evidence

In April 2014, PCSB reviewers observed the following evidence in support of this goal.

Campus	QSR Evidence ²¹
Columbia Heights	The QSR team scored 92% of the observations as exemplary or proficient in Creating an Environment of Respect and Rapport. Teacher and student interactions were warm and respectful. Teachers encouraged sharing and helped students cooperate as needed. Teachers managed student behavior with patience and understanding. They used behavior charts and the “Sit and Watch” chair when appropriate. Teachers placed stickers on the behavior charts to highlight appropriate behavior and talked about each student’s behavior as they placed the stickers next to the names. The “Sit and Watch” chair was used sparingly. The few students who sat in it were there for a brief time before they reentered the class activity.
Southwest	Students managed their feelings and behaviors and also worked cooperatively in their small groups. The students had healthy interactions with their classmates and were not observed having many behavioral issues. The teaching staff modeled the appropriate behavior that they wanted to see from students and redirected students’ misbehavior in a positive manner. Teachers used a “Sit and Watch” chair for students who were having trouble following

²¹ See Appendix G.

	directions. A student would sit and learn from other students who were on task and behaving appropriately. Some of the students hugged the teaching staff when they entered the classrooms.
Oklahoma Avenue	To provide students with the social foundation to succeed in school, teachers help students work together, share, and cooperate. Teachers discussed these components with students using stories, questions, and one-on-one time. One teacher read a book about sharing and then led the class through questions and a discussion about how to share supplies and how to cooperate with others.
Lincoln Park	Teachers consistently emphasized social skills in interactions with students by modeling respectful behavior and by praising students for positive interactions with peers. One teacher had a conversation with a student about the difference between tattling on a child misbehaving but not harming anyone versus telling an adult when a student is putting himself or others in danger. A small group of students worked in a small “social skills” group where they learned about age- appropriate social skills and had the opportunity to practice and demonstrate what they learned. Teachers supported emotional development by (1) having students watch other students follow directions in a “Sit and Watch” chair in order to get the student back on track, (2) praising students for staying on task and paying attention to the teacher’s directions, and (3) allowing the students to choose their own activities during center time. Students demonstrated social and emotional proficiency as they transitioned smoothly from center to center and through the absence of serious misbehavior.
Southeast	There was evidence that the school provides students with a social foundation. The students played and worked together in every observation. Teachers reminded students how to share appropriately, when necessary, and the students were generally comfortable completing tasks with each other. The QSR team also observed teachers using a “Sit and Watch” chair. Students were directed to sit in this chair and watch other students who were following directions. The classroom environments allowed students to celebrate each other’s successes. Teachers encouraged students to keep trying when they made a mistake. In one classroom where parents visited, the students told the parents about how they learned to tell whether things were a “big deal” or a “little deal,” as it related to how they learned to address issues that arose in class.

COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires PCSB to determine at least 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.”²² The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. Below is a summary of the school’s compliance record.

Compliance Item	Description	School’s Compliance Status 2010-11 to present²³
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.	In 2011-12, PCSB found that all campuses violated D.C. Code § 38-1802.06 when the school requested students be potty trained in its application. PCSB asked the school to remove this request and resubmit the application for PCSB review. This issue was resolved.
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 ²⁴ and the school must distribute such policies to students and parents.	Compliant since 2010-11.
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. ²⁵ To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> - 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 2010-11.

²² D.C. Code § 38.1802.12(c).

²³ See AppleTree PCS Compliance Reports, attached to this report as Appendix H.

²⁴ See *Goss v. Lopez*, 419 U.S. 565 (1975).

²⁵ D.C. Code § 38.1802.04 (c)(4)(A).

<p>Equal employment D.C. Code § 38-1802.04(c)(5)</p>	<p>A DC charter school’s employment policies and practices must comply with federal and local employment laws and regulations.</p>	<p>Compliant since 2010-11.</p>
<p>Insurance As required by the school’s charter</p>	<p>A DC charter school must be adequately insured.</p>	<p>Compliant since 2010-11.</p>
<p>Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 <i>et seq.</i></p>	<p>A DC charter school must possess all required local licenses.</p>	<p>In 2011-12, the Parklands, Oklahoma Avenue, and Columbia Heights campuses were in the process of obtaining updated Certificates of Occupancy.</p> <p>In 2012-13, the Oklahoma Avenue had received its updated Certificate, but the Columbia Heights and Parklands updated Certificates of Occupancy were still pending. Additionally, the Amidon campus was also in the process of obtaining an updated Certificate of Occupancy.</p> <p>In 2013-14, all previously pending Certificates of Occupancy had been updated. The Lincoln Park campus was in the process of obtaining an updated Certificate of Occupancy. The school since notified PCSB that an updated Certificate of Occupancy for this campus was not needed because it did not intend on enrolling as many students in 2014-15.</p>

Highly Qualified Teachers Elementary and Secondary Education Act (“ESEA”) 20 U.S.C. § 6301	DC charter schools receiving Title I funding must employ “Highly Qualified Teachers” as defined by ESEA.	N/A ²⁶
Proper composition of board of trustees D.C. Code § 38-1802.05	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.	In 2011-12, PCSB found that only one parent was on the board. This issue was resolved.
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 2010-11.

Procurement Contracts

The SRA requires DC charter schools to utilize 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 PCSB all bids received, the contractor selected, and the rationale for which contractor was selected.²⁷ To ensure compliance with this law, PCSB requires schools to submit a “Determinations and Findings” form to detail any qualifying procurement contract that the school has executed.

Year	Qualifying contracts executed by AppleTree PCS	Corresponding documentation submitted to PCSB
2010-11	Data unavailable	-
2011-12	8	6
2012-13	4	4
2013-14	6	6

²⁶ Pre-Kindergarten schools are not required to have “Highly Qualified Teachers,” as the requirement only applies to elementary and secondary schools.

²⁷ D.C. Code § 38-1802.04(c)(1).

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act²⁸ (“IDEA”) and the Rehabilitation Act of 1973. The following section summarizes AppleTree PCS’s special education compliance from 2011-12 to the present.

OSSE Special Education Compliance Reviews

The DC Office of the State Superintendent of Education (“OSSE”) monitors charter schools’ special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE’s findings of AppleTree PCS’s special education compliance are summarized below.

Annual Determinations

As required by a federal regulation, OSSE annually analyzes each LEA’s compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.²⁹ Each year’s report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports. In 2014, OSSE published its 2011 Annual Determination reports (based on the school’s 2011-12 performance). AppleTree PCS’s Annual Determination compliance is detailed in the table below.³⁰

Year	Percent compliant with audited special education federal requirements	Determination Level
2010	90%	Meets Requirements
2011	71%	Needs Assistance
2012	106% ³¹	Meets Requirements

On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA’s special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. At the time, if a school was less than 80% compliant with a student-level and/or LEA-level indicator, it was required to implement corrections and report these corrections to OSSE.

²⁸ 20 U.S.C. § 1413(a)(5).

²⁹ As required by federal regulation 34 C.F.R. § 300.600(c).

³⁰ See FFY 2011 IDEA Part B LEA Performance Determinations, attached to this report as Appendix I.

³¹ The school’s compliance rate is over 100% because OSSE issued a “bonus” compliant indicator – not having any longstanding noncompliance issues from FY2009, FY2010, or FY2011.

(Beginning in 2013, LEA's are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.)³²

In 2011, OSSE published an on-site Compliance Monitoring Report of AppleTree PCS based on the school's performance in 2011-12.³³ The school was required to implement corrections in the following areas. OSSE has since verified that AppleTree PCS has implemented corrections for all identified student level findings.

Student-Level Compliance	
Compliance Area	Number of indicators where corrections were required
Part C to B transition	1 out of 1
Initial Evaluations and Reevaluations	2 out of 3
IEP Development	4 out of 9
Least Restrictive Environment	2 out of 2
Discipline	0 out of 2
Data Verification	4 out of 7
Total indicators where corrections were required	12 out of 23

LEA-Level Compliance	
Compliance Area	Number of indicators where corrections were required
Data Verification	0 out of 1
Fiscal Requirements	2 out of 13

³² If the school was found to be 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.

³³ See 2011-12 On-Site Monitoring Report Attachments, attached to this report as Appendix J.

Total indicators where corrections were required	2 out of 14
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Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education’s Office of Special Education Programs detailing District of Columbia LEAs’ compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements.

In recent special conditions reporting on OSSE’s DC Corrective Action Tracking System Database (“DCCATS”), AppleTree PCS was found to be noncompliant for Timely Completion of Initial Evaluation during the span of October 1- December 31, 2012. According to OSSE, the LEA has since corrected this issue of noncompliance. AppleTree PCS was again found to be noncompliant for Timely Completion of Initial Evaluation during the span of January 1, 2013 - March 31, 2013. According to OSSE, the LEA has since corrected this issue of noncompliance.³⁴

Blackman Jones Implementation Review

With compliance requirements pursuant to IDEA and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEAs’ timely implementation of Hearing Officer Determinations (“HODs”) and Settlement Agreements (“SAs”).

As of June 2014, the Blackman Jones Database shows AppleTree PCS has no HODs or SAs.

³⁴ See Quarterly Findings Summaries, attached to this report as Appendix K.

FISCAL REVIEW

STANDARD OF REVIEW

The SRA requires PCSB to revoke a school's charter if 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.³⁵

As part of the charter review process, PCSB reviewed AppleTree Charter School's financial record regarding these areas.³⁶

SUMMARY OF FINDINGS

AppleTree PCS has no pattern of non-adherence to GAAP, nor are there indications that it engaged in a pattern of fiscal mismanagement. The school received the highest possible score on PCSB's Charter Audit Resource Management framework – also known as the CHARM™ - in each year from FY2011 to FY2013. While many financial metrics improved in FY2014, the School's fiscal score will decline slightly due to two audit findings and a qualified opinion on its compliance with the National School Lunch and Breakfast Program. The school has received all unqualified audits on its financial statements in each of the last four years.

FINANCIAL OVERVIEW

The following table provides an overview of AppleTree PCS's financial information over the past four fiscal years. Enrollment almost doubled in FY2011 with a corresponding increase in revenue. In the last two years, enrollment has risen incrementally to 647 students in FY2014. The school has had four consecutive years of operating surpluses, which has allowed it to build a much stronger balance sheet, growing both its net asset position and cash balances.

³⁵ See D.C. Code § 38-1802.13(b).

³⁶ This review is based on the school's FY2011, FY2012, FY2013, and FY2014 audits, attached to this report as Appendix L.

	Audit Year			
	2011	2012	2013	2014
Audited Enrollment	317	617	639	647
Total DC Funding Allocation	\$5,024,489	\$10,085,050	\$11,008,686	\$11,063,469
Total Federal Entitlements and Funding	\$1,720,231	\$810,728	\$404,243	\$874,568
Unrestricted Cash and Cash Equivalents on 6/30/14	\$608,102	\$1,038,521	\$1,576,777	\$2,341,590
Total Assets	\$6,177,404	\$6,453,414	\$6,680,045	\$7,634,887
Total Current Assets	\$3,280,650	\$1,513,082	\$19,752,102	\$2,931,895
Total Liabilities	\$4,488,584	\$4,458,402	\$4,080,884	\$4,033,359
Total Current Liabilities	\$1,081,796	\$1,271,406	\$1,113,680	\$1,285,947
Net Asset Position	\$1,688,820	\$1,995,012	\$2,599,161	\$3,601,528
Total Revenues	\$6,982,093	\$11,198,735	\$12,008,981	\$13,032,827
Total Expenses	\$5,750,787	\$10,892,540	\$11,404,832	\$12,030,460
Change in Net Assets	\$1,231,306	\$306,195	\$604,149	\$1,002,367

SPENDING DECISIONS

The following table provides an overview of AppleTree PCS's spending decisions over the past four years. In FY2012, the school's spending on personnel increased due to its increased enrollment, from 54% to 62% percent of its total revenue, in line with the typical charter school in DC. As the school has grown over the four-year period, its occupancy costs have almost doubled. However, as a percentage of revenue, occupancy costs have remained in a relatively tight range between 17-19%. All of the school's spending ratios are near the average of DC charter schools.

	Audit Year			
	2011	2012	2013	2014
Total Personnel Salaries and Benefits	\$ 3,760,675	\$ 6,953,220	\$ 7,576,897	\$ 8,127,002
Total Direct Student Costs	\$ 602,697	\$ 1,043,719	\$ 907,556	\$ 886,140
Total Occupancy Expenses	\$ 1,178,731	\$ 2,078,105	\$ 2,135,829	\$ 2,241,869
Total Office Expenses	\$ 93,943	\$ 259,509	\$ 268,965	\$ 306,205
Total General Expenses	\$ 114,741	\$ 557,987	\$ 515,585	\$ 469,244
Operating Surplus/(Deficit)	\$ 1,231,306	\$ 306,195	\$ 604,149	\$ 1,002,367
as a percent of revenue				
Total Personnel Salaries and Benefits	54%	62%	63%	62%
Total Direct Student Costs	9%	9%	8%	7%
Total Occupancy Expenses	17%	19%	18%	17%
Total Office Expenses	1%	2%	2%	2%
Total General Expenses	2%	5%	4%	4%
Operating Surplus/(Deficit)	18%	3%	5%	8%

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of AppleTree Charter School establish that the School has adhered to GAAP. The auditor expressed unqualified/unmodified opinions on the financial statements in each of the past four years. However, the school received a qualified program opinion for its compliance with the National School Lunch Program in FY2014. Additionally, auditors noted two findings in the most recent year. One of the findings was due to the school’s controls around the lunch program. Specifically, AppleTree PCS failed to certify all of the forms submitted by parents. The other finding was due to a lack of a lease or sublease agreement on file to support lease payments to a third party landlord for office space. In both cases, the school’s management has responded with a plan to rectify the findings.

	FY2011	FY2012	FY2013	FY2014
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unqualified	Unmodified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives \$500K+ in federal funds.	Unqualified	Unqualified	N/A	Qualified
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	No	No	N/A	No
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0	2
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	N/A	No	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	N/A	No	No	No

FISCAL MANAGEMENT

The school has not engaged in a pattern of fiscal mismanagement. While the School had audit findings in FY2014, the first in several years, there are no other concerning signs in the financial statements. The school has grown significantly over the last several years, and has used the additional revenue to strengthen its balance sheet. For the years of this review, AppleTree PCS has consistently received unqualified opinions on its financial statements.

The AppleTree Institute, the school’s management organization³⁷, managed all aspects of its finances, including accounting and fiscal compliance services. AppleTree PCS and AppleTree Institute are related parties, and share the same board of directors.³⁸ The school also leases and subleases facilities from AppleTree Institute. In FY2014, AppleTree PCS paid its CMO

³⁷ While the school maintains that the AppleTree Institute is not a management organization of the school, PCSB believes that it is appropriate to characterize the relationship as such given that AppleTree Institute provides both administrative and educational services to the LEA.

³⁸ See Appendix L..

\$407,619 for administrative costs. It paid an additional \$207,000 to AppleTree Institute to provide services related to its federal grant to develop its curriculum.³⁹

ECONOMIC VIABILITY

AppleTree PCS is economically viable. Audited enrollment has more than doubled in the last four years to 647 students in FY2014. The additional revenue has enabled the school to build its cash position and net assets. The following tables provide a summary of financial results for the past four fiscal years. Areas of concern (where the school falls outside the norm among DC charter schools) are highlighted where applicable.

Financial Performance

PCSB assesses a school’s financial performance with two key indicators. The first indicator is a school’s “operating result” – how much its total annual revenues exceed its total annual expenditures. In general, PCSB recommends that a school’s annual operating results are positive. Another indicator of a school’s financial performance is its earnings before depreciation (“EBAD”)⁴⁰, a financial performance measure of profitability. Based on these measures, **AppleTree PCS’s financial performance has been strong in the most recent four years.**

	Indicator of Concern	Audit Year			
		2011	2012	2013	2014
Operating Surplus/(Deficit)	< 0	\$1,231,306	\$306,195	\$604,149	\$1,002,367
Earnings Before Depreciation	< 0	\$1,285,620	\$540,149	\$916,290	\$1,319,635
Aggregated 3-Year Total Margin	< -1.5	12.0%	6.9%	7.1%	5.3%

Liquidity

Two indicators of a school’s short-term economic viability are its current ratio⁴¹ and its days of cash on hand.⁴² A current ratio greater than one indicates a school’s ability to satisfy its immediate financial obligations. The school’s current ratio has been above 1.0 in all four years and was 2.3 at the end of FY2014.

Days of cash on hand is an important liquidity measure because it reflects whether a school can withstand unexpected cash delays and still satisfy its financial obligations. Typically, 90 days or more of cash on hand is recommended. Less than 30 days of cash on hand is a liquidity concern. **AppleTree PCS’s cash on hand has been above 30 days each of the last four years and**

³⁹ See AppleTree PCS FY2014 audit, pp. 7 and 12.

⁴⁰ EBAD is the change in net assets plus amortization and depreciation.

⁴¹ A school’s current ratio is its current assets divided by current liabilities.

⁴² “Cash on hand” equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school’s ability to pay debts and claims as they come due.

improved to 70 days at the end of FY2014. The school has realized a positive cash flow from operations in each of the past four years.

	Indicator of Concern	Audit Year			
		2011	2012	2013	2014
Current Ratio	< 0.5	3.0	1.2	1.7	2.3
Days of Cash On Hand	< 30	38	34	50	70
Cash Flow from Operations	< 0	\$1,770,301	\$543,603	\$838,908	\$1,154,463
Multi-Year Cumulative Cash Flow	< 0	(\$252,158)	\$407,870	\$968,675	\$1,875,180

Debt Burden

A school's debt ratio⁴³ indicates the extent to which a school relies on borrowed funds to finance its operations, and a ratio in excess of 0.92 is a concern to PCSB. AppleTree PCS's debt ratio has been below the threshold of concern in all four years, and declined to 0.53 in FY14. The school received very favorable financing on its bond in 2010, which resulted in a debt service ratio that is well below the threshold for concern. **Therefore, the school's debt burden does not pose a threat to its economic viability.**

	Indicator of Concern	Audit Year			
		2011	2012	2013	2014
Debt Ratio	> 0.92	0.73	0.69	0.61	0.53
Debt Service Ratio	> 10.0%	0.0%	1.1%	1.8%	1.7%

Sustainability

A school's net assets⁴⁴ and primary reserve ratio are indicators of its sustainability.⁴⁵ PCSB recommends that schools accrue net asset reserves equal to three to six months of operating expenditures, and PCSB would be concerned with net assets reserves below zero. AppleTree PCS has increased its net asset position significantly in the last four years. In FY2014, the school exceeded the recommended three months of operating expenditures. **Since neither the net asset position nor the primary reserve ratio was negative in any of the four years, the school is financially sustainable.**

	Indicator of Concern	Audit Year			
		2011	2012	2013	2014
Net Asset Position	< 0	\$1,688,820	\$1,995,012	\$2,599,161	\$3,601,528
Primary Reserve Ratio	< 0.00	0.24	0.16	0.2	0.3

⁴³ Debt ratio equals total liabilities divided by total assets.

⁴⁴ Net Assets equals total assets minus total liabilities.

⁴⁵ Primary Reserve Ratio equals total net assets divided by total annual expenses.

Appendix A

CHARTER SCHOOL AGREEMENT

DATED AS OF 8th DAY OF June, 2005

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

APPLETREE EARLY LEARNING
PUBLIC CHARTER SCHOOL

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CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this “**Agreement**”) is dated as of June 8, 2005 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the “**Board**”) and APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL, INC., a District of Columbia nonprofit corporation (the “**School Corporation**”).

RECITALS

WHEREAS, pursuant to Section 38-1802.03 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 38-1802.02 of the Act to establish a public charter school (such petition, as amended through the date hereof, the “**Application**”; a copy is attached hereto as Exhibit A);

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

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the “**School**”) in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation’s charter for purposes of Section 38-1802.03(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.

B. 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 and any rules established by the Board. If such renewal is granted by the Board, the Board and the

G. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer 10 or more hours per week at the School.

H. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has sufficient books and other supplies for all students attending the School and that curriculum materials have been developed and provided to all teachers at the School.

I. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all signed employment contracts entered into by the School Corporation are on file at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-I of this Section 1.3 shall be kept on file at the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students in preschool and pre-kindergarten. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades preschool, pre-kindergarten and kindergarten. The School shall not instruct students of any other grade without the prior written consent of the Board.

2.3 Enrollment. **A.** Enrollment in the School shall be open to any pupil in pre-school and pre-kindergarten as set forth in Section 2.2 who resides in 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 the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than thirty-six (36) pupils in its first academic year and no more than seventy-two (72) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. No later than April 1, 2009 and April 1, 2014, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School

educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.

C. 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 set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. 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 Sections 5.1E and Section 5.1F.

2.4 Curriculum. **A.** The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the “**Implementation Date**”). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

- (i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan and such notice has not been rescinded by the Board in writing; or
- (ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals set forth in the Application, as previously amended in accordance with this

Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

2.5 Standards. As part of its Accountability Plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

2.6 Students with Disabilities. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.

2.7 Student Policies; Expulsion and Suspension. **A.** No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than 5 school days of any student enrolled in the School.

SECTION 3. EVALUATION

3.1 Accountability Plan. **A.** The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the Accountability Plan, (v) procedures for taking corrective action when the School's performance falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may require. In developing or modifying an accountability plan, the School Corporation shall cooperate with the Board, its staff and its agents.

B. Within six months after the beginning of the School's first academic year, the School Corporation shall submit an accountability plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of an accountability plan, such accountability plan (the "**Accountability Plan**") shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

3.2 Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

3.3 Standardized Testing. At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

SECTION 4. CONTRACTS

4.1 Contracts. **A.** The School Corporation shall submit to the Board with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of \$25,000, not later than 3 days after the date on which such award is made: (i) all bids received for such contract, (ii) the name of the party awarded such contract and (iii) the rationale for such award. The foregoing does not apply to any contract for lease or purchase of real property, any employment contract for a staff member of the School Corporation, or any management contract with a management company designated herein.

B. Each contract described in clause A above shall be referred to herein as a “**Material Contract.**” Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

4.2 Contracts for School Management. **A.** Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a “**School Management Contract**”) for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

B. If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) 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. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

4.3 Insurance Coverage. **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:

(i) Workers’ compensation insurance as required by applicable Law. “**Law**” shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.

(ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such insurance shall provide coverage with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum

deductible of \$2,500 per occurrence and aggregate limits of liability of at least \$2,000,000.

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a \$5,000,000 minimum limit per occurrence and (b) otherwise, a \$3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(v) Property damage insurance on an “all risk” basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the “full insurable value” of the School Property, and (b) attorneys’ fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), “full insurable value” shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than \$2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (a) not include any coinsurance provision, (b) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the “full insurable value” of the School Property, and (c) include debris removals with a sub-limit of not less than \$50,000. The property damage coverage shall not contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a \$1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a \$1,000,000 minimum limit per occurrence.

B. If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the “**School Manager**”) to maintain management professional liability insurance with a \$1,000,000 minimum limit per occurrence.

C. The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days’ prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

4.4 Insurance Certificates. No later than August 1, 2005 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.

4.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the board of trustees of the School Corporation (the “**Board of Trustees**”) or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. “**Affiliate**”

shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by" and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, 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.

4.6 Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

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

4.8 Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

SECTION 5. REPORTS

5.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. Annual Reports: no later than November 1 of each year, beginning November 1, 2005, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 38-1802.04(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School's performance set forth in the Accountability Plan and such other items as the Board may reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

B. Audited Financial Statements: as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; “**Fiscal Year**” shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;

C. Interim Financial Reports: as soon as available and in any event within 30 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2005, (i) the balance sheet of the School Corporation as 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 Fiscal 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 at 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 Fiscal Year to the end of such Interim Period; “**Interim Period**” shall mean monthly, and from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July and August 2005 on October 15, 2005;

D. Budget; Fiscal Year: no later than June 1 of each year starting June 1, 2005, an annual operating budget, an annual capital budget and cash flow projections (collectively, a “**Budget**”) for the next succeeding Fiscal Year; the School Corporation’s operating budget for the period from July 1, 2005 to June 30, 2007 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2005 a revised operating budget for the period from July 1, 2005 to June 30, 2007; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board 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 by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;

E. Enrollment Census: on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special

education, (c) emergency migrants, (d) new or leaving students, (e) students eligible for free or reduced meals or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Board of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Board of Education for enrollment counts by District of Columbia Public Schools;

F. Attendance: no later than 15 days after the end of each month during the academic year, a report listing the average daily attendance for the School during such month;

G. Key Personnel Changes: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a 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;

H. Events of Default, Etc.: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;

I. Litigation: (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

J. Authorizations: (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2005, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School 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; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

K. Board of Trustees Meeting Minutes: Within 15 days after the end of each fiscal quarter, the School Corporation shall submit to the Board 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) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

L. Other Information: such other reports, financial statements and information as the Board shall reasonably request.

5.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 6. ORGANIZATION

6.1 Organization. **A.** 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.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

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

6.3 Powers. The School Corporation shall have the powers set forth in the Act.

6.4 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

6.5 Nonsectarian. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

6.6 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.

6.7 Board of Trustees. **A.** The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

B. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

6.8 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 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

6.9 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

6.10 Complaint Process. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

SECTION 7. TERMINATION

7.1 Termination. **A.** This Agreement may be terminated and the charter of the School Corporation revoked:

- (i) by the Board in accordance with Section 38-1802.13 of the Act; or
- (ii) by mutual agreement of the parties hereto; or
- (iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety,

health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or

(iv) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2005; or

(v) by the Board, if the School fails to begin instructing students by December 31, 2005.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

B. This Agreement shall be terminated:

(i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or

(ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.

7.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall:

A. if the School ceases operations on the Termination Date,

(i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

B. if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

C. if the Board of Education places the School in a probationary status pursuant to Section 38-1802.12(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

D. if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

SECTION 8. COMPLIANCE

8.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

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

8.3 Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, 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 the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

8.4 School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or

otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a “**School Emergency**”), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation’s response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

SECTION 9. MISCELLANEOUS

9.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board 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 the Board such fee within 5 business days of the School Corporation’s receipt of such funding.

9.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

9.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words “hereof”, “herein” and “hereunder” and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words “include,” “includes” or “including” are used in this Agreement, they shall be deemed to be followed by the words “without limitation.” Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

9.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), 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 not be amended or modified other than by a written agreement executed by the Board and the School Corporation; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management

of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

9.5 Dispute Resolution. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.

9.6 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 (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when 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 and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
1436 U Street, NW
Suite 401
Washington, D.C. 20009
Attention: Executive Director
Telephone: (202) 328-2660
Telecopier: (202) 328-2661

If to the School Corporation:

AppleTree Early Learning Public Charter School
680 I Street, SW
Washington, D.C. 20024
Telephone: (202) 488-3990
Telecopier: (202) 488-3991

9.7 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board 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.

9.8 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.

9.9 Applicable Law. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL BE GOVERNED BY, AND SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH, THE LAWS OF THE DISTRICT OF COLUMBIA, WITHOUT REGARD TO CONFLICTS OF LAWS PRINCIPLES.

9.10 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.

9.11 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed 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. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

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 date first written above.

**APPLETREE EARLY LEARNING
PUBLIC CHARTER SCHOOL**



By: WILLIAM J. MCCARTHY
Title: BOARD CHAIR

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**



By: THOMAS A. NIDA
Title: BOARD CHAIR

Executive Summary

Mission. The mission of AppleTree Early Learning PCS is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.

Philosophy. Our philosophy of education is based on the understanding that literacy is a learned skill, not a biological awakening. Coherent, skill-based instruction in the years before kindergarten ensures that all children can learn and achieve high academic standards. Children may learn in different ways and some may take longer. Some children, because of their circumstances, need intensive, research-based interventions to compensate for gaps in their social, emotional and cognitive development. We believe that no child should be left behind.

We believe all children are capable of attaining high academic standards. Research tells us that children at-risk of reading failure due to high poverty backgrounds need intensive, early interventions in language and literacy to provide them with both beginning reading skills and the background knowledge they will need for comprehension. The curriculum, assessment tools and our program of ongoing professional development are designed to close the achievement gap in young children at-risk of reading failure.

The Need. Washington, DC has a tremendous need for programs that use scientifically based methods for teaching reading and comprehension. The most recent National Assessment of Education Progress ("The Nation's Report Card") found that 90% of DC's 4th graders scored below proficient in reading.

Children who live in poverty tend to be even more at risk of reading failure. These children tend to have less access to healthcare, so childhood ailments such as ear infections can have a dramatic effect on language development. Children in poverty are more likely to have undiagnosed cognitive delays that are reflected in limited language skills, very limited vocabularies, little or no alphabet knowledge and unfamiliarity with print conventions. Also, many children in poverty have special needs such as speech and language issues, attention deficits and problems regulating their social behavior.

Unfortunately, Washington, DC has high levels of childhood poverty, which means that large percentages of our young children are at risk of reading failure. According to the 2000 US Census, approximately 7,000 live births were recorded in the Nation's Capital that year, with more than 4,700 children born to single mothers living in poverty (67%).

Enrollment. AppleTree Early Learning PCS proposes an initial enrollment of 36 students, ages 3, 4 and 5 years of age, (preschool, pre-kindergarten and kindergarten) largely drawn from the neighborhood surrounding the charter school's proposed facility at 680 Eye Street, SW.

School Goals. The Founding Group of the AppleTree Early Learning PCS have set the following goals:

1. Students will be ready for 1st grade with robust language and literacy skills.
2. Students will be ready for 1st grade with strong numeracy skills.
3. Students will be socially and emotionally ready for 1st grade.
4. Students will master a challenging vocal, instrumental or dramatic performance.
5. Parents will be partners in their children's early learning.
6. The school will implement the "Open the World of Learning: A Comprehensive Early Literacy Program" with a high degree of fidelity.
7. The school will manage its finances responsibly.

8. The board will provide effective and accountable governance.

AppleTree Early Learning Public Charter School is an evidence-based program with strong measurement, strong accountability and robust professional development.

Curriculum. The school will implement the "Open the World of Learning: A Comprehensive Early Literacy Program (OWL)" which highlights and embeds literacy learning in a comprehensive preschool program. The program addresses basic literacy skills, as well as comprehension of both story and information texts. Development of oral language is also basic to the program, given the centrality of oral language to success in literacy.

Teaching methods. Strategies employed in OWL utilize individual, small group, and large group settings. Thus, the strategies also utilize a balance of teacher-led and child-choice activities. To a considerable degree, the daily schedule utilizes many components that one finds in current pre-k programs. On the other hand, the total range of components, the balance this range provides, and the strategies utilized to achieve some kinds of learning, are not typically found in preschool programs.

Students will learn. OWL addresses: (1) oral language development, including vocabulary and expressive language; (2) print awareness and print conventions (e.g., books have a right side up and a front and back; English print is accessed from left-to-right and top to bottom on a page); (3) literacy skills, including letter-name knowledge; development of phonological awareness (i.e., sensitivity to rhyming words and words that begin with the same sound), and development of sound-letter associations; (4) beginning writing and knowledge of its many uses; (5) development of a love of stories and of book, in general; (6) development of story and information book comprehension; and (7) development of background (conceptual) knowledge.

We will measure progress. AppleTree Early Learning PCS is designed with the expectation that many of our students will be below national norms in language and literacy when they enroll, given the demographics of the preschool population. We will use a series of screening and progress monitoring assessments to establish baseline data for student's cognitive development and academic progress in young children's oral language, phonological awareness, print awareness, and alphabet knowledge and math skills.

Parents are partners. The Founding Group believes that parents are the first teachers of children, and partners of the school. Children whose parents are involved in their education are far more likely to succeed. Parent involvement takes many forms: It starts early with daily reading to infants and toddlers, then grows to assisting with the child's homework, helping the child's teachers, and participating in the Parent-Teacher organizations. Only a parent can provide the daily expressions of interest and encouragement a child needs to succeed.

Community Outreach. The school will build strong alliances and partnerships with community organizations to gain access to quality programs that support learning for all families and children.

The Founding Group is composed of community, education and business leaders, parents, prospective parents, as well as leadership and staff of the AppleTree Institute for Education Innovation. Corporate supporters include Starbucks, Mintz Levin Cohn Ferris Glovsky and Popeo, PC, the Wolf Trap Center for the Performing Arts, the Arena Stage, and the Friedman Billings Ramsey Foundation.

Learning to read may be the single most important factor that will determine a child's future. Learning to read before the first grade will allow more children to learn all subjects with ease, to do well in school, and to succeed in life.

A. Educational Plan

1. Mission and Purposes of the Proposed Charter School

a. Educational Needs of the Target Student Population

AppleTree Early Learning Public Charter School ("the school or AELPCS") will serve preschool, pre-kindergarten and kindergarten children ages 3 to 6.

"Young children who come to school without essential language, early reading and math skills and other cognitive and conceptual abilities are already at risk for significant school failure."

G. Reid Lyon, Ph.D.
Chief Child Development and Behavior Branch
National Institute of Child Health and Human
Development
*July 22, 2003 Testimony before the Committee on Health,
Education, Labor and Pensions, United State Senate*

According to Amy Wilkins, Executive Director of the Trust for Early Education, "While the school readiness problem is most acute for low income children and children of color, large percentages of middle income and white children are entering school without the skills they need to do their best. In fact, we know that children who recognize their letters before entering kindergarten become stronger readers than children who do not. We also know that one-quarter of white children and about one-third of middle class children enter kindergarten without knowing their letters."

More startling, perhaps, is data published in 2002 by the Economic Policy Institute, which indicates that math and reading skill levels of children from families in the middle socio-economic status ("SES") quintile are closer to the skill levels of children in the lowest SES quintile—our very poorest children—than they are to the skill levels of children in the highest SES quintile.

In general, Washington, DC has a tremendous need for programs that use scientifically based methods for teaching reading and comprehension. The most recent National Assessment of Education Progress ("The Nation's Report Card") found that 90% of DC's 4th graders scored below proficient in reading.

Children who live in poverty tend to be even more at risk of reading failure. These children tend to have less access to healthcare, so childhood ailments such as ear infections can have a dramatic effect on language development. Children in poverty are more likely to have undiagnosed cognitive delays that are reflected in limited language skills, very limited vocabularies, little or no alphabet knowledge and unfamiliarity with print conventions. Also, many children in poverty have special needs such as speech and language issues, attention deficits and problems regulating their social behavior.

Unfortunately, Washington, DC has high levels of childhood poverty, which means that large percentages of our young children are at risk of reading failure. According to the 2000 US Census, approximately 7,000 live births were recorded in the Nation's Capital that year, with more than 4,700 children born to single mothers living in poverty (67%).

For years, early childhood programs have concentrated on healthy development, adequate nutrition, help for families with problems and social/emotional readiness and general cognitive development with a lower priority given to the development of language, early reading and math skills ("numeracy"). Many early childhood educators are concerned that a focus on cognitive readiness will compromise a child's social and

emotional well-being. It isn't unusual to hear that exposure to "academic" content in preschool is not "developmentally appropriate" and such exposure tends to "hurry" or "stress" the child at the expense of their emotional health and developing social skills. However, if stress is produced in teaching cognitive concepts, the evidence shows that it isn't related to a young child's ability to learn the concepts, it has everything to do with the way in which the information is presented. In summary, it is a teaching issue—not a content issue.

We know that most children, regardless of their background, can learn foundational cognitive and language skills—including vocabulary, reading and math skills—in preschool when their interests are recognized, supported and extended.

We also know that preschool children enjoy learning new vocabulary, letter names, letter sounds and number and science concepts when teachers are (1) sensitive to a child's level of understanding, (2) contingently responsive to a child's signals, (3) are able to maintain and build on a child's focus, (4) avoid high levels of restriction on behavior and oral language usage, and (5) provide choices and adapt to a child's changing needs.

Far too many children spend time in preschool settings that neglect a very important aspect of child development. There have been major advances in research that show us that preschool children are ready to and can learn language, reading, mathematics and science concepts to a far greater extent than previously thought.

Preschool must set the stage for learning to read, and for continuing to make progress, beyond the beginning reading phase, when comprehension becomes more challenging. Children just can't catch up in vocabulary and background knowledge, if they are not emphasized, along with specific literacy skills (e.g. phonological awareness, letter knowledge) from the start. The school takes research by Hart and Risley (1995)¹, Storch and Whitehurst (2002)², and Dickinson et al. (2003)³ seriously by including components that affect the two phases of reading development.

AppleTree Early Learning Public Charter School is special because it will utilize a comprehensive approach to language and literacy that stresses evidence-based practices, accountability, strong measurement, and robust professional development. This comprehensive approach to language and literacy is based on the tenets of the federal Early Reading First program, a key strategy of No Child Left Behind.

AppleTree Early Learning Public Charter School is promising because the model is replicable. The founding group petitioning for the charter is comprised of leaders from a variety of organizations that work in the greater Washington, DC community.

Southwest Washington has a diverse demography. Several public housing projects--Greenleaf Gardens, James Creek, and Syphax Gardens—on the eastern end of Southwest serve hundreds of families with children at risk of school failure because of their high poverty backgrounds. The western end of Southwest, near the waterfront, features apartments and condominiums that house middle and higher income families—many of whom work for associations, the federal government or businesses in the area.

Two DCPS elementary schools--Amidon and Anthony Bowen--enroll children from the aforementioned neighborhoods in preschool and kindergarten. While no fixed district

¹ Hart, B., & Risley, T.R. (1995) *Meaningful differences*. Baltimore: Brookes

² Storch, S.A., & Whitehurst, G.J. (2002). Oral language and code-related precursors to reading: Evidence from a longitudinal structural model. *Developmental Psychology*, 38 (6) 934-947.

³ Dickinson, D.K., McCabe, A., Anastopoulos, L., & Peisner-Feinberg, P.M. (in press). The comprehensive language approach to early literacy: The interrelationships among vocabularies, phonological sensitivity, and print knowledge among preschool-aged children. *The Journal of Educational Psychology*.

line separates the two elementary schools' enrollment areas, the academic programs at the schools are similar in design. From a school choice perspective, Southwest is underserved. The nearest charter options are in Southeast Washington near the Washington Navy Yard. The student population in Southwest Washington matches the citywide demographics of the children who are most in need of early learning programs.

AppleTree Early Learning PCS proposes an initial enrollment of 36 students, largely drawn from the neighborhood surrounding the charter school's proposed facility at 680 Eye Street, SW. The facility, which the school has identified and secured under agreement, qualifies under the DC fire code, for as many as fifty students, but our quality standards demand that we limit our enrollment to a smaller number of children. The school's ratio of teachers to students will be 1:7, which ensures that each child will be given a high level of individualized attention.

If chartered, the founding team will further develop and execute a plan of expansion for the near future to a larger, more permanent site in Southwest Washington.

The needs of low and middle-income children in the District of Columbia are great and are growing, as evidenced by the aforementioned, but deeply troubling 4th grade reading scores on the NAEP, and the high rate of children born to single mothers living in poverty each year.

We believe that the success of AppleTree Early Learning PCS will set the stage for expanding the reach of the program to additional sites in other neighborhoods. Partnerships with churches, community organizations, charter schools and even DCPS elementary schools could provide feasible opportunities for expanded enrollment.

Our expectations for the development of the school to its full capacity and potential depend on effective implementation of the curriculum on a small scale. Deliberate, well-capitalized expansion of the program is possible and desirable at such time that AppleTree Early Learning PCS's board determines that both (1) demand for enrollment and (2) the organization's capacity are sufficient to expand the enrollment while maintaining quality control and the highest levels of fidelity to the implementation of the curriculum.

b. Mission and Philosophy:

The mission of AppleTree Early Learning PCS is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.

Our philosophy of education is based on the understanding that literacy is a learned skill, not a biological awakening. Coherent, skill-based instruction in the years before kindergarten ensures that all children can learn and achieve high academic standards. Children may learn in different ways and some may take longer than others. Some children, because of their circumstances, need intensive, research-based interventions to compensate for gaps in their social, emotional and cognitive development, and our school will provide them with such supports. We believe that no child should be left behind.

c. Educational Focus:

AppleTree Early Learning PCS is likely to attract children with a wide variety of abilities, demographics and backgrounds. *Open the World of Learning: A Comprehensive Early Literacy Program* or "OWL" published by Pearson Early Learning, provides the charter school's teachers with the tools, training and curriculum to educate children with cognitive delays, gifted and talented children as well as children who do not speak English.

The charter school will serve children who are 3, 4 and 5 years old (preschool, prekindergarten and kindergarten) and it will be small, with a low teacher to student ratio so that our teachers will know every child. Children will progress based on mastery of the curriculum, and progress will be measured continuously using a variety of standardized assessments, rubrics and curriculum checklists. Children will be grouped and regrouped as they progress through the curriculum.

AppleTree Early Learning PCS's comprehensive theme is to infuse language and literacy into every part of the school day. The school will concentrate on language, literacy and numeracy as well as social and emotional development of young children. Through community partnership programs with the Arena Stage and the Wolf Trap Center for the Performing Arts, the school will integrate aesthetic development into the curriculum through music, drama and art.

We know that children who appreciate music are more attuned to tones and phonology. Songs also help vocabulary. Songs like, "If You're Happy and You Know It," teach body parts, verbs and content through their lyrics. Knowledge about music, musical instruments and art are specialized knowledge that one finds in educated people. With drama, retelling is a measure of comprehension. Drama also helps with motivation through preparing for performances. There are direct and indirect benefits from art and academic performance at schools with the arts.

Language and literacy are the curriculum focus. Program components are linked, in mutually supportive ways, to extend and deepen children's learning throughout the day, over the course of a unit, and across units. OWL integrates all of the content goals into one, coherent program. For example, science and social science concepts are supported by the storybooks, by additional texts and concrete objects used in "Let's Find Out More About It" and in both Small Groups and Large Group Choice Centers. Phonological awareness activities (rhyme, alliteration, long words/short words, scaffolded writing to build sound-letter links) used explicitly in the Songs, Word Play and Letters segment of the day, utilize words drawn from story books, which reinforces and extends key vocabulary meanings.

We believe all children are capable of attaining high academic standards. Research tells us that children at-risk of reading failure due to high poverty backgrounds need intensive, early interventions in language and literacy to provide them with both beginning reading skills and the background knowledge they will need for comprehension. The curriculum, assessment tools and our program of ongoing professional development are designed to close the achievement gap in young children at-risk of reading failure.

OWL is research-based, robust and comprehensive. It systematically combines beginning reading skills with vocabulary and background knowledge that sets the stage for later comprehension. OWL is designed to close the "language gap" before the first grade, which sets the stage for high achievement of students in elementary school and later grades.

Professor E.D. Hirsch, of the University of Virginia, wrote (*Education Week, May 2, 2001, Vol. 20, number 33*) that "the reading gap can be reduced in all schools, if they will combine intimately a carefully worked out reading (decoding) curriculum with a carefully worked out content curriculum that develops academic knowledge and oral language..."

From age two on, there exist large differences in children's familiarity with unusual words, standard pronunciation, and complex syntax, a fact that was long suspected, but not well documented and quantified until the monumental research of Betty Hart and Todd Risley, as summarized in their book "Meaningful Differences." Many a low-income child entering kindergarten has heard only half the words and can understand only half

the meanings and language conventions of a high-income child. Our schools, as currently constituted, do not reduce this original knowledge/vocabulary gap.

The verbal gap is not effectively compensated for by programs like that bring children to fluency in decoding skills, yet do not sufficiently and systematically enlarge their vocabularies. Low-income children who read with fluency still typically show big deficiencies in vocabulary and comprehension. Hence, instead of the term "reading gap," clarity would be better served by using a more descriptive term like "language gap" or "verbal gap." Such a shift in terminology might reduce public confusion between "reading" in the sense of knowing how to decode fluently, and "reading" in the sense of being able to comprehend a challenging diversity of texts. It is the second, comprehension, deficit, based chiefly on a vocabulary deficit that constitutes the true verbal gap indicated in the NAEP scores.

The widening of the verbal gap as students progress through the grades is the archetypal example of the so-called Matthew effect in education, "unto every one that hath shall be given, and he shall have abundance, but from him that hath not shall be taken away even that which he hath."

Cognitive psychologists have explained the mechanism for the Matthew effect, which is made even more acute by subsequent social and emotional influences on the low-vocabulary child. Experts in vocabulary estimate that to understand spoken or written speech, a person needs to know about 95% of the words. The other five per cent of word meanings can then be inferred from context. If we assume that an advantaged kindergartner knows 95% of the words in a teacher's remarks, or in a passage read aloud from a book, the result is that the child is not only gaining new knowledge from the exposition, she is also gaining new word meanings, by being able to infer the meaning of the other five per cent of the words -- achieving a gain in both world knowledge and in word knowledge. The less advantaged child, by contrast, suffers a double (or triple) loss. The exposition is puzzling from the start, because the child doesn't know enough of the words. He therefore fails to gain knowledge from the exposition, and also fails to learn new word meanings from the context. And to intensify that double loss, the child loses even that which he hath -- his interest, self-confidence, and motivation to learn.

Multiply that experience by dozens of similar daily experiences, and the underlying cause of the widening verbal gap becomes clear.

The "Coleman Report" of 1966 disclosed that a child's initial advantage of family and peers was more important to academic achievement than the school he or she attended. Then, in his later career, James Coleman, qualified that conclusion. Schools could reduce the academic achievement gap, he found, by becoming more "intensive," by devising explicit academic standards for each grade, and making sure that every child meets those expectations. Since children are not at school all day and all year, school time must be effectively used. Coleman found that schools, both public and private, that maintained this "intensiveness" provided much greater equality of educational opportunity than those that didn't.

The advantaged child has gained knowledge and a correspondingly large vocabulary chiefly by gradual, implicit means. The child has been read to, has heard complex syntax, and has been told about the natural and cultural worlds in the ordinary course of growing up. This indirect and implicit mode of learning is excellent if one has lots of exposure and lots of time, as an advantaged child typically does. But the disadvantaged child has to make up for lost time, and cognitive psychologists tell us that this requires a very systematic, analytical, and explicit approach to early learning. If you want to learn fast -- be explicit. Break down each domain to be learned into manageable elements that can be mastered. Then systematically build on that knowledge with new knowledge. This is the most efficient mode of learning for everybody, but it is the

essential mode if the aim is making up for lost time in knowledge and vocabulary. That is the basic principle for overcoming the verbal gap. First, define the deficit by determining what knowledge and words are lacking. Then effectively teach that knowledge and those words.”

OWL teaches enabling words and concepts directly, and systematically. Most words are learned indirectly, in a context that is carefully and cumulatively sequenced so that every child understands it, and makes new gains in knowledge and vocabulary. Children learn and remember what is meaningful to them. History and science become meaningful if they are taught in a sustained and coherent way. OWL includes the worlds of nature and history, literature, art and music that builds the knowledge and vocabulary of children, and enables them to become readers in the true sense.

OWL transforms the hours devoted to the literacy block in preschool and in the early grades by providing an explicit, coherent, and carefully cumulative approach to a broad range of knowledge and language.

d. Goals

Table 1: School Goals

The mission of AppleTree Early Learning PCS is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.	
Goals for Apple Early Literacy Public Charter School.	
1.	Students will be ready for 1 st grade with robust language and literacy skills.
2.	Students will be ready for 1 st grade with strong numeracy skills
3.	Students will be socially and emotionally ready for 1 st grade.
4.	Students will master a challenging vocal, instrumental or dramatic performance
5.	Parents will be partners in their children’s early learning.
6.	The school will implement the “Open the World of Learning: A Comprehensive Early Literacy Program” with a high degree of fidelity.
7.	The school will manage its finances responsibly
8.	The board will provide effective and accountable governance

The Goals Against Which The School’s Performance Will Be Measured

The charter school’s academic goals are aligned with the school’s mission to provide young children with cognitive foundations that will enable them to succeed in school.

Goal 1: Students will be ready for 1st grade with robust language and literacy skills.

Literacy skills are required for success in beginning reading, and vocabulary, language and fundamental knowledge are needed to sustain reading development beyond kindergarten. An advantaged child gains knowledge and a correspondingly large vocabulary chiefly by gradual, implicit means. The child has been read to, has heard

complex syntax, and has been told about the natural and cultural worlds in the ordinary course of growing up. This indirect and implicit mode of learning is excellent if one has lots of exposure and lots of time, as an advantaged child usually does. But a disadvantaged child has to make up for lost time, and cognitive psychologists tell us that this requires a very systematic, analytical, and explicit approach to early learning. Each domain must be broken down into manageable units that can be mastered. First, define the deficit by determining what knowledge and words are lacking. Then, effectively teach that knowledge and those words.

Goal 2: Students will be ready for 1st grade with strong numeracy skills.

During the past 25 years, researchers have found that young children possess considerable informal mathematical knowledge, which provides the foundation for the acquisition of formal mathematical knowledge in school. Just as in literacy, children from economically-disadvantaged and language minority families exhibit lower levels of achievement in mathematics than their more advantaged peers. Just as in literacy, it appears that children who develop strong mathematical skills do so across a variety of conceptual areas. Conversely, when children are behind, deficiencies across multiple areas, such as numerical knowledge, measurement skills, and logical reasoning are found among children as young as three years old. Providing mathematic enrichment to classroom environments of low-income preschoolers leads to the development of more extensive mathematical knowledge.

Goal 3: Students will be socially and emotionally ready for 1st grade.

The preschool years are a critical time for children to learn to regulate their emotions and acquire social skills needed to form relationships with children and adults and to function as part of a group. Children's success in these endeavors seems likely to have long-term implications for later personal and social adjustment. Strong language skills help development of children's ability to regulate their own emotions and form relationships with others--abilities that are valued by primary grade teachers. The capacity to relate well to teachers enhances children's potential for academic success.

Goal 4: Students will master a challenging vocal, instrumental or dramatic performance.

Performances help to build motivation and comprehension. For example songs can be used to teach verbs and vocabulary. Children who like music become more attuned to tones and phonology; in this way, music helps to build phonological awareness. Music vocabulary and the knowledge of musical instruments also provide specialized knowledge, which is a characteristic of educated people. Retelling stories, through dramatic play, is used as way of measuring comprehension. A robust arts curriculum provides many aesthetic benefits to students as well.

Goal 5: Parents will be partners in their children's early learning.

Parents are a child's first teacher and, while the curriculum will build strong foundations of language and literacy in children even without strong parental involvement, we know that support for language and literacy in the home builds a better environment for school success.

*Goal 6. The school will implement **Open the World of Learning: A Comprehensive Early Literacy Program (OWL)** with a high degree of fidelity.*

OWL stresses evidence-based practices, accountability, strong measurement and robust professional development. Implementing the curriculum with high fidelity will provide students with social, emotional and cognitive foundations that will enable them to succeed in school.

Goal 7. The school will manage its finances responsibly.

Well-managed finances are essential to organizational viability. Organizational viability is an essential condition for successful implementation of the plan of the petition and for the academic program to be a success.

Goal 8. The board will provide effective and accountable governance.

Effective and accountable governance are essential to organizational viability. Trustees need a clear understanding of the school's vision, mission and plans to exercise their fiduciary responsibilities and their duty of care. Effective and accountable governance requires diversity of skills, knowledge and backgrounds, with a common commitment to the school's mission and to planning, ongoing board development and annual board self-assessment.

How The School's Goals Align With The Mission

The charter school's academic and nonacademic goals are aimed at creating and maintaining a high performing academic environment in which all children can learn, particularly those at risk of school failure due to their high poverty backgrounds.

The charter school's management effectiveness goals are intended to create and sustain a viable organization capable of implementing the charter school's educational plan. Our accountability plan is the backbone of our petition. Our academic, nonacademic and management effectiveness goals are clear, measurable and support the school's mission.

Academic Goals

The charter school's two academic goals flow naturally from the mission:

Goal 1: Students will be ready for 1st grade with robust language and literacy skills, and Goal 2: Students will be ready for 1st grade with strong numeracy skills.

Strong language, literacy and numeracy skills and foundational knowledge are essential to the cognitive development of young children. Students will meet or exceed national norms in oral language, phonological awareness, print awareness, alphabet knowledge, fundamental knowledge, narrative text and expository text.

For Goal 1, our assessment section and accountability plan provides detail on how teachers will: (1) use screening assessments to establish baseline data for incoming students, (2) monitor student progress using OWL checklists, the Work Sampling System ("WSS") by Pearson Early Learning and (3) measure levels of achievement through standardized assessments like the Peabody Picture Vocabulary Test III to ensure the school attains its goals.

Regarding Goal 2, students will meet or exceed national norms in concepts of relative magnitude, reading and writing numerals, counting skills, number facts, calculation, calculational algorithms and base-ten concepts.

For Goal 2, our assessment section and accountability plan provides detail on how teachers will: (1) use screening assessments to establish baseline data for incoming students, (2) monitor student progress using OWL checklists, the Work Sampling System ("WSS") by Pearson Early Learning and (3) measure levels of achievement through standardized assessments like the Test of Early Mathematics Ability ("TEMA-3") to ensure the school attains its goals.

Nonacademic Goals

The charter school's three nonacademic goals also spring from the mission:

Goal 3: Students will be socially and emotionally ready for 1st grade.

Goal 4: Students will master a challenging vocal, instrumental or dramatic performance.

Goal 5: Parents will be partners in their children's early learning.

These nonacademic goals mesh with the academic goals to challenge students to reach high standards of achievement. Development of children's social and emotional domains is critical to later school success. Performance indicators include: (1) self-regulation, (2) understanding of emotions, (3) social relationships, (4) cooperation, and (5) compliance. The school will measure progress against these goals using a variety of assessments. Progress in social and emotional development will be measured by the WSS.

Mastering a challenging vocal, instrumental or dramatic performance builds motivation and comprehension while specialized musical knowledge is a characteristic of well-educated people. The school will develop a rubric for the performance standard that includes stakeholders of the school and members of the community as reviewers in an annual performance that, we hope, will become an annual tradition.

Active parental involvement in the education of their children builds support for learning in the home. The school will assess levels of parental involvement through a variety of formal and informal measures.

Management Effectiveness Goals

The school's management effectiveness goals are intended to ensure that the organization is mission-driven, viable, and sustainable as an operating entity:

Goal 6. The school will implement the "Open the World of Learning: A Comprehensive Early Literacy Program" with a high degree of fidelity.

Goal 7. The school will manage its finances responsibly.

Goal 8. The board will provide effective and accountable governance.

Goal 6, regarding OWL implementation will be measured by the following performance standards: (1) Teachers will become knowledgeable about how children learn language and literacy skills; (2) Teachers will progress from a beginning/novice skill level to an adequate level of performance and finally to a highly proficient level in implementing the OWL Program; (3) Teachers will be able to discuss the goals of the curriculum and the purpose of instructional strategies with parents, fellow teachers and literacy coaches. Measurements for these professional goals include parent surveys, teacher self-assessments and the OWL teacher proficiency/program implementation checklist and rubric that will be monitored by the Lead Teacher and the charter school director.

Goal 7, regarding the school's responsible management of its finances, has the following performance standards: (1) Annual budgets are prepared on time; (2) The school meets financial obligations in a timely manner and (3) The school operates within its established budget. Goal 8, *The board will provide effective and accountable board governance*, has the following performance standards: (1) The Board is fully constituted, has quorums, and holds regular meetings scheduled in advance; (2) The Board operates under by-laws and written policies that are available to the public upon request; (3) The Board provides effective oversight of the school's program and finances.

2. Academic Design

a. Student Content and Performance Standards:

The school shares the position of the National Association for the Education of Young Children (NAEYC) that early learning standards are a valuable part of a comprehensive, high-quality system of services for young children, contributing to young children's educational experiences and to their future success. These results can be achieved only if early learning standards (1) emphasize significant, developmentally appropriate content and outcomes; (2) are developed and reviewed through informed, inclusive processes; (3) use implementation and assessment strategies that are ethical and appropriate for young children; and (4) are accompanied by strong supports for early childhood programs, professionals, and families.

The school's early learning standards include four essential features:

1. Significant, Developmentally Appropriate Content and Outcomes
 - The early learning standards give emphasis to *all domains* of early development and learning.
 - The content and desired outcomes of the early learning standards are *meaningful and important* to children's current wellbeing and later learning.
 - Rather than relying on simplifications of standards for older children, the content and desired outcomes of the early learning standards are *based on research about* the processes, sequences, and long-term consequences of *early learning and development*.
 - The early learning standards create *appropriate expectations* by linking content and desired outcomes to specific ages or developmental periods.
 - The content of the early learning standards, and expectations for children's mastery of the standards *accommodate variations* —community, cultural, linguistic, and individual— that best support positive outcomes. To do so, the early learning standards encompass the widest possible range of children's life situations and experiences, including disabilities.
2. The Standards Were Developed and Reviewed Through Informed, Inclusive Processes
 - The process of developing and reviewing the early learning standards relied on relevant, valid *sources of expertise*.
 - The process of developing and reviewing the early learning standards involved *multiple stakeholders*. Stakeholders included those with specific expertise in early development and learning, community members, families, early childhood educators and special educators, and other professional groups.
 - Once early learning standards were developed, standards developers and relevant professional associations ensured that standards were shared with all stakeholders, creating multiple opportunities for *discussion and exchange*.
 - The early learning standards will remain relevant and research based by using a systematic, interactive process for regular *review and revision*.
3. The Standards Gain Their Effectiveness Through Implementation and Assessment Practices That Support All Children's Development
 - The early learning standards require equally effective *curriculum, classroom practices, and teaching strategies* that connect with young children's interests and abilities, and that promote positive development and learning.
 - *Tools to assess young children's progress* are clearly connected to important learning represented in the standards; they are technically, developmentally, and culturally valid; and they yield comprehensive, useful information.
 - Information gained from *assessments* of young children's progress with respect to the standards is *used to benefit children*. The assessment and accountability

systems are used to improve practices and outcomes and are not used to rank, sort, or penalize young children.

4. The Standards Require a Foundation of Support for Early Childhood Programs, Professionals, and Families
- The standards are research-based to ensure early childhood *program quality*.
 - *Adequate resources* build environments where the standards can be implemented effectively.
 - Significant expansion of *professional development* is essential if all early childhood teachers and administrators are to gain the knowledge, skills, and dispositions needed to implement early learning standards.
 - The early learning standards have the most positive effects if *families* — key partners in young children's learning — are provided with respectful communication and support.

The standards cover both academic (cognitive domain) including oral language, alphabet knowledge, print awareness, phonological awareness and mathematics as well as non-academic (social and emotional domains) areas of the curriculum.

Table 2: An Example of Oral Language, Speaking Standards

ORAL LANGUAGE, SPEAKING	CHOICE CENTERS	STORY TIME	SONGS/WORDS/LETTERS	LET'S FIND OUT ABOUT IT	SMALL GROUPS	LET'S TALK ABOUT IT	OUTDOOR PLAY, TRANSITIONS AND MEALTIMES	CONNECTING WITH FAMILIES
S1. Speaks clearly using appropriate tone, inflection, and volume, so that words can be understood by peers and adults.		x	x	x	x	x	x	
S2. Communicates using verbal and non-verbal cues.	x	x	x	x	x	x	x	
S3. Engages in conversation and uses language to enter into play situations.	x				x	x	x	
S4. Uses language to develop relationships.	x				x	x	x	
S5. Asks and answers questions and gives directions.	x	x		x	x	x	x	
S6. Uses speech to communicate needs, wants, or thoughts.	x	x		x	x	x	x	
S7. Tells a personal narrative.	x	x		x	x	x	x	x
S8. Uses language to resolve conflicts.	x				x	x	x	
S9. Uses multiple-word sentences or phrases with at least five words.	x	x		x	x	x	x	
S10. Uses a variety of sentence types with simple to increasingly complex structure.	x	x		x	x	x	x	
S11. Refines and extends their understanding of known words in English and/or home language.	x	x	x	x	x	x	x	
S12. Uses new words as a part of their speaking vocabulary in meaningful ways.	x	x	x	x	x	x	x	x
S13. Says the words that complete rhymes, poems, or lines from stories, either individually or in a group.	x	x	x				x	
S14. Says new words and dialogue from stories.	x	x	x				x	
S15. Talks about understanding of relationships among objects, people, other animals, and plants.	x	x		x	x	x	x	
S16. Talks about understanding of processes and properties associated with objects, people, other animals, and plants.	x	x		x	x	x	x	
S17. Uses language while participating in dramatic play.	x							

b. Curriculum:

General Overview: Open the World of Learning: A Comprehensive Early Literacy Program (OWL)

Open the World of Learning (OWL) highlights and embeds literacy learning in a comprehensive preschool program. The program addresses basic literacy skills, as well as comprehension of both story and information texts. Development of oral language is also basic to the program, given the centrality of oral language to success in literacy.

Strategies employed in OWL utilize individual, small group, and large group settings. Thus, the strategies also utilize a balance of teacher led and child choice activities. To a considerable degree, the daily schedule utilizes many components that one finds in current pre-k programs. On the other hand, the total range of components, the balance this range provides, and the strategies utilized to achieve some kinds of learning, are not typically found in preschool programs.

The daily schedule in OWL allows most teachers to focus more on language and literacy than they can in their current programs. The program provides materials that help teachers provide experiences that research shows are important. Rather than leave all of the planning and preparation of a program to the teacher, this program provides many concrete materials, such as books, and also detailed guides for how teachers might use them. Although considerable assistance and structure are provided to teachers, the program allows teachers to adapt and adjust the program in various ways to meet their preferences and needs.

Units of Study

The program consists of six units of study, each lasting four to five weeks. The unit topics are "Family," "Friends," "Wind and Water," "Wonderful World of Color," "Shadows and Reflections," and "Things that Grow." Two units ("Family" and "Friends") build social knowledge, and three units ("Wind and Water," "Wonderful World of Color," and "Things that Grow") build knowledge about the physical and biological worlds. Although the unit topics can be categorized in these ways, each unit contributes to basic and "big ideas" in science and social science.

Several "big ideas" relating to science and social science are explored as themes that cut across more than one unit. One "big idea" in science is that "Objects have physical properties that affect how they act." Another "big idea" is that "Substances behave in predictable ways under specific circumstances." A third "big idea" is that "Sound is created in many different ways. The materials used, and how they are used, affects the qualities of sound heard." These "big ideas" in science are consistent with the pre-k science standards that have been written by a number of states including the District of Columbia.

"Big ideas" in social science are related to the interconnectedness of human beings. These interconnections involve the creation and exchange of goods and services, the creation of systems of communication, and familial and extra-familial relationships.

Specific Language and Literacy Content

OWL addresses: (1) oral language development, including vocabulary and expressive language; (2) print awareness and print conventions (e.g., books have a right side up and a front and back; English print is accessed from left-to-right and top to bottom on a page); (3) literacy skills, including letter-name knowledge; development of phonological awareness (i.e., sensitivity to rhyming words and words that begin with the same sound), and development of sound-letter associations; (4) beginning writing and knowledge of its many uses; (5) development of a love of stories and of book, in general; (6) development of story and information book comprehension; and (7) development of background (conceptual) knowledge.

Specific Strategies and Contexts of Use

Book reading is used as a basic strategy to support children's vocabulary development, background knowledge development, knowledge of print conventions, and text comprehension. Both story (fiction) and information (non-fiction) books are used in this comprehensive program. A 20-minute *Story Time* (whole group, or two smaller groups) is included in the daily schedule. Detailed guides to accompany key books for six units of study are provided to help teachers support vocabulary development, comprehension, and a love of stories.

A second period of the day ("*New Information/New Ideas*") provides an opportunity for teachers to read expository texts. In addition to books, other kinds of expository text are explored. Recipes, menus, directions for use of toys or other items, store coupons, paint chip brochures, and a host of other non-book texts are used during this time of the day, and objects, processes, and procedures are examined and discussed. For example, if a flashlight is examined, directions might be followed for inserting new batteries. The topics selected for discussion are influenced by objects and events that children encounter in the core storybooks. A flashlight, for example, is used by the night watchman in the story, *Corduroy*. In *Peter's Chair*, furniture used by Peter when he was a baby is repainted for his little sister. Things that arise spontaneously from day to day are also discussed in this segment of the day. Perhaps a child notices an insect outdoors and wants to know what it is. Perhaps a child finds an acorn on the sidewalk on the way to school. Directions to a new classroom game can be read to children. In summary, this time of the day is used to help children understand things in their world, and to learn how print resources aid our understanding.

Phonological awareness is developed through the use of poems, songs, predictable books, discussions of interesting sounding words, word games, and alphabet books. A 20-minute, whole group, segment, called *Songs, Word Play, and Letters* is included in the daily schedule for activities that promote phonological awareness and letter name knowledge, and word meanings. Specific activities are provided for this period of the day, and materials, such as illustrated poem charts and flannel board pieces, are used by teachers. Teachers may choose among and adapt the activities provided for this program component, and can create activities of their own to support the same goals. Letter name knowledge is also developed through: (1) puzzles and teacher-made matching materials; (2) the reading of alphabet books; (3) the use of children's names for functional purposes in the classroom; (4) exploratory writing at a writing center during Activity Time; (5) the use of specific transitions ("*Targeted Transitions*"); and (6) through games such as Memory and Bingo, played during Small Groups Centers time.

During a daily *Large Group Centers Time*, which is introduced by a planned *Meeting* time, seven basic areas are provided: Blocks, Art Table and Easel, Sand/Water Table, Dramatic Play, Puzzles/Manipulatives, Writing Center, and Book Center. Books are placed in the dramatic play area and in other centers, such as nature and blocks, in order to promote their broad use. A classroom book area is also available for Centers Time, and for Arrival and Dismissal periods. Stories read in story time, and in the period designed to focus on phonological awareness and alphabet letter learning, are placed in the classroom book area, after children have been introduced to them in the group setting.

A writing center, available at Centers Time and during the Arrival and Dismissal periods, as well, provides opportunities for children to explore writing, both how to create and organize print itself, and how to compose messages (e.g., stories, lists, notes, signs). A puzzle/manipulatives center is available during Centers Time and at Arrival and Dismissal. Alphabet puzzles are available here, along with various picture-based games that support development of phonological awareness and review key vocabulary first encountered in storybooks. Other puzzles and math manipulatives are also provided in the center.

OWL provides *Small Groups Centers*, in addition to Large Group Centers Time. Science, math, listening, games, and writing activities are provided for Small Group Centers work.

Teachers interact with children in activities, and at breakfast and lunch times. Teachers join in conversation with children about what they are doing at the moment (during Centers Time, for example), and what they did in the recent past (during lunch, for example, teachers might ask children what they did during the morning Centers Time).

A group discussion time (“*Let’s Talk about It*”) focuses positively on what children have done, deals sensitively and hopefully with ways to do better tomorrow in situations that were difficult today, and builds joyful anticipation for the activities of the next day. Sometimes, human relations situations from storybooks read in the morning are discussed at this time of the day, and are related to children’s own experiences.

Table 3. Open the World of Learning: A Comprehensive Early Literacy Program (“OWL”) Major Features:

Color Key: Beginning reading, Comprehension, Social Emotional

Comprehensive: Addresses literacy skill needs for success in beginning reading, and vocabulary, language, and fundamental knowledge needed to sustain reading development beyond kindergarten. Supports social skill development and emotional regulation that are essential to success in school at all levels.	
<i>Literacy Skills</i>	Letter knowledge, phonemic awareness, sound-letter connections, print conventions. These literacy skills strongly predict the beginning reading phase.
<i>Oral Language and Concepts</i>	Vocabulary, background knowledge, expressive language. These predict strongly reading achievement in later phases, beginning in 3 rd grade. Preschool must set the stage for both phases of reading development.
<i>Text Knowledge</i>	Familiarity with narrative and expository text structures and skill in comprehending both kinds of text structures. (Helps build comprehension for reading achievement in later phase.)
<i>Science and Social Science Content, plus Math</i>	Oral vocabulary and background knowledge development require strong programming in science and social science given that these are content domains. Incorporates Klein and Starkey math curriculum plus additional math activities.
<i>Social Skills, and Social and Emotional Regulation</i>	Provides the range of experience contexts necessary for social skill development and for the development of social and emotional regulation.
Robust	Each content standard is addressed in more than one segment of the day. For example, oral vocabulary teaching is highlighted in story time, but is also stressed in Small Groups, in Large Group Choice Centers, in the Meeting Time that introduces Choice Time Centers in the literacy skills circle (Songs, Word Play and Letters) with a word clue game, and in “Let’s Find Out More About It” circle.

<p><i>Integrated, Coherent, Recursive</i></p>	<p>Program components are linked, in mutually supportive ways, to extend and deepen children’s learning throughout the day, over the course of a unit, and across units. OWL integrates all of the content goals into one, coherent program. For example, science and social science concepts are supported by the storybooks, by additional texts and concrete objects used in “Let’s Find Out More About It” and in both Small Groups and Large Group Choice Centers. Phonological awareness activities (rhyme, alliteration, long words/short words, scaffolded writing to build sound-letter links) used explicitly in the Songs, Word Play and Letters segment of the day, utilize words drawn from story books, which reinforces and extends key vocabulary meanings.</p>
<p><i>Use of Specific, Research-Based, Teaching Strategies</i></p>	
<p><i>Story Reading</i></p>	<p>Explicit word explanation strategies; specific reading style strategies for each of four readings of core storybooks; specific strategies to support comprehension of narratives.</p>
<p><i>Literacy Skills</i></p>	<p>Explicit teaching of letter names, phonological awareness, and sound-letter links, with routine practice, over the entire year, at increasing levels of difficulty within each of these skill domains.</p>
<p><i>Emotional Regulation</i></p>	<p>Identification and discussion of emotions in relation to characters in storybooks; discussion of emotions children experience in specific, daily situations. <i>Program organization, and child guidance strategies that provide structure needed for children to regulate emotions.</i></p>
<p><i>Rich Background Knowledge/ Conceptual Knowledge Development.</i></p>	<p>Provides linked concrete experiences, with specific purposes; teacher scaffolding and guidance during the experiences; reflection about concrete experiences, including linking these back to book contexts, during story time discussions; and similar/related experiences, over a period of time, to build conceptual connections.</p>
<p><i>Teacher Support</i></p>	
<p><i>OWL provides:</i></p>	<p>Model scripts for story reading and for conversations about the stories. Detailed plans for Small and Large Group Choice Centers and for “Let’s Find Out More About It” and “Let’s Talk About It” discussions. Guidance for use of songs and flannel board rhymes. Suggestions for topics of conversations during meals. Suggestions for Meeting. Suggestions for organizing instruction to manage behavior and to increase attention and engagement of children.</p>
<p><i>OWL support will be delivered in the following ways:</i></p>	<p>Trade books to support story time (4-5 per unit). Trade books to support “Let’s Find Out More About It” (1-2 per unit). Predictable text books to support literacy skills development in “Songs, Word Play and Letters” segment. Picture cards (120) to support “Songs, Word Play and Letters” activities, and some Small Groups activities. Teacher Guide for each of the Six Units of OWL. Program Guide for OWL.</p>

Table 4. Curriculum

Open the World of Learning: A Comprehensive Early Language Program			
	Preschool	Prekindergarten	Kindergarten
Literacy Skills	Interest in Books Beginning	Interest in Books Consolidating	Interest in Books Proficient
The degree to which the child enjoys a variety of age-appropriate books and seeks opportunities to look at books or be read to.	Low to moderate interest, with engagement only during read-alouds.	Moderate to high interest during read-alouds and occasional independent engagement with books	Consistently high interest during read-alouds and frequent independent engagement with books
Literacy Skills	Understanding of and Response to Books Beginning	Understanding of and Response to Books Consolidating	Understanding of and Response to Books Proficient
The child's ability to follow and understand as a book is read aloud, and to participate in book-related conversations that support the development of vocabulary and story comprehension.	Attends to conversations of others about a book, or participates minimally in basic conversations about familiar books	Readily participates in book-related conversations and sometimes applies knowledge gained from a book to new situations	Participates in elaborate and extended book-related conversations and often applies knowledge gained from books to new situations
Literacy Skills	Meaning and Uses of Print Beginning	Meaning and Uses of Print Consolidating	Meaning and Uses of Print Proficient
Understanding that print is a distinct system that is used for many purposes.	Initial understanding of print/picture distinction and beginning awareness of the uses of print	Understanding of print as a separate set of symbols, use of print as part of play, and recognition of varied uses of books	Understanding of many of the uses of print, skill incorporating print in multiple ways, and skill using reference books to gain information
Literacy Skills	Early Writing Beginning	Early Writing Consolidating	Early Writing Proficient
The degree to which the marks the child uses to create writing is print that can be read by others.	Early approximations to letters, broad distinction between print and pictures, and simple visual approach to making words with letters.	Gaining control of how to produce many shapes that are letter-like, and learning to write some actual letters. Beginning to link letters to sounds heard in words.	Becoming skilled forming many letters. Gaining confidence using letters to represent sounds, when attempting to spell words.
Literacy Skills	Early Reading Beginning	Early Reading Consolidating	Early Reading Proficient
The understanding of print conventions (such as book handling and tracking print), the level of the child's emergent readings of storybooks, and the child's attention to and strategies for reading print in the environment.	Child gains book handling skills, begins to understand how print conveys meaning in books, and begins to notice and interpret environmental print.	Understands how books are read and that print communicates particular messages. Relies on memory of stories for to "read" words using context and some letter cues.	Understands details of how print communicates meaning. Uses different strategies to gain meaning from print, drawing heavily on letter cues and knowledge of sight words.
Literacy Skills	Alphabet Letter Knowledge Beginning	Alphabet Letter Knowledge Consolidating	Alphabet Letter Knowledge Proficient

<p>The child's knowledge of the letter names and shapes, and their understanding about the relationship between letters and the sounds they typically represent.</p>	<p>Letter knowledge is confined primarily to some letters in the child's own name, and awareness of sounds in words is confined to contexts in which adults isolate them</p>	<p>Knowledge of many upper case letters, improving awareness of the distinctive shapes of letters, and increasing range of sounds linked to letter names</p>	<p>Knowledge of uppercase letters, and some lowercase letters and increasing ability to relate letters to the sounds they represent, including use of analogy between sight words and new words</p>
<p>Oral Language Skills The number, variety, and complexity of words the child understands and uses.</p>	<p>Vocabulary is smaller and less varied than most children of the same age.</p>	<p>Vocabulary size and richness is typical for most children of the same age.</p>	<p>Vocabulary is markedly larger and more varied than most children of the same age. Child displays interest in and enthusiasm for learning new words.</p>
<p>Oral Language Skills The ability to engage with other people in back-and-forth discussion. Conversational partners take turns acting as speaker and listener, exchanging information, questions and/or comments about the same topic.</p>	<p>Child engages in conversations reluctantly</p>	<p>Child initiates conversations and engages in back-and-forth conversations</p>	<p>Child actively engages in lengthy, varied, and complex conversations</p>
<p>Oral Language Skills Children develop the ability to state their point of view and use language to resolve conflicts and to help others solve problems.</p>	<p>Using Language to Resolve Conflicts Beginning Child often resorts to nonverbal means to resolve conflicts</p>	<p>Using Language to Resolve Conflicts Consolidating Child uses language to describe own position in conflict situations and begins to use language to solve problems</p>	<p>Using Language to Resolve Conflicts Proficient Child uses language to negotiate and resolve conflicts</p>
<p>Oral Language Skills The child's ability to give a coherent and accurate recounting of past events or personal stories and to create and enact roles as part of dramatic play</p>	<p>Tells Personal Narratives and Engages in Dramatic Play Beginning Child tells rudimentary narratives and makes limited use of language as part of pretend play</p>	<p>Tells Personal Narratives and Engages in Dramatic Play Consolidating Child tells partial narratives and uses language as part of dramatic play</p>	<p>Tells Personal Narratives and Engages in Dramatic Play Proficient Child tells reasonably complete narratives and uses language to create novel dramatic play scenarios</p>
<p>Oral Language Skills The ability to learn new information and to learn new ways of doing things from language.</p>	<p>Using Language to Learn Information and How To Do Things Beginning Child's use and understanding of language is grounded in the immediate present or relies on well-learned routines</p>	<p>Using Language to Learn Information and How To Do Things Consolidating Child's use and understanding of language draws on a balance of language alone and language plus supports and conversation may not be tied to the present</p>	<p>Using Language to Learn Information and How To Do Things Proficient Child is able to use language to learn and to gain information without heavy reliance on supports</p>
<p>Phonological Awareness Skills</p>	<p>Syllable Awareness Beginning</p>	<p>Syllable Awareness Consolidating</p>	<p>Syllable Awareness Proficient</p>

<p>The ability to divide words into syllables or blend syllables together to form a whole word.</p>	<p>Divides or blends two syllable words with teacher support</p>	<p>Divides or blend familiar words with 2-3 syllables independently. Recognizes syllables within longer, unfamiliar words with assistance.</p>	<p>Divides and blends syllables, including lengthy words that are novel independently</p>
<p>Phonological Awareness Skills</p> <p>Segmenting the first sound in a word. (Note: The initial sound may be represented by one or two letters.)</p>	<p>Beginning Sounds Beginning</p> <p>Begins to attend to initial sounds</p>	<p>Beginning Sounds Consolidating</p> <p>Recognizes and isolates beginning sounds</p>	<p>Beginning Sounds Proficient</p> <p>Easily generates lists of words that start with the same sound, including those in words starting with a single consonant phoneme or a consonant blend</p>
<p>Phonological Awareness Skills</p> <p>The ability to hear, recognize and generate words that rhyme.</p>	<p>Rhyme Awareness Beginning</p> <p>Begins to notice and copy rhyming words, but does not yet identify or produce rhymes.</p>	<p>Rhyme Awareness Consolidating</p> <p>Recognizes and identifies rhyming words heard in poems, books, and songs event when they have not yet been pointed out by an adult</p>	<p>Rhyme Awareness Proficient</p> <p>Easily and spontaneously produces rhymes, including multisyllabic words.</p>
<p>Phonological Awareness Skills</p> <p>The ability to hear, isolate and manipulate the phonemes (individual sounds) that make up words. English has 43 phonemes. These phonemes are listed in most dictionaries.</p>	<p>Phonemic Awareness (note: lower level skills are covered by Beginning Sounds and Early Writing) Beginning</p> <p>Begins to attend to initial sounds.</p>	<p>Phonemic Awareness (note: lower level skills are covered by Beginning Sounds and Early Writing) Consolidating</p> <p>Recognizes and identifies beginning and final sounds of single-syllable CVC words. Starts to generate final sounds, blend phonemes.</p>	<p>Phonemic Awareness (note: lower level skills are covered by Beginning Sounds and Early Writing) Proficient</p> <p>Consistently recognizes and generates final sounds. Starts to recognize and generate medial sounds. Segments and blends words of 3-4 phonemes.</p>

c. Methods of Instruction

OWL uses a variety of instructional methods:

- Teacher-directed instruction which is explicit, directed, intentional and systematic;
- Teacher-guided small group and large group instruction, with guided learning and guided discoveries.
- Small group, child-centered learning, independent of teachers' direct guidance.

OWL provides teachers with specific, research-based teaching strategies:

- Story Reading (word explanation strategies; reading style strategies; narrative comprehension strategies).
- Literacy Skills (explicit teaching of letter names, phonological awareness, and sound-letter links, with routine practice, over the entire year).
- Emotional Regulation (identification and discussion of emotions; discussion of emotions children experience in specific, daily situations)
- Rich Background Knowledge/Conceptual Knowledge Development. (OWL provides linked concrete experiences, with specific purposes; teacher scaffolding and guidance during the experiences; reflection about concrete experiences, including linking these back to book contexts, during story time discussions; and similar/related experiences, over a period of time, to build conceptual connections.)

Services for Each Population

The school will serve the following special populations:

- English Language Learners (ELL) population
- Gifted and talented
- Special Education (including mild to profound of all state and federal classifications)

English Language Learners

Our goals with our limited English Language Learners will be to position them for success in our educational program, while treating them in accordance with all applicable federal and DC laws and regulations by providing the appropriate support based on demonstration of lack of familiarity with English.

Identification and Eligibility Process:

- Teacher or parent referral for identification through registration forms.
- Screening assessment process: Based on referral, the school administers the Peabody Picture Vocabulary Test III and the PALS-Pre-K test to determine the specific language support needed for the student, if any.

Specific Strategies:

ELL students will be included in regular classroom activities. Immersion will be crucial because it will help position our students for future educational and professional success. Through the OWL, our teachers will also receive materials and training to meet the needs of these students.

Throughout the curriculum, OWL has adaptations for accommodating students with special needs, gifted and talented students and ELL students. Each unit provides explicit guidance for teachers who are working with ELL, gifted and talented and even children who need social and emotional support.

The school will hire a teacher with training in speech and language problems as well as communications disorders to provide children the services they need.

Gifted and Talented Population

The school recognizes that the students who are at greatest risk of learning the least in many schools are the gifted students. Traditionally, prior learning is rarely assessed, and gifted students spend most of their time "learning" concepts they already know. (Whitmore, J., *Giftedness, Conflict, and Underachievement*. Allyn and Bacon, 1980). Strong research evidence supports the effectiveness of ability grouping for gifted students in accelerated classes, enrichment programs, and advanced placement programs. (*National Association for Gifted Children: Position Paper*. Peter D. Rosenstein, Director, Washington D.C., 1991). OWL provides teachers with tools and strategies for providing gifted and talented students with the challenging instruction they need to keep them engaged, interested and making the progress they are capable of achieving.

OWL's pedagogues provide students with the knowledge, proficiency and skills needed to perform at high levels. The content of the curriculum is evidence-based, and related to achievement outcomes. For example story reading is shown to boost vocabulary. Explicit teaching of letter names, phonological awareness, and sound-letter links, with routine practice, over the entire year, at increasing levels of difficulty builds skills in these domains. Every element in OWL is calculated through content and strategy to produce the outcomes of language, literacy and numeracy achievement, regardless of a student's initial skill level.

d. Students with Disabilities:

Non-LEA Status

AppleTree Early Learning PCS will not elect to be an LEA for the purposes of special education. The school will provide special education services to all eligible students in accordance with the District and federal regulations as outlined in the Individual with Disabilities Education Act (IDEA) of 2003. While ensuring that every special education student receives the necessary services, we will integrate them into all our regular programs so that our special education students as well as our other students will learn from and about each other. Special education students will be expected to master the general curriculum to the extent possible with accommodations, specially aligned instruction, and other services as outlined in their Individual Education Plan/Program (IEP).

Identification and Eligibility Process:

If the student has already been identified as having special needs, the staff will contact the previous school for records and documentation including the IEP. After an extensive pre-referral process for any student thought to be in need of special services, we will perform comprehensive evaluations to determine whether a disability exists. If so, and if the student is determined to be eligible, we will create an IEP. A meeting to develop the IEP will be convened and will include our Lead Teacher, a District of Columbia Public Schools special education contact, a parent or guardian, teacher(s), and, as needed other specialists, including but not limited to Occupational Therapist, Physical Therapist, Prevention Specialist and/or Nurse.

Specific Strategies:

We will integrate our special education students into our regular programming as much as possible, however, we also recognize that students with special needs will require focused support. AppleTree Early Learning PCS staff will implement the goals of the IEP and provide specialized instruction to all of our special education students by:

- Providing pull-out (out-of-class) services to students who require specially designed instruction.
- Offering in class support to eligible students
- Providing students with supplementary aides (e.g., text with larger print and larger writing tools, etc.)

- Reviewing IEPs and the progress of each student twice a year. Every three years, or sooner if the team deems necessary, conducting reevaluation consistent with state and federal law requirements.
- Providing consultative services to classroom teachers as required by a student's IEP.

e. Strategies for Providing Intensive Academic Support

Our school is designed with the expectation that most of our students will be below national norms in language and literacy when they enroll, given the demographics of the preschool population. We will use a series of screening and progress monitoring assessments to establish baseline data for student's cognitive development and monitor academic progress in their oral language, phonological awareness, print awareness, alphabet knowledge and math skills.

3. Student Performance

a. Student Assessment

OWL is an evidence-based program with strong measurement, strong accountability and robust professional development. The school has an assessment plan that utilizes multiple measures of student outcomes and has a clear strategy for how assessment results will be used to make adjustments in instruction, assist in decisions about student grouping and promotion, and improve student outcomes.

Every child will be tested before entering the school to establish a baseline of each child's level of cognitive, social and emotional development. (The school expects to enroll a significant number of children who test in at levels far below their developmental age.) Initially, curriculum consultants will help teachers to identify individual children within each classroom who need adaptations of the curriculum and other forms of support to meet their individual needs.

Progress will be monitored using the OWL rubrics and checklists and the Pearson Work Sampling System. Teachers will use OWL rubrics to monitor on-going progress in instructional contexts. Observational data will be collected systematically, using Work Sampling System ("WSS") processes, but the detailed OWL language and literacy rubrics will be used instead of the more limited content contained in WSS.

Through screening, monitoring progress, and assessing against national norms two to three times per year, the school will be able to follow student progress toward the key readiness goals with curriculum, standards and assessments that are fully aligned to reach our goals:

1. Students will be ready for 1st grade with robust language and literacy skills.
2. Students will be ready for 1st grade with strong numeracy skills.
3. Students will be socially and emotionally ready for 1st grade.

By the end of Pre-kindergarten and Kindergarten, we expect that 15% of students will achieve at 40th percentile, 20% at 50th percentile, 50% at 75th percentile and, 15% will achieve at 90th percentile on the Peabody PVT-III, the PALS-Pre-K and the TEMA-2. (The expectations are based on results from implementing the program with a similar population at a laboratory school.)

The standardized assessments include:

Peabody PVT III: The PPVT-R measures single-word, receptive or listening vocabulary by presenting the student with spoken words and, for each word, showing the student four pictures from which to choose the best match for the word. The test was normed on a large, representative, national sample (4,200 children and 828 adults) and serves its very narrow purpose well.

PALS-Pre-K: The PALS-Pre-K is a phonological awareness and literacy screening that measures young children’s literacy knowledge. The tasks of the assessment reflect skills that are predictive of future reading success, including rhyme, beginning sounds, the ability to name the upper-case letters of the alphabet, print knowledge, verbal memory, concept of word and name writing. PALS-Pre-K provides teachers and parents with concrete information regarding children’s literacy development. The assessment scores indicate a child’s strengths and those areas that require more direct attention.

Test of Early Mathematics Ability - Second Edition [TEMA-2]: The TEMA-2 allows users to identify their student’s general functioning level when compared to their age mates, while determining general math strengths and weaknesses. It measures the mathematics performance of children between the ages of 3 and 8-11 years and is also useful with older children who have learning problems. The TEMA-2 is a norm-referenced test that also can be used as a diagnostic instrument to determine specific strengths and weaknesses. Thus, the test can be used to measure progress, evaluate programs, screen for readiness, discover the bases for poor school performance, identify gifted pupils, and guide instruction and remediation.

EOWPVT-2000 (Expressive One-Word Picture Vocabulary Test - 2000 Edition): The EOWPVT-2000 test provides an effective, convenient tool to help evaluate how an individual processes language as well as other key elements of verbal expression. The test is administered by asking the child to provide names for a series of easy-to-interpret pictures. Because it does not require reading or writing skills, this well-respected assessment is useful with individuals in a broad age range and from a variety of backgrounds

Pearson Early Learning Work Sampling System (“WSS”): The Work Sampling System is an instructional assessment that is based on national and state standards. It helps teachers use what their students know and can do in order to enhance instruction and improve children’s learning. The Work Sampling System is organized around seven curriculum areas or domains: (1) Personal and Social Development, (2) Language and Literacy, (3) Mathematical Thinking, (4) Scientific Thinking (5) Social Studies, (6) The Arts and (7) Physical Development and Health.

Opening the World to Learning (“OWL”): OWL is a comprehensive early literacy program that has a comprehensive system of assessment, *Evaluating Language and Literacy in Four-Year-Olds: A Practical Guide for Teachers*. This guide consists of a set of rubrics and associated checklists grouped into four domains: (1) Book Interest and Understanding, (2) Oral Language, (3) Print Understanding and Use, and (4) Phonological Awareness. The rubrics provide a lens through which teachers can view children and record ongoing observations. The rubrics are translated into concrete behaviors in checklists that help teachers keep track of a child’s growth.

Table 5 Screening Assessments

Screening Assessment	Oral Language	Phonological Awareness	Print Awareness	Alphabet knowledge	Math Skills
Peabody PPVT-III	Yes (Receptive)				
PALS-Pre-K		Yes	Yes	Yes	
TEMA	Yes				Yes
Expressive One-Word	Yes (Expressive)				
OWL: Classroom-Based Assessment Rubrics and Checklist	Yes	Yes	Yes	Yes	Yes

Table 5. specifies instruments for monitoring progress for oral language, phonological awareness, and print awareness and alphabet knowledge (beginning reading). Table X. specifies instruments for monitoring progress for fundamental knowledge, narrative text and expository text (comprehension). Table 7. specifies our instruments for monitoring progress in social and emotional development.

Table 6. On Going Classroom-Based Progress Monitoring Instruments: Beginning Reading

Assessment Tool	Oral Language	Phonological Awareness	Print Awareness	Alphabet Knowledge
OWL Classroom-Based Assessment Rubrics and Checklist	Yes	Yes	Yes	Yes
Work-Sampling System	Yes	Yes	Yes	Yes

Table 7. Classroom-Based Progress Monitoring Instruments: Comprehension

Assessment Tool	Fundamental Knowledge	Narrative Text	Expository Text
OWL Classroom-Based Assessment Rubrics and Checklist	Yes	Yes	Yes
Work Sampling System	Yes		

Table 8. Classroom-Based Progress Monitoring Instruments: Social Emotional/Physical

Social/Emotional			Physical
Assessment Tool	Self Regulation Understanding of Emotions	Social Relationships Cooperation/Compliance	
Work Sampling System	Yes	Yes	Yes

The DC Public School system will be using the Stanford 10 (SAT-10) to test the standards of teaching and learning adopted by the District of Columbia Board of Education. DCPS has adopted standards to define what students are expected to know and are able to do at each grade level, pre-kindergarten to grade 12. AppleTree Early Learning PCS has reviewed the DC standards and the OWL standards meet or exceed the DCPS standards. The SAT-10 Achievement Test is administered to students in grades three to 11 in reading, writing and mathematics, so we will be using the above assessments for our younger learners.

b. Basis for Promotion and Graduation:

Students will be promoted to the first grade when:

- They have robust language and literacy skills,
- They have strong numeracy skills,
- They are socially and emotionally ready, and
- They master a challenging vocal, instrumental or dramatic performance.

Five-year-old students, who are cooperative and above the 40% percentile on the Peabody Picture Vocabulary Test, the PALS, the Expressive One-Word and the Test for Early Mathematics Ability will be promoted to the first grade.

If the faculty and school director believe that a student is socially, emotionally, or cognitively ready for the first grade, even though the child is five, a meeting will be held with the student's parents to determine a proper course of action, which is likely to be retention and continuation in the program for an additional year.

c. Student Intervention:

OWL: provides a range of learning experiences for children.

The school's entire educational program is premised on early intervention for children at-risk of school failure with an evidence-based curriculum with strong measurement, strong accountability and robust professional development. If a child is not reaching our stated performance standards, the school director, lead teacher, SPED team and the family will meet to determine what other services can be provided to the child.

4. Support for Learning

a. Parent Involvement:

Too often parents and teachers find themselves isolated and estranged from each other because they share neither a common community experience nor a racial or ethnic background. It doesn't have to be that way.

One of the school's most important goals is *#5 Parents will be partners in their child's early learning*. That is why the founding group, after substantial research and conversations with early literacy experts involved with Early Reading First programs in other parts of the country, decided to engage Dr. Patricia Edwards to provide training to the school's staff in developing family-school partnerships that strengthen support for learning, improving communication, and encouraging parental involvement in their child's schooling.

Patricia Edwards is a nationally recognized authority on parental involvement in schools from Michigan State University. She has conducted extensive research focused on finding ways to bridge the cultural and sociological chasm that can develop between the teacher and the student and his or her parents. This description of her program appeared in *New Educator*, the newsletter of the Michigan State University College of Education in spring of 1999. It describes the training and approach AppleTree Early Learning PCS will take to make parents partners in their child's early learning.

"Dr. Edwards provides training that helps teachers approach their students as doctors do their patients. A doctor often does not live in the neighborhood in which he or she practices, but the doctor can draw on a patient's medical history. Teachers, on the other hand, often teach with little or no knowledge of their students' developmental history.

Through her research, Edwards has sought to develop ways in which parents and teachers can talk to each other across race, ethnicity and class. Her research has dealt in large part with what is known as "parent stories" and the power they can have in providing insight to teachers, especially as it relates to literacy.

Parent's stories are simply narratives gained from open-ended conversations or interviews. The questions and interviews are designed to provide information to the teacher about learning activities that take place in the home.

Rather than intimidating parents with direct questions that lead to one-word answers, stories draw out much more information. Edwards developed a set of questions that allowed parents to tell stories (the Edwards-Pleasants Parent Stories Questionnaire). There are 50 questions in 11 categories that include parent, child and family routines and activities, child literacy interests, home life, parents' beliefs about their children, and sibling relationships.

Questions include such things as "How did you structure your child's day? What is a normal weekday routine for you and your child? What do you and your child enjoy

doing together? What does your family enjoy doing together? Tell me about your child at age 1? At age 2? What is interesting to you about your child?"

Edwards also then developed questions designed to go further based on the answers. Questions included: "Do you think your child showed a particular talent early on? If so, what was it? What did your child do to make you believe your child had this particular talent? Were there specific things you did as a parent to strengthen this talent?"

The open-ended nature of the questioning was effective. Parents revealed details about their lives to the degree that they helped the school understand the critical challenges the families were dealing with including substance abuse.

She then pulled out aspects of stories that were particularly instructive in terms of what was taking place at home. She gave the stories to the teachers and asked them to respond about the type of things that were taking place in the children's lives.

It became clear to Edwards that the teachers, although experienced, did not have enough critical information about their students' family life.

"What I am arguing is that when people talk about school, they talk about it as a conglomerate," she said. "Teachers have individual files on their students, but those portfolios don't include or represent any of the issues we're talking about in these interviews. So when they talk about problem kids, they tend to talk about a composite and they don't really know the children in the room.

"When you have one individualized story then you can then begin to deal with an individual problem around that specific student and family. It is then that you as a teacher can determine what you can deal with and those things you cannot."

Edwards said parent stories begin to paint a portrait that is essential to understanding student behavior, their communication and learning styles, and some of the problems parents face and how those problems affect their children.

Ultimately, Edwards said teachers must become what she calls "multi-conscious." They need to understand different identities. It is school or classroom as aquarium. Although the environment of the aquarium is transparent, the fish that reside in it can be quite different from each other and not all of them as well equipped to survive in it.

For Edwards, the bottom line is that having teachers understand the experiences of their students and the families from which they come will make them better, more effective teachers."

AppleTree Early Learning PCS will use the Edwards-Pleasants Parent Stories Questionnaire after students are enrolled to develop a stronger bond with the families and to provide the faculty with a fuller understanding of the students they will teach.

Parent Education and Outreach

Parents are the first teachers of children, and partners of the school. Children whose parents are involved in their education are far more likely to succeed. Parent involvement takes many forms: It starts early with daily reading to infants and toddlers, then grows to assisting with the child's homework, helping the child's teachers, and participating in the Parent-Teacher organizations. Only a parent can provide the daily expressions of interest and encouragement a child needs to succeed.

While some parents have learned these roles through the examples of their own parents, many low-income parents are uncomfortable with these roles or lack the skills

to fulfill them. Perhaps they lack models of good parenting; they may be illiterate and unable to help with homework; perhaps their own school failure or distrust of authority contributes to their discomfort. For whatever reason, many parents would benefit from a program that targets parents directly.

Most schools find that promoting parent involvement is a challenge that requires constant attention. The Center for Student Support Services has launched an ongoing effort to help public charter schools build their own parent involvement programs. The initiative has three major components:

1. Supporting Teen Parents -- Teen Parents Take Charge
2. Providing parent education -- Catholic Charities Parenting Program
3. Empowering all parents -- Parents Anonymous Groups

Providing Special Supports to Teen Parents

Over 50% of teen mothers drop out of high school before graduation. Many start out behind, and find that the time they have lost in pregnancy and childbirth caused them to lag even further behind their peers. Many lack infant care, or find the medical and income needs of supporting a child too overwhelming to accommodate a school schedule.

Their infants too are at risk. They are more likely to have low birth-weight, and are at greater risk of handicapping conditions. Their parents are often unready for the responsibility of parenting, and need special help to take on this very adult role.

Research has shown that the incidence of child abuse and neglect can be reduced substantially with a program of home visitation, special case management, medical care monitoring and facilitation, counseling, parenting education, educational support services, and childcare support. These services can reduce dropout rates and improve the life chances of both infants and teen parents.

CSSS, mental health clinicians, Mazique Parent and Child Center, and Children's Medical Center's Generations Program have formed a partnership to provide 60 teen moms in charter schools with the academic and social development support needed for the teens to be successful students and parents. Two AmeriCorps members assigned to the Center through DC Learns help the schools recruit eligible teens. They meet with the teens to set up academic and personal goals and provide one-to-one tutoring support to teens at home on bed-rest. They also help the teen moms through group mentoring, academic support, and social and recreational activities. The program is supported by a one year "Teen Parent Take Charge" grant from the DC Department of Health. The Center plans to add to the grant by enhancing services to teen mothers and fathers over the age of one year. Sharon Morgenthaler, Ph.D., oversees CSSS component of the program.

AppleTree Early Learning PCS will make sure that any teen parents we serve will be aware of this program.

Parenting Education and Parent Support Groups

All parents need support. They love to talk about their children and share their concerns, but often need guidance as to how to respond to the many challenges parenting presents. The Center has brought two inter-related programs into the charter schools to assist schools in this effort.

Catholic Charities Parenting Program

This unique resource provides well-trained parent educators to community organizations throughout the city. With a subcontract from the Safe Schools/Healthy

Students initiative, Catholic Charities has assigned to each of 15 public charter schools a parenting program resource person to present signature parent seminars entitled "Strong Parents, Strong Children." A series of eight classes are made available through this partnership. The activities under this program will be secular.

Parents Anonymous

When parents are strong and confident, they are far more likely to be responsive to their child's needs. *This is the guiding principle of Parents Anonymous.* Funded by groups advocating child abuse prevention programs and family strengthening support programs, Parents Anonymous offers parents a safe, confidential mutual support group. Led by parents and supported by trained parent facilitators, the groups take place in the schools in the afternoon, evenings, or weekends, while children enjoy their own special programs. Some meetings may feature guests such as parent educators; others include field trips -- all guided and planned by the parents themselves. Over time parents become more comfortable with their roles, and feel supported by the group. Their relationships with their children improve, and their participation in education - on behalf of their children as well as themselves - increases dramatically.

Our founding group has met with Eve Brooks, Executive Director of the Center for Student Support Services about joining the partnership if a charter is granted, and working together to build effective programs to serve the families of Apple Early Learning PCS.

Making Parents Aware of Adequate Yearly Progress Under NCLB

NCLB requires reports on the adequate yearly progress of students for each grade and subject tested. It requires information on the percentage of students tested. LEAs must report the percentage of students not tested or the inverse, the percentage of students tested. Either approach is acceptable. This information must be disaggregated by the following subgroups:

- All Students
- Major Racial & Ethnic groups
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged
- Migrant⁴
- Gender⁴

Information on student achievement at each proficiency level (e.g., advanced, proficient, basic, below basic), disaggregated by the following subgroups:

- All Students
- Major Racial & Ethnic groups
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged
- Migrant
- Gender

Information that shows how students in the LEA achieved on State academic assessments as compared to students in the State as a whole; and for each school in the LEA information that shows how students in the school achieved on State assessments

⁴ Note that the subgroups of migrant and gender are subgroups for reporting purposes only and are not among the required subgroups for adequate yearly progress (AYP) determinations.

as compared to students in the LEA as a whole and as compared to students in the State as a whole. Finally, the LEA must provide the most recent 2-year trend data in student achievement for each subject and for each grade.

However, because AppleTree Early Learning PCS will only serve children in grades preschool, pre-kindergarten and kindergarten, this will be moot, since DC district-wide assessments (SAT-10) begin with 3rd grade.

Making Parents Aware of Teacher Qualifications under NCLB

AppleTree Early Learning PCS has developed sample notification letters that district and school leaders can use to meet the parents' "right to know" provisions related to teacher qualifications. These provisions are divided into two categories.

1. The first "right to know" provision, shown below, allows parents to request and receive essential information about the professional and educational background of the teacher(s) instructing their child(ren):

Districts that receive Title I, Part A funds are required to notify the parents of students attending any school that receives funds under Title I, Part A that a parent may request, and the district will provide the parent on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teacher(s), including, at a minimum the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency license or waiver through which the State qualifications or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Stated differently, any district that receives any amount of Title I funding must send this notification letter to all parents in schools that receive Title I funds - regardless of whether the school has a school-wide or targeted assistance program.

2. The second "right to know" provision centers on notifying parents in Title I schools when their child is taught for four or more weeks by a teacher who is not highly qualified:

"...schools that receive Title I funding shall provide each individual parent timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified."

This provision of the law requires that all schools that receive Title I funds - regardless of whether the school has a school-wide or targeted assistance program - must provide this notification to every parent in the school whose child is being taught for four or more weeks by a teacher who is not highly qualified regardless of whether or not the teacher is being paid with Title I funds.

We will meet these parent notification requirements by using two notification letters.

Sample Letter A

[LETTERHEAD]

To:
All Parents in Schools that Receive Title I Funding

From:
[School Director, AppleTree Early Learning PCS]

Date:
[Insert date]

Subject:
Notification to Parents of Teacher Qualifications -- Compliance with P.L. 107-110, Section 1111(h)(6)(A)

The Federal *No Child Left Behind* Act of 2001 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, AppleTree Early Learning PCS will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

(School district name) is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact [insert name] at [insert telephone number].

Sincerely

School Director

Sample Letter B

(LETTERHEAD)

September 15, 2005

Dear Parent or Guardian,

On January 8, 2002, President Bush signed the No Child Left Behind Act of 2001 into law. The law brings sweeping changes to public schools throughout the nation. One of these changes requires that any school in receipt of Title I fund must now inform parents if their child is assigned a teacher for four or more consecutive weeks who is not yet "highly qualified" under the terms and criteria outlined in the Act.

According to the *No Child Left Behind* law, a "highly qualified" teacher is one who:

- Has obtained a Bachelor's degree or higher;
- Has obtained full State certification - in the District of Columbia this means that the teacher has either a preliminary, initial, or professional teaching license; and

- Has demonstrated competency in the core academic subject area(s) that he/she teaches.

Please know that all teachers who teach the core academic subjects have until June 30, 2006 to meet all three standards, except for DC charter school teachers who do not have to be certified. This transition was deliberately written into the law to acknowledge that many states have certification and licensure requirements that differ from the new federal standards for teacher quality.

As of this writing, your child's teacher (Mr./Ms. _____) has met the (*Select: Bachelor's degree requirement/State certification requirement/subject matter competency requirement*), but has yet to complete the (*Select: Bachelor's degree requirement/State certification requirement/subject matter competency requirement*). He/she is, however, currently working to meet the new requirement and we have full confidence in (*his/her*) ability to teach effectively in this assignment between now and 2006.

If you have any questions regarding (*teacher's name*) qualifications, please feel free to contact me.

Sincerely,

School Director

b. Community Participation:

We will build strong alliances and partnerships with community organizations to gain access to quality programs that support learning for all families and children, without having a huge staff at our relatively small school. Our founding group members are facilitating this process through the networks they have developed outside of their involvement with the creation of AppleTree Early Learning PCS.

The Center for Student Support Services ("CSSS"), which AppleTree Institute for Education Innovation incubated and spun off as a separate not-for-profit organization six years ago, is one such resource that AppleTree Early Learning PCS will use to build our capacity to serve the families that enroll their children in our school.

After School Resources

Through CSSS, AppleTree Early Learning PCS will provide expanded enrichment opportunities for children and community members during after-school hours, weekends, and the summer months.

Mental Health Resources

Nationally, one in five students have diagnosable mental health disorders. For low-income students these proportions are even higher. Many more experience a multitude of stresses that inhibit learning and increase risky behavior.

CSSS received a Safe Schools/Healthy Schools grant that supported the D.C. Department of Mental Health's pilot program aimed at expanding school-based mental health services. The program provides full-time mental health clinicians in 16 participating charter schools. In the target schools therapeutic services reach one in four students and early intervention and prevention programs serve the whole school community. This highly successful pilot is now being expanded.

The Safe Schools/Healthy Students funds enabled the Center to partner with the Charter School Special Education Cooperative to oversee the development of a Medicaid Recovery Plan for all the charter schools. This plan will enable charter schools to

support high quality special education, mental health, and health services. Support from the three-year Building Mental Healthy Communities grant will enable the Center to test the viability of Medicaid as a primary funder of expanded school-based mental health services.

AppleTree Early Learning PCS will take advantage of the resources by working with CSSS to tailor these services to our families, based on the knowledge we gain from the Edwards-Pleasants Parent Stories Questionnaire.

Partnerships to Enrich the Learning Experiences of Children at the School

The Founding Group has already established partnerships with a number of organizations that are committed to support Apple Early Literacy PCS's mission. Riverside Baptist Church, Wolf Trap, Arena Stage, First Book, Inner City Inner Child, FBR, Wachovia Bank, Starbuck's, Madeira School, The Village Green Day School in Great Falls, Virginia, Washington Episcopal School.

Table 8 Community Partners

Community Partners	Activity	How it builds capacity
Riverside Baptist Church	<ul style="list-style-type: none"> Provides volunteers to improve facility and subsidizes the costs of occupancy. 	<ul style="list-style-type: none"> Frees dollars for investment in program development.
Wolf Trap Center for Performing Arts	<ul style="list-style-type: none"> Provide artist resident to work with staff for eight weeks (2x/wk) Encourage teaching staff to use and create performing arts teaching techniques 	<ul style="list-style-type: none"> Provides developmental opportunity for teaching staff Reinforces curriculum objectives through the use of the performing arts
Arena Stage Contact: Laurie Magovern Thibaut	<ul style="list-style-type: none"> Provide artists to work with classrooms 	<ul style="list-style-type: none"> Provides developmental opportunity for teaching staff Reinforces curriculum objectives through the use of the performing arts
First Book	<ul style="list-style-type: none"> Provides free books for the children 	<ul style="list-style-type: none"> Places books into the homes of children
Inner City/Inner Child	<ul style="list-style-type: none"> Provides artists and teacher training programs 	<ul style="list-style-type: none"> Provides developmental opportunity for teaching staff
Joy of Soccer	<ul style="list-style-type: none"> Provides soccer instruction two to three days per week. 	<ul style="list-style-type: none"> Leverages community organization to build a quality recreational program.
River Park Friends of Southwest	<ul style="list-style-type: none"> Provides mini-grants of supplies and equipment in support of the preschool's mission 	<ul style="list-style-type: none"> Strengthens preschool's ties to local community and neighborhood
FBR 1001 19 th Street, North Arlington, VA 22209	<ul style="list-style-type: none"> Provide readers and one on one tutors for children 	<ul style="list-style-type: none"> Further addresses the developmental needs of the children

<p>Contacts: Doris McGhee Emanuel Friedman and Tasya Bracey</p>	<ul style="list-style-type: none"> • Contributions (reimbursing AppleTree for FBR volunteer hours there and individual cash contributions) • Volunteer program. FBR provides volunteers for special projects. 	<ul style="list-style-type: none"> • Enhances after school component with academic tutoring
<p>Starbuck's 3rd and Pennsylvania Ave. SE Washington, DC</p> <p>Contact: Jennifer Arnold and Larissa Fawkner</p>	<ul style="list-style-type: none"> • Provide readers and one on one tutors for children 	<ul style="list-style-type: none"> • Further addresses the developmental needs of the children • Enhances after school component with academic tutoring
<p>Madeira School</p> <p>Contact: Sylvia Ghorbani</p>	<ul style="list-style-type: none"> • Provide interns to assist during school year (once a week) 	<ul style="list-style-type: none"> • Serve as assistants while teachers work on professional development • Assists with tutoring of children
<p>Washington Episcopal School Bethesda, Maryland</p> <p>Contact: Kathy Hughes</p>	<ul style="list-style-type: none"> • Plans school visits for children 	<ul style="list-style-type: none"> • Children are able to meet new children and enjoy school amenities
<p>Village Green Day School Great Falls, Virginia</p> <p>Contact: Sylvia Ghorbani</p>	<ul style="list-style-type: none"> • Plans school visits for children • Gives school supplies, Christmas gifts and other items for children and families 	<ul style="list-style-type: none"> • Children are able to meet new children and enjoy school amenities • School is able to offer children and families needed supplies

c. School Organization and Culture:

AppleTree Early Learning PCS will be a small school, with highly qualified and dedicated teachers and staff members who have a keen understanding of early childhood development and the right attitude for working successfully with young children. Throughout the year, all teachers will be provided with ongoing professional development opportunities aimed at improving practice and building their foundations of knowledge in language and literacy.

The limited enrollment and small, but passionate and well-educated staff will focus on providing children with a robust, literacy-rich early education. Each teacher will know each child by name, and they will be familiar with the backgrounds and circumstances of all of the families of children who are enrolled. This level of familiarity with the children and their families will support student learning because the school's staff will have a better understanding of how to develop an effective relationship with parents.

Parents will be involved as partners of the school in supporting their child's educational development. Parents will receive continual feedback and support from the teachers.

The school year will be organized into two parts: the academic year, which will begin shortly after Labor Day and extend to the end of June; and the summer program which will last for six weeks during the summer. In all the school will be open 46 weeks per years.

The school day will be organized into three parts: before care, the school day and aftercare. While language and literacy will be infused into all parts of the day and all interactions between children and adults, the instructional program will take place during the school day. Before care will provide time for parent drop-off, breakfast, brief conferences and conversations among faculty or between parents and teachers. The school day will feature a variety of learning experiences: some teacher directed, some teacher guided with small and large groups. After care will provide time for one-on-one instruction to firm up skills, recreation and sports, guided or independent play and musical instruction.

The school will be a warm, safe environment with appropriate "child-sized" equipment and materials. The school's space will be divided into four classrooms of nine children each. The classrooms, while small, will have one-way windows for observation of the teacher's practice. The classrooms will also have mounted video cameras, which will be used to record instructional episodes for the teachers to review so they can reflect upon, and work to improve their practice. A DVD player with a large television monitor or a notebook computer with a DVD player will be available for the teachers to watch the video and critique it with consultants and the lead teacher. (Note: Parents will be notified that video is an important tool for continuous improvement of teaching practice when they enroll their children.)

A large, central room will be used for early morning meetings, large group story reading, meals and naps. When volunteers from partner organizations like FBR or Starbucks arrive to read to the children in the afternoon, they will eagerly gather around the reader's chair in the center room in anticipation of listening to a new story. Later, they will pose with the reader to provide a personal remembrance for the volunteer reader's desk in the form of a digital or instant photo.

Or, the occasion might be a visit from an "artist in residence" from Wolf Trap Center for the Performing Arts leading the children in folk music, or, even a dramatization of a book the children recently read with an actor from the Arena Stage.

Also in the central room will be multiple learning and exploration areas including a book center, a drama and movement center, a building center, a writing center, a finger toys center, a sand and water table, a science center and an art center.

A small playground, filled with developmentally appropriate climbing and play equipment, outside the building will provide recreational opportunities during the day.

The culture of the school will be mission-driven. All faculty and staff will know that we have these children for a very short time and that we must prepare them for school success, despite their background or circumstances.

The school director will lead the faculty in meeting the schools goals and in developing positive, constructive relations with parents who will be the school's partners in educating the children. With the lead teacher, the school director will monitor the continuous progress of children at the school and work to provide faculty with the support and professional development they need to succeed in their instructional mission.

As a center of education and community, the school will welcome community partners, volunteer readers, parent volunteers, and other visitors curious about the

Comprehensive Early Literacy program. The school will be a caring environment in which every adult recognizes that learning to read may be the single most important factor in determining each child's future.

d. Extracurricular Activities:

The school will provide extracurricular activities for children that reinforce the mission of providing young children with the social, emotional and cognitive foundations that will enable them to succeed in school.

Because the school has a small enrollment and staff, extracurricular activities will be provided in partnership with other community partners and organizations that build the school's capacity to serve the children, as well as part-time school staff.

The founding group recognizes that recreation is important for young children. The school will provide soccer three times a week through the Joy of Soccer in the autumn and tee ball three times a week in the spring and summer. The school will recruit coaches from community or partner organizations (and pay them) for leading these programs to ensure continuity and accountability. Soccer and tee ball will be instructional in nature, with the objectives being limited to teaching the game, building skills, and building social and emotional skills related to teambuilding. The school will establish a relationship to provide swimming to the children for recreation as well.

The school will hire a part-time music teacher who will be available to provide both instrumental and choral instruction. Choral training will help children develop an increasingly clear, directly experiential understanding of good singing and musicianship. Both consciously and intuitively, the children will then extend these healthy musical and vocal habits to rehearsing music for performance.

Choral exercises are chiefly designed to cultivate two essential aspects of choral performance:

- Pitch accuracy
- A relaxed, unstrained, healthy use of the voice throughout the full range of each part.

To do this efficiently, all voice parts, bass to soprano, do the exercises simultaneously in their own range, in harmony with each other.

The extracurricular activities will further the school's efforts to build community and will reinforce the school's academic and nonacademic goals.

e. Safety, Order, and Student Discipline:

Research shows that fostering learning, achievement, and healthy development for every student requires intentional efforts to reduce barriers to learning. Internal barriers; external influences from the child's family, community, and the larger society, and educational difficulties can all get in the way of learning and healthy development. By implementing OWL the school will implement a comprehensive, intentional effort to combat these barriers by training our educators to:

1. Increase pro-social bonding among peers and positive and personalized relationships between staff and students;
2. Set clear, consistent boundaries and consequences;
3. Teach, model, and practice life skills that promote effective communication, self-discipline and self-management, empathy, cooperation, and problem solving;

4. Set and communicate high expectations that promote a culture of academic excellence and positive behavioral norms;
5. Promote high caring and high support so that all students can thrive emotionally and succeed academically.

OWL supports social skill development and emotional regulation that are essential to success in school at all levels.

- Self-Regulation
- Understanding of Emotions
- Social Relationships
- Cooperation,
- Compliance

The program uses specific, research-based, teaching strategies for emotional self-regulation including: identification and discussion of emotions in relation to characters in storybooks and discussion of emotions children experience in specific, daily situations. OWL program organization, and child guidance strategies provide the structure needed for children to regulate emotions. Student progress in social and emotional development is monitored by teachers using the Work Sampling System and will be reported to parents through progress reports and periodic parent/teacher conferences.

The school will take advantage of the Center for Student Support Services' competencies in training for safety, order and student discipline. Using techniques developed by Educators for Social Responsibility (ESR), the CSSS and ESR have trained over 360 teachers and administrators in 16 public charter schools to integrate "Peaceful Schools" techniques into the classroom and school culture.

The program provides:

- *Intensive Teacher Training* -- Teachers learn essential classroom practices, teaching strategies, and classroom management tools to help them reduce barriers to learning, improve students' academic performance, and increase their attachment to school. Separate sessions for elementary and secondary teachers are followed by staff development sessions tailored to the specific needs and readiness of each school. Classroom visits, in collaboration with participating teachers, provide opportunities for observation, feedback, demonstration of lessons, and co-teaching to assure that training is incorporated into daily practice.
- *Extensive Discipline Code Review and Revision Process*-- This process assists teams from each school in developing and implementing a school-wide discipline plan that is comprehensive, instructional, realistic, respectful, and balanced.
- *Early Childhood Training* -- Geared to pre-K through 2nd grade teachers, this training teaches developmentally appropriate techniques to build community through caring educators. The training also teaches core conflict resolution skills.
- *"Adventures in Peace-making" Training for After-School Staffs*-- This training features fun, simple, effective activities to teach children how to deal with conflict peacefully.
- *Parent Workshops* -- To assist parents in learning and using "Peaceful Schools" concepts and skills in the home.

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

AppleTree Early Learning PCS's Goal 5 is: The charter school will implement the OWL Curriculum with a high degree of fidelity. The performance indicators for this goal are:

- Teachers will become knowledgeable about how children learn language and literacy skills;
- Teachers will progress from a beginning/novice skill level to an adequate level of performance and finally to a highly proficient level in implementing the Comprehensive Early Literacy Program;
- Teachers will be able to discuss the goals of the curriculum and the purpose of instructional strategies with parents, fellow teachers and literacy coaches.

The Lead Teacher and the School Director will monitor progress on these indicators using the OWL Implementation checklist, which measures fidelity of implementation and instructional proficiency.

Dr. Judith Schickedanz, is a faculty member at the Boston University Graduate School of Education and is a nationally recognized researcher, author, and consultant on early language and literacy. She is working with a variety of state Early Reading First grant programs and has consulted with the US Department of Education in their Early Reading First training programs and with Head Start. Judy, in collaboration with Dr. David Dickinson of Education Development Center, developed the OWL comprehensive early literacy curriculum and worked with the AppleTree institute for Education Innovation to implement the curriculum at the Institute's laboratory school. Dr. Schickedanz will provide curriculum training to the director, teachers and staff. Catherine Marchant, a trainer of trainers and teachers with 30 years' experience, will work with faculty and staff in establishing the rigorous progress monitoring and assessment strategies. Dr. Lea McGee, who directs the State of Alabama's Early Reading First program, will provide training and resources to weave the not-for-profit partners (Arena Stage and Wolf Trap Center for the Performing Arts) curriculum work directly to the pre-k standards in language and literacy, in order to provide a robust arts and aesthetic element to the early learning program and to set the stage for Goal #4. Students will master a challenging vocal, instrumental or dramatic performance so that the promising practices support learning and fit in with instruction the classroom teachers provide, day to day. (These services may be provided under an Early Reading First grant. If not, they will be factored into the schools planning and implementation budget.)

The project will provide initial training for teachers in an intensive 1 and 1/2 week group session in August of 2005. This training will provide teachers with foundational knowledge in language and literacy, and with knowledge about how language and literacy skills and understandings are promoted in preschoolers by OWL. This professional development will be followed up with classroom-based, coaching and mentoring activities. The following summer, teachers and staff will attend a five-day summer institute to build knowledge and improve implementation. Graduate assistants will videotape instructional episodes, guided by the mentors/coaches, to provide teachers with examples of their teaching. The videos will be recorded to DVD and each classroom will be provided with a DVD player for teachers to learn by viewing their instruction with the mentors/coaches.

Ann Marie Blaney, the full-time Lead Teacher/Mentor will use observations, modeling, videos, implementation checklists, and other tools to provide dynamic, ongoing and intensive PD that reinforces and builds on the background knowledge and skills in the OWL. Each Wednesday, teaching staff will meet with the Lead Teacher and consultants

(when on site) to discuss implementation issues, to ask questions and to receive feedback on their progress. (The school will schedule music and recreational programs with partners and part-time faculty to provide this time for discussion and reflection.) Ann Marie Blaney M.Ed. has experience in teaching and coaching OWL.

The OWL Implementation checklist will guide the school's internal assessment of the school's fidelity to the curriculum implementation (OWL implementation checklist in Appendix). Quality professional development and the resultant implementation of the OWL with a high degree of fidelity are integral to attaining the schools first three goals, which focus on the cognitive, social and emotional readiness of children.

g. Structure of the School Day and Year:

The school will operate 46 weeks per year and 220 days per year. The daily hours of operation are from 7 am until 6 pm. The school day is organized to provide substantial time for nutrition, instruction, play, recreation and enrichment activities and to provide the support that many families with young children need. The OWL provides training and opportunities for teachers to infuse language and literacy into every moment of the day including meals, transitions and play.

Table 9: Daily Schedule

Daily Schedule of Apple Early Learning PCS using OWL			
Allotted Time	Time of Day	Program Component	Description
75 minutes	7:00-8:15 am	<i>Before school</i>	Parents drop off children, teachers and parents may have brief discussions and updates on progress. Breakfast for children.
35 minutes	8:15-8:50 a.m.	<i>Transition Into Classroom</i>	Greetings 1:1, Limited Centers, child choice: puzzles, writing, computers, books. Teachers share supervision.
15-20 minutes	8:50-9:10 a.m.	<i>Early Morning Meeting</i>	Beginning routines limited to children's names and welcome song or poem. Orientation to center activities, with vocabulary and props. Children make first choices. Turns list used.
70 minutes	9:10-10:20 a.m.	<i>Centers Time</i>	Children actively engage in center activities. One teacher "floater;" second teacher designated area(s)
10 minutes	10:20-10:30a.m.	<i>Clean Up Time & Transition to Story Time</i>	Children and teachers return materials to storage areas in centers.
20 minutes	10:30-10:50 a.m.	<i>Story Time</i>	Storybooks read, with emphasis on enjoyment, vocabulary development, and comprehension.
10 minutes	10:50 -11:00 a.m.	<i>Transition to Outdoor/Gross Motor Activity</i>	Outer clothing on; move from classroom to outdoor area.
30 minutes	11:00-11:30	<i>Outdoor/Gross Motor Activity</i>	Playground or gym play.
5 minutes	11:30-11:35	<i>Transition Inside to Songs, Word Play... and Lunch Helpers at Start of Songs,</i>	Children put outer clothing in cubby and go to Songs, poems.... area.

		<i>Word Play...</i>	
20 minutes	11:35-11:55 a.m.	<i>Songs, Word Play, and Letters</i>	Phonological awareness, alphabet letters, print awareness/print conventions focus.
5 minutes	11:55-12 noon	<i>Targeted Transition: Songs, Word Play...to lunch</i>	Instructional strategies to dismiss children to lunch tables.
30 minutes	12 noon-12: 30	<i>Lunch Time</i>	Food and conversation. Teachers sit with children.
30 minutes	12:30-1:00	<i>Rest Time</i>	Quiet time with soft background music.
35 minutes	1:00-1:35 p.m.	<i>Transition from Rest/ Toileting to Limited Centers</i>	Same centers as during Transition into Classroom early in a.m.
15 minutes	1:35-1:50 p.m.	<i>New Information/New Ideas</i>	Read/use expository text related to current unit or to explain something referred to in Story Time books. Take relevant objects to show and demonstrate.
5 minutes	1:50-1:55 p.m.	<i>Targeted Transition to Small Groups</i>	Instructional strategy used to dismiss children to small groups.
30 minutes	1:55-2:25 p.m.	<i>Small Groups</i>	Math, Listening, Science, Games, Writing
20 minutes	2:25-2:45 p.m.	<i>"Let's Talk about it!"</i>	Social-emotional content for discussion. Can be book- or classroom-based issues (or both).
15-20 minutes	2:45- 3:00 p.m.	<i>End of Day/Transition to Leave School/Or to after school activities</i>	Children gather outer clothing and papers, etc; and then work puzzles and look at books until picked up or taken to after school activities.
Up to 3 hours	3:00 – 6:00 p.m.	<i>After School program Recreation/Sports depending on the season: soccer, swimming or tee ball.</i> <i>Music or choral training</i>	After school staff and volunteer assistants will coach and organize outdoor recreation and sports activities, while other students will practice choral singing and other musical offerings. Parents and teachers have time to discuss progress.

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

The Founding Group is composed of community, education and business leaders, parents, prospective parents, as well as leadership and staff of the AppleTree Institute for Education Innovation, its lab pre-school, and Eager to Read, Inc. Corporate supporters include Starbucks, Mintz Levin Cohn Ferris Glovsky and Popeo, PC, the Wolf Trap Center for the Performing Arts, the Arena Stage, and the Friedman Billings Ramsey Foundation.

Resumes of the following individuals are included as appendices at the end of the petition. Annual reports are included for AppleTree Institute for Education Innovation, Mintz Levin Cohn Ferris Glovsky and Popeo, PC, and Friedman Billings Ramsey.

Founding Group members are:

➤ Susan W. Berson

Partner, Mintz Levin Cohn Ferris Glovsky and Popeo, PC
701 Pennsylvania Ave, N.W. Washington, DC 20004

➤ Annmarie Blaney, Professional Development Coach/Teacher Apple Early Literacy Preschool
636 A Street, SE (rear)
Washington, DC 20003

➤ Jeff Braxton, CEO & Founder
Myriad Media
12096 Chancery Station Circle
Reston, VA 20190

➤ Sylvia Ghorbani, Former Director
Village Green Day School & Madeira
8014 Falstaff Road
McLean, VA 22102

➤ Kathleen Herman, Director of Admissions and Financial Aid
Washington Episcopal School
5600 Little Falls Parkway
Bethesda, MD 20816

➤ Celia V. Martin, Founding member of Friedman, Billings, Ramsey Group, Inc.
Director of Fieldstone Mortgage Corp., Trustee of Apple Tree, Trustee and Treasurer of
Washington Episcopal School, Board of Visitors member of James Madison College at MI State
University
5326 Falmouth RD
Bethesda, MD 20816

AppleTree Early Learning PCS

- William (Jack) McCarthy, Managing Director
AppleTree Institute for Education Innovation
907 6th Street, SW – Suite 615
Washington, DC 20024

- Varissa McMickens, Assistant Director
Wolf Trap Institute for Early Learning through the Arts
1645 Trap Road
Vienna, Virginia 22182

- Tiffany Quivers, Director
Apple Early Literacy Preschool
680 Eye Street, SW
Washington, DC 20024

- Sullivan Robinson, fundraising and management consultant
Former Executive Director, Congress of National Black Churches
901 6th Street, SW
Washington, DC 20024

- Paula Young Shelton, 1st grade teacher
Georgetown Day School
610 4th Place SW
Washington, DC 20024

- Laurie Magovern Thiebaut
Director of Education, Community Engagement, Arena Stage
1101 6th Street SW
Washington, DC 20024

- Jill S. Tonkel,
5013 Nahant Street
Bethesda, MD 20816

- Russ Williams, Director of Operations
AppleTree Institute for Education Innovation
907 6th Street, SW – Suite 615
Washington, DC 20024

The school's Founding Group represents a broad range of professional and social backgrounds and expertise, multi-level qualifications, and diverse perspectives. The Group has been expanded carefully with an eye toward building organizational capacity and social capital.

Areas of professional expertise

- Public, charter and independent school education (governance, administration, operations, technical assistance, and instruction)
- Early childhood education
- Legal, with specific non profit expertise
- Consumer and professional services
- Faith-based DC community and national base
- Media, Marketing, Public Relations
- Arts community with specific focus on early learning
- Political and legislative advocacy, District, regional, state and national
- Finance, investments, and business management
- Planning, organizational development
- Fundraising and non profit management
- Professional expertise in charter school development and facilities development

Areas of Personal, Family, Social perspectives

- Parents and prospective parents
- Neighborhood and community leaders
- Education and social services volunteers and pro bono workers
- Philanthropists

Consider the following excerpts from our Founding Group's statements of commitment: (see appendices for complete transcripts of statements of interest)

"One hundred years from now, historians looking back at our time will wonder how a society as wealthy and educated as ours could accept the scale of poverty and illiteracy that we see in the Nation's Capital today. From that perspective, they will look at this catastrophic waste of human potential as a national tragedy and ask "Why?" Today, we can do something about it.

AppleTree Early Learning Public Charter School will be a small school, but it will make a ripple in Washington, DC by challenging the conventional wisdom that children at risk of school failure are too young to learn language and literacy. . That's what excites me about this petition. As Margaret Mead wrote, *"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."*

Jack McCarthy, Managing Director, AppleTree Institute for Education Innovation

"The community deserves access to a program with such great results, and shouldn't have to pay tuition to do so." Celia V. Martin, former FBR executive vice president, and Board member, AppleTree Institute for Education Innovation

"What makes it worthwhile is when I get hugged by a child after reading a story to the class...I see the issue of early literacy as a significant problem. I will continue to be involved, professionally, as a financial supporter, and as a parent and citizen of the DC area."

Susan Berson, partner, Mintz Levin

"I live in Southwest Washington blocks away from the proposed new charter school. My middle son attended the AppleTree Institute's lab pre-school and had a very positive and enriching experience. In addition, I have a younger son that would be eligible to attend in a few years. I have also taught in the DC Public School system, including Amidon Elementary, another Southwest DC school. Therefore, I have a vested interest in the success of this charter school as a parent, teacher and community member." Paula Young Shelton, first grade teacher, Georgetown Day School

"As a parent of a child with dyslexia, I understand early reading issues. We have to fix the system from the very beginning of education years." Jill Tonkel, parent, DC resident

"Once you come to AppleTree's lab school and visit with the children who represent the target market, you are hooked! I have acted as community outreach and fundraising consultant for the lab school, and have a strong interest in being involved with parent education, support and outreach." Sylvia Ghorbani, Former head of school, Village Green Day School

" My work in the community, neighborhood affairs, executive leadership and church based activities has left me absolutely convinced that education of our young people at their youngest stage of development is primary to the success of families and communities everywhere." Sullivan Robinson, consultant, former Executive Director, Congress of National Black Churches

The Founding Group members have been involved in the planning process for the proposed charter school individually and as a whole group. The school's mission, vision and values, as well as educational philosophy and focus have been shared with the members and in many cases enhanced by their individual and group feedback. A concerted effort was made to form a Founding Group representing as many key stakeholders as possible. Although representing a wide variety of careers, community roles and backgrounds, the Founding Group members share a commitment to the critical necessity for quality early learning and a sustainable education model for children Pre K through K.

All members of the Founding Group have expressed their intention to stay involved with the new charter school, some as Board members, others in an advisory or support role, some as members of School Directorship. Their continued participation will ensure that the best thinking of the community served by the charter school is brought to bear in all planning and goal setting sessions.

Throughout the formation of the Founding Group and presently, members have been spreading the word about this new charter school to friends and colleagues. They clearly understand their role as ambassadors and friend raisers to ensure an expanding base of support for the school. The Founding Group will actively participate in the recruitment process of Board members, once the charter is granted, and in the development of Board structure, governance model and rules and policies.

b. Planning Process

The decision to apply for a charter was made by the Leadership of AppleTree Institute for Education Innovation (Board and senior staff) who recognized the benefits of chartering a new school designed to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school. In 2003, AppleTree Institute received a \$500,000 grant from the US Department of Education for a project to improve teacher quality in early childhood education. Through the community outreach activities of the grant, stakeholders agreed that a public charter school would be an effective, accountable sustainable model for educating students at risk, market to its target audience, and offering additional and expanding Pre K/ K choice in the Southwest DC, and other neighborhoods in Washington, DC if the demand for enrollment and organizational capacity grow proportionately.

Board members and staff at AppleTree Institute for Education Innovation recruited Founding Group members through their long established relationships in the community as well as from the base of parents and educators familiar with the organization's work and its current lab pre-school. Many Founding Group members were first introduced to the curriculum model by being invited to participate as volunteer readers to the students at the lab school. As one Founding Group member commented, "What makes my commitment to this new charter school rewarding is to be hugged by these kids after I have read a story to them and to see

them in action throughout their day.”

Application developers have consistently sought the feedback of parents, teachers, and other community members in developing the school’s mission, focus and goals. AppleTree Institute held Board and staff retreats to explore these issues and began expanding that planning to Founding Group members, who will continue to be involved in implementation through on site training, visits, and frequent informational and feedback sessions.

c. Corporate Structure and Nonprofit Status of the School

AELPCS will be incorporated as a 501(c)(3) non-profit organization in the District of Columbia. A draft of the proposed Articles of Incorporation and Bylaws of the AppleTree Early Learning Public Charter School are attached in the appendix. The final Articles and Bylaws will be forwarded to the DC Public Charter School Board as soon as the organizing paperwork is completed. The school will seek 501(c)(3) recognition from the Internal Revenue Services and will submit documentation to the authorizer once we have been notified.

2. Governance and Management

a Board of Trustees

Excellence in governance lies in successfully recruiting Board members in a methodical and consistent way.

The Founding Group will select an interim board of nine trustees from its members upon approval of the charter petition by the DC Public Charter School Board. DC Residents will make up at least 50% of the board. These nine trustees will immediately put together a plan and schedule of board development the build the board to a full compliment of 15 trustees (including 2 parents).

Recruitment Process

- ◇ A Board Development committee will be formed immediately upon charter approval to review the needs of the school, taking a close look at skills already present. The committee will then determine which needs constitute the highest priorities for new Board membership in the coming year. Skills and diversity issues can then be combined to develop ideal member profiles.
- ◇ Assuming Board agreement with the profiles, the Board Development Committee will conduct brainstorming sessions to come up with as many appropriate names as possible for each profile.
- ◇ Cultivating a prospective Board member is like soliciting a major gift: we'll allow enough time at the initial meeting for successful rapport to build. We will leave the prospect with the charter petition highlights, organizational promotional material, and a copy of Board job description and expectation of Board members.
- ◇ The school will have a Board member orientation package and training process that includes mission statement, history, program description, staff information, by laws, past minutes, biographies of key staff and other Board members, copies of budget and latest financials, etc
- ◇ We'll establish a “mentor” for new Board members. The mentor is a current Board member whose job is to arrange a personal tour of the School and service area and to introduce the new member to everyone else on the Board and answer any questions that arise.

Criteria for this School’s Board

- ◇ The ability to contribute to long range planning and program oversight
- ◇ The ability to develop organizational/school policy
- ◇ Understanding the fiscal and legal issues of being a DC Public Charter School
- ◇ Raising funds and grant writing
- ◇ Assisting and supporting marketing and public relations

- ◇ Being able to recruit and evaluate the School Director
- ◇ Understanding personnel issues, fair labor practices and the teachers' union
- ◇ Understanding school district administration, state and federal education law

Board members will be encouraged to become conversant in all areas of responsibility, but everyone has individual strengths and interests. The Board will be more effective if individuals are allowed to function at their highest level of energy and expertise. More important than the skills they possess is every new Board member's commitment to our cause. We intend to pay attention to Board diversity with respect to gender, ethnicity, age, sexual orientation, physical disabilities, and representation of the community population.

Terms of Office

We are committed to a terms of office policy that values and recognizes the contribution of effective Board members, but also allows for rotating members to maximize new ideas and improve group dynamics. Terms of office will be staggered one and two-year terms. One parent of a student attending the school will have a one-year term and one parent of an attending student will have a two-year term to maximize opportunity for all parents to participate. All other Board members will have two-year terms. (See By-laws in appendices).

All parents each year will be informed that the Board must have at least two parents of students attending the school. The Board Development Committee will review the credentials and interests of parents interested in serving on the Board. Selection will be made in the same way non-parent Board members are nominated. Selection is based on level of commitment and a clear understanding of Board role and function. We plan to encourage parent Board members to develop their own succession plan so that as their children graduate from the school and new parents come in, parent Board members play a role in advocating for Board service and assist in the recruitment process.

Composition

The Board will be comprised of an odd number and not more than 15 members drawn from community leaders, business owners, educational professionals, and parents. The School Director will represent staff on the Board. Staff will function in an advisory capacity to the Board and will be invited to have frequent input to Board discussions, participating in education and informing Board policy decisions.

Several members of the Founding Group have expressed interest in joining the Board. And, others have begun recruiting like-minded individuals to serve on the future Board of Directors. They are seeking candidates from local educational organizations, public service agencies, financial organizations and businesses who can provide the leadership and expertise needed on a Board. The Board will participate in an annual training that will help facilitate the assimilation of new Board Members as well as provide an opportunity to review the school's mission and articulate the vision for the school's future. In-house experts (trained in OWL) will facilitate the annual training. Ongoing Board orientation and training will be the responsibility of the School Director in conjunction with the Board Development Committee.

Roles: the Board's role

- ❖ **Determine the School's Mission and Purpose**
 - Commitment to the mission drives the Board's sense of accountability
- ❖ **Select the School Director**
 - Clarify its own functions as distinct from those of the School Director, recognizing that it is the School Director's exclusive responsibility to select and supervise a management team or staff.
 - Establish clear objectives and clarify expectations; identify the particular set of skills, experience and style needed.
- ❖ **Support the School Director and evaluate his or her performance**
 - The School Director receives frequent constructive feedback

- The School Director is assisted when Board members overstep prerogatives or misunderstand their roles
- Performance is assessed in relation to the Board's performance
- ❖ **Ensure effective organizational planning**
 - Board ensures that comprehensive organizational planning is done effectively.
 - Board members are involved in planning if they are to have ownership of the plan. Their role is essentially to ask good questions, expect good answers and serve as resources in areas of personal and professional expertise.
- ❖ **Ensure adequate resources**
 - Providing adequate resources is first and foremost the Board's responsibility. It is appropriate to consider the School Director or the director of development the "chief fundraiser" but the Board sets targets and goals.
 - All Board members are expected to make an annual gift in line with their means.
- ❖ **Manage resources effectively**
 - Fiduciary responsibility
 - Oversee investments
 - Formulate policy and strategy with respect to endowments and reserves.
- ❖ **Determine, monitor and strengthen school's programs and services**
 - Find a sensible division of labor to ensure that programs and services are demonstrably consistent with mission and vision.
 - Seek a balance between the Board's responsibility to ensure quality cost-effective programs and the staff's responsibility to initiate and implement them.
- ❖ **Enhance the school's public standing**
 - Board members are ambassadors, advocates and representatives to the community
- ❖ **Ensure legal and ethical integrity and maintain accountability**
 - Solid personnel policies and procedures, grievance protocols, and clear understanding about the School Director's authority for hiring, developing and releasing staff ensure effectiveness and a safe, ethical working environment.
- ❖ **Recruit and orient new Board members and assess Board performance**
 - Boards are responsible for their own longevity. They identify their needs with respect to membership and also orient new members to both the Board and the organization.
 - Every two years, the Board will assess its own performance including composition, Board recruitment, fundraising, governance structure, and community relations.

Legal responsibilities: (consistent with non-profit law and guidelines)

1. Duty of Care: must attend Board meetings and be prepared; must care about the organization more than other causes; must vote independently and not represent a constituency
2. Duty of loyalty: must have clear conflict of interest statements
3. Duty of obedience: must remain true to mission

A Board has not been selected. However, a majority of Founding Group members have indicated commitment to serve on the Board. Finalization of Board is scheduled for late Summer 04.

Board members will focus on broad institutional policies and leave operating policies and procedures to the school's head and administration. Our Board is a policy-making body, based on a policy governance model. The School is guided and defined by plans and policies. Board determined policies are carried out through rules and procedures.

The AELPCS Board will use a consensus based decision-making method. Consensus based decision making is defined as reaching mutually supportable decisions and actions after

thoughtful dialogue and exchange of viewpoints. Roberts Rules of Order or parliamentary procedures will be employed when the issues demands a record of majority vote or in rare cases where consensus cannot be reached. We believe this method is more consistent with our values of inclusiveness, participative management and mutual respect and trust.

Committee Structure

Although it is the Board and only the Board that makes major policy decisions, it accomplishes its work through committees and task forces. The Founding Group as it transitions to a formal Board of Directors will be refining Board governance structure once the charter is approved, and we have agreed on the following organizational structure principles:

- The committee structure will be as lean as possible.
- With the exception of the Executive Committee, other Board committees and task forces can increase their reach and effectiveness by including non-Board members. Non-Board committee members make future Board prospects, as well.
- All Board members will be expected to serve on at least one committee
- *Standing Committees*
 - Executive Committee – coordinates with the Board President the work of the Board; serves as a sounding board for the School Director; acts in place of the whole Board as dictated in by-laws and only with the authority as delegated by the Board. This is not a decision or policy making sub-group.
 - Board Development – coordinates Board recruitment, orientation and retention; renominates sitting directors and nominates officers; facilitates annual Board self-assessment; identifies Board’s educational needs and designs vehicles to meet those needs; organizes recognition of trustees
 - Resource/Asset Management
 - Finance –with School Director and staff develops long range financial plan and yearly budget; monitors implementation of budget; makes periodic reports to the Board on fiscal status and educates the Board on non profit financial trends.
 - Audit (independent of Finance committee- evaluates function of Finance Committee, arranges for annual audit; works with auditing firm; makes recommendations for internal controls.
 - Buildings and Grounds- develops master plan of facilities and grounds; reports on major plant issues; keeps finance committee informed of plant needs. Provides oversight on major expansion or acquisition plans but does not act as “project manager”. Not involved in day to day operations and maintenance,.
 - Investment
 - Institutional Advancement
 - Development and Public Relations (only until such time as staff can be brought in to manage this function; we see this as primarily staff work, supported by the Board)
 -
 - Strategic Planning – facilitates and plans annual strategic planning retreats in which the entire Board and senior staff participates.

* We will establish an ad hoc advisory group called the School Advisory Council We envision this as a larger group of supporters, friends and stakeholders who advise the Board and School Director on specific issues, concerns and challenges. The composition is primarily Founding Group members, and non Board members, but a Board member, not the President, may chair this Council to ensure connection to Board work. This council ensures that a broader base of opinions, perspectives, expertise, and viewpoints always informs Board decision-making.

In a study of 50 non-profit executives with reputations for being highly effective, Robert Herman and Richard Heimovics found that the basis for effectiveness was leadership behavior in relationship to their Boards. The effective executives focused their leadership actions as much toward the Board as to staff and practiced the following principles which we embrace:

- Create an environment conducive to quality board interaction
- View the board-executive relationship as an exchange and a true partnership.
- Work with the Board in an entrepreneurial manner, inspiring change, vision and innovation at the Board level.
- Keep the Board informed and educated
- Work closely with Board Chair and Committee Chairs to promote Board productivity.¹

Rather than the Board acting as the next level of management “over the School Director, we envision a true partnership between the School Director and the Board that emphasizes trust, explicitly assigned roles for each partner, and a good deal of dynamic and healthy respect of their different frames of reference.

The School Director’s Role with respect to Board

- To articulate an institutional strategy for careful, periodic review by the Board.
- To structure Board materials that direct Directors’ attention to issues of policy and strategy.
- To structure Board meetings to direct Directors’ attention to issues of policy and strategy.
- To provide Directors with the capacity to monitor organizational performance and progress.

The Board’s relationship to administrative structure and staff will be through the School Director enhanced by frequent informal interaction, participatory planning discussions, and staff presented educational programs for Board members. The Board will interact with parents and students to the degree they have the time and interest to do so. We encourage creating forums apart from Board meetings, where Board members can continually engage with parents, students and volunteers.

Roles: School Director

The School Director will be responsible for the complete operation of the school. The School Director and Business Manager will be ex-officio or non-voting members of the Board of Directors. The School Director will also serve as the liaison to the DC Public Charter School Board. The School Director will be held accountable by and to the Board of Directors.

The School Director is ultimately accountable for: budget allocation, human resources, strategic planning, fund raising, community and public relations, parent relations, building maintenance, computer and technology management, professional development of the staff, scheduling, curriculum development, student support services, discipline, and hiring of all staff members. These accountabilities rest ultimately with the School Director, but his/her designee may share specific responsibilities. The School Director hires and may dismiss school personnel assigned exclusively to the school, subject to review by the Board of Directors.

Board Role	School Director Role
Determine the mission of the organization.	Carry out the mission of the organization.
Hire, evaluate, and terminate the School	Hire, evaluate, and terminate all other

¹ Herman and Heimovics, “An Investigation of Leadership Skill Differences in Chief Executives of Non Profit Organizations,” 121.

Director.	staff.
Participate in development of a strategic plan for the school.	Support the strategic planning process. Participate in the development of a strategic plan. Be prepared to translate the strategic plan into action plans.
Approve annual business plan and supporting budget; monitor performance against plan.	Prepare annual business plans and supporting budgets; assemble information for Board to use in evaluating performance.
Monitor progress of programs and services in terms of meeting the organization’s mission and goals.	Manage programs and services, staff, public relations.
Review materials in advance of Board meetings and arrive prepared to make strategic decisions.	Prepare and distribute materials for Board review in advance of meetings.
Establish investment policy, hire the audit firm.	Implement investment policy, prepare materials for audit and work with auditors.

b. Rules and Policies:

The school’s Founding Group has responsibility for the development of rules and polices of the school related to the educational program, school finances, employees, student discipline, organizational performance and additional areas as determined by the District of Columbia. The Founding Group includes a number of individuals who have the knowledge, experience, disposition and capacity to develop school rules and policies, through their current or former positions as Head of School, Director of Admissions, Lead Teacher and Professional Development Coach. Members of the Founding Group will gather ideas from experts and exceptional schools with similar missions. The Founding Group will meet at retreats throughout the summer of 2004 and will forward recommendations to the Board for their review, approval and adoption.

c. Administrative Structure:

The chief administrative officer of the school will be the *School Director*. The School Director will be responsible for providing inspirational leadership to direct the staff in achieving the school’s goals. Tiffany Quivers of Washington DC has been appointed School Director (see Founding Group bios and resumes.)

The business officer will be the school’s *Business Manager*, a part-time staff person who will be responsible for managing the business operations of the school. Russ Williams, of Arlington, VA, will be the School’s Business Manager.

The curriculum leader will be the *Lead Teacher*. Annmarie Blaney, of Washington, DC, will be the new Lead Teacher.

School Director Responsibilities. The School Director will be the chief administrative officer and inspirational leader of the school. H/She will work closely with the lead teacher on curriculum implementation, assessments, and organization of the school to optimize student learning. H/She will regularly report on the school’s progress toward its goals to the board of trustees, hire, supervise, and evaluate staff, run staff meetings, lead the enrollment effort, maintain student records, communicate regularly with parents of students attending the school, and actively engage parents on their involvement at the school and the importance of

their input towards school decisions. With the help of the Business Manager, h/she will be responsible for the day-to-day operation of the school.

Business Manager Responsibilities. The Business Manager will be responsible for fiscal operations, facility management, vendor procurement and management, resource and partnership development, reporting to the DC State Education Office, Office of Early Childhood Education, DC Public Charter School Board and any other applicable regulatory agencies. Working closely with the treasurer of the board of trustees, the Business Manager will regularly prepare financial reports for board review and work with the board and school director on the annual budget.

Lead Teacher Responsibilities. The lead teacher is responsible for leading the faculty's implementation of the OWL and assessments. She will regularly report to the school director on the progress of the faculty toward meeting the academic, non-academic, and curriculum implementation goals. The lead teacher will advise the school director and the curriculum consultants on training, coaching and professional development needs.

Legal Counsel

Susan Berson, a partner at Mintz Levin Cohn Ferris Glovsky & Popeo, and member of the Founding Group, will act as legal counsel to AELPCS.

School Advisory Council

To strengthen the provisions taken by the charter school to engage and involve parents and teachers in decisions, a School Advisory Council will be established consisting of two parent representatives, two teacher representatives, two Founding Group members from the community, and the School Director. The School Advisory Council will function as a liaison between the entire school community, the Board (ad hoc only), and the School. This group is advisory, its function being to provide ideas, support and feedback to the School Director.

The AppleTree Early Learning Public Charter School will not hire a management company and has no plans to enter into a contract with a school management firm.

3. Finance

a. Anticipated Sources of Funding

The charter school plans to operate the school within the funds that are provided by the DC contract funds and the federal non-competitive entitlements while persistently raising additional funds to put the school in an secure financial position to secure and finance a permanent facility that meets the school's programmatic needs.

DC Contract Funds. Based on the school's projected enrollment of 36 students and the demographics of the Southwest Washington neighborhood, the school anticipates receiving approximately \$600,000 in public funding during our first year. This figure includes the per pupil allotment (\$275,904), the per pupil facilities allowance (\$85,680), an allocation for special education students (\$32,427), federal entitlements (\$47,315), and Office of Early Childhood after-school reimbursements (\$60,430). Nearly 72% of our revenues will come from DC contract funds during years one and two. We believe the percentage will slowly grow to 80% during years three through five.

Federal non-competitive entitlements. We expect to receive the following non-competitive federal funding during our first two years of operation:

Grant	Year One	Year Two
Title I	\$19,785	\$22,258
Title II, Part A	\$5,848	\$5,848
USDA Reimbursements	\$21,681	\$22,484

TOTALS	\$47,315	\$50,590
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These entitlement funds will comprise 7% of the school's total revenue in year one. We project 66% of our students will be eligible for Title I funding and 100% for Title II, Part A funding.

Federal Grants (Competitive). We anticipate receiving \$100,000 Title V, Part B, Public Charter School planning grants in each of the first three years (pre-opening year, year 1 and year 2.) We anticipate competing for additional competitive funds, particularly in early childhood education and teacher quality areas, however, given the uncertainty of the process, we are not including in our budget any additional federal revenues. Additional federal grants we may pursue are discussed in the fundraising section.

Private Funds. We will raise the balance of our budget from private donors, local companies, and foundations. We expect to raise \$100,000 during each of the school's first five years.

Financial Goals and Objectives. Our five-year budget goal is to operate the school at a break-even or slight financial surplus and to develop a strategic capital reserve of \$500,000 to secure and renovate a permanent site for the school. Through careful budgeting and financial stewardship, the school anticipates accruing significant funds over time. These funds will give the school the financial capacity and creditworthiness to access the financing necessary to secure and renovate a permanent site.

b. Planned Fundraising Efforts

Fundraising Strategy. We will raise \$100,000 from private fundraising in the pre-opening year and each of the first four years of school operations. We expect that \$25,000 to \$50,000 will come from corporate partners, individuals or organizations from the Founding Group, \$20,000 will come from an annual silent auction/fundraising event, and \$30,000 to \$50,000 from grants by community or family foundations in the region.

Our Founding Group's work, wealth and wisdom enable the school to tap into a variety of networks of local individuals, companies, and foundations for support. A committee of Founding Group members will work with the board on the implementation of our fundraising strategy. Planning for fundraising is well under way.

The school has partnerships, with FBR, an Arlington, Virginia investment firm, and Starbucks, the Seattle-based national coffee chain, that provide volunteers to the school and as well as cash contributions for employee volunteerism from the corporate foundations. Both FBR and Starbucks have committed project support, through their membership in the Founding Group.

We are confident in our ability to meet our fundraising goals due to the increasing recognition of the importance of early literacy and high quality preschool programs within the funding community. Our volunteer base from FBR and Starbucks will provide us with additional capacity to manage a successful annual fundraising event.

Our Founding Group partner organizations – Wolf Trap, Arena Stage, Washington Episcopal School, Madeira School, Village Green Day School, and AppleTree Institute for Education Innovation – strengthen our ability to seek funds from various foundations and corporations through our relationships and co-applying for mutually beneficial support.

Foundations. We will build relationships with local and national foundations through Founding Group members who have existing relationships or based on research that the organization has supported early literacy or charter schools in the past. Local or regional foundations include: The Morris & Gwendolyn Cafritz Foundation, Fight for Children, Freddie Mac Foundation, Commonweal Foundation, Wachovia Foundation, Verizon Foundation, Gannett Foundation, and the Philip L. Graham Foundation. National foundations that have

supported new charter schools in the District of Columbia include the Walton Family Foundation and the Challenge Foundation.

Corporations. A growing number of corporations are identifying early literacy as a key program area. The Committee on Economic Development recently published “Pre-school for All” a case for public funding of high-quality preschool programs. Our Founding Group’s network will help the school to make the case for support of the school’s mission to corporations concerned about early literacy.

Individuals. Our Founding Group includes philanthropists and non-profit leaders who are familiar with institutional advancement and development practice. The school will take a systematic approach to institutional advancement and will leverage the volunteer base to develop a database of friends and supporters of the school for use in direct solicitations and event invitations.

Government Funds. We will apply for all government entitlement funds the school is eligible to receive (School Lunch, Special Education, Title I, etc.) There are competitive grant programs the school will pursue independently or through a partnership:

- **Early Reading First** – seeks to ensure that all children enter Kindergarten with the necessary language, cognitive and early reading skills for continued success in school.
- **Early Childhood Education Professional Development Program** – seeks to improve the knowledge and skills of early childhood educators who work in communities that have high concentrations of children living in poverty.

c. Financial Management and Accounting

To provide an accurate record of all financial transactions, the School’s books, records, and accounts will be maintained in conformity with generally accepted accounting principles (GAAP).

The school’s board will appoint a Treasurer with expertise in finance and/or accounting. S/he will chair the Board’s Finance Committee, which will monitor the school finances via a monthly review of financial reports. The Finance Committee will ensure that monthly financial reports, including analyses of actual spending versus budgeted figures, are submitted to the entire Board and that an annual audit is performed in a timely manner.

A business manager, holding at a minimum a business related degree, will manage the day-to-day finances of the school. S/he will manage the finances and fulfill all financial reporting requirements. In addition, an accountant will consult with the school on a quarterly basis to review the schools books and to ensure sound financial and accounting principles are being followed.

The business manager, working with the School Director, will develop a set of financial policies and procedures consistent with GAAP. The policies and procedures will be detailed in a manual and will be based upon the *Charter School Recommended Fiscal Policies and Procedures Guide* developed for Massachusetts charter Schools. The manual will address the content, frequency, and process of reporting and reconciling bank accounts and ledger books for all financial transactions in the school. The manual will also cover processing of cash receipts and disbursements, payroll and benefits, expense reports, petty cash, procurement, budgeting and budget analysis, and more. All spending will comply with the procedures outlined in this manual as well as the approved budgets.

The school’s financial philosophy is to always operate at significant surpluses to ensure a sufficient cash flow at all times throughout the year. Through aggressive fundraising during

the planning year, the charter school will begin the first year of operations with a cash surplus (to mitigate any cash flow problems should per-pupil funding be delayed) and build upon this surplus going forward to provide capital funds for a permanent facility.

d. Civil Liability and Insurance

AppleTree Early Learning PCS has consulted with several reputable local insurance brokers who offer coverage for Charter Schools. Based upon information gleaned from these consultations, the school plans to carry the following types and levels of insurance coverage through Philadelphia Insurance (General Liability, D&O, Umbrella & Property/Lease) and Liberty Mutual (Workers Compensation):

Type	Coverage
General Liability	2,000,000
D&O Liability	3,000,000
Umbrella	5,000,000
Property/Lease	100% of replacement cost
Workers Compensation	As required by law

The general liability, D&O and Umbrella policies will provide us with at least, and in some cases more, the minimum levels of coverage for the various types of insurance recommended by the District of Columbia Public Charter School Board.

e. Provision of an Audit

The board will provide for an annual audit of the school’s finances. The audit committee of the board will ensure that an annual audit of the finances of AppleTree Early Learning PCS is conducted in a timely manner. The Founding Group intends to use Drolet & Associates, an accounting firm with CPA’s licensed in the District of Columbia, for the audit.

4. Facilities

a. Identification of a Site

The Founding Group has identified, and secured under agreement, a facility suitable for the start-up of the charter school at Riverside Baptist Church, at 680 Eye Street, SW. The site is presently being used for a preschool through kindergarten program, and currently meets all fire, health and safety codes. The DC fire code would allow as many as fifty students at this site, but the school’s design, quality standards and per student to teacher ratios require us to limit the size of the charter school enrollment to 36 students.

Riverside Baptist, 680 Eye Street, SW, Washington, DC 20024

The charter school will be sited in the lower level of Riverside Baptist Church. AppleTree Early Learning PCS has entered into a letter of intent (attached) to lease the space from Riverside Baptist Church for a period of two years, with a lessee option to renew the lease for additional periods of two years for as long as the school is interested in utilizing the space. The charter school can occupy the space in June of 2004.

The lower level’s layout is well suited to the proposed preschool, pre-k and Kindergarten program. Most importantly, the space already complies with applicable building codes and requirements for an occupancy permit. The space consists of 4 classrooms, a large two tiered open/common space, two storage rooms, and office space. Meeting space is available on an as-needed basement on the first floor of the building. The sanctuary is available for parent and community meetings.

Riverside Baptist is located at the junction of 7th, and Eye Streets SW. It is conveniently located between two 2 metro rail stations (L'Enfant Plaza & SW/Waterfront) and 2 metro bus stops are located within one block (V7, V8, V9 and other lines pass by daily.)

The Founding Group includes Russ Williams and Jack McCarthy of AppleTree Institute for Education Innovation. Both Williams and McCarthy have extensive experience in preparing facilities for charter occupancy, and both are familiar with the property.

b. Site Renovation

The facility complies with applicable building codes and requirements for an occupancy permit. Improvements have been made on the space by the preschool/kindergarten program that currently occupies the space to make it suitable for use as a charter school.

c. Financing Plans For Facilities

AppleTree Early Learning PCS, through prudent fiscal management, consistent and diligent fundraising, and strong financial controls, will manage the budget with the goal of achieving an annual fiscal surplus. Strong financial management, a diverse community of financial supporters, and strong demand for enrollment at the school should enable the charter school to attract the resources necessary to maintain and renovate our facility as needed.

d. Building Maintenance

A custodian will be hired by the school to clean the facility nightly and for special projects on an as needed basis. The facilities committee of the board will develop a month-by-month checklist of inspections necessary to ensure that applicable codes and standards are continuously met.

5. Recruiting and Marketing

a. Outreach to the Community

Founding Group members, with long-standing relationships with community-based organizations throughout the target neighborhoods of Ward 6, have met with those groups to (1) introduce the proposed charter plans, (2) seek their inputs and (3) build community support for the charter school. These efforts resulted in the Arena Stage, a leading performing arts center located in Southwest, joining as an active member of the Founding Group and committing to developing arts programming with the faculty of the charter school.

"Friends of the River Park" is a neighborhood philanthropy that provides small, strategic grants to local projects that add value to the quality of life. The organization, which recently made a grant to forward the mission of the Founding Group, has close ties to the Southwest Neighborhood Assembly, the most influential neighborhood organization in the area.

Founding Group members have presented plans to community leaders at housing developments in Ward 6, with a special focus on James Creek, Syphax Gardens, and Greenleaf Gardens, the three public housing communities located closest to the projected site of the charter school in Southwest D.C. These public housing communities are home to hundreds of children at risk of school failure. While the neighborhood is diverse, the Founding Group will continue to make a coordinated and concerted effort to reach out to the families in these public housing communities because research tells us that children from high poverty families are the ones who will benefit the most from a comprehensive language and literacy program like CELP.

The Founding Group plans to have open houses, with food and entertainment for families, at the Riverside Baptist Church. These forums provide an opportunity for informal and formal

presentations, as well as an opportunity to build relationships with parents investigating educational opportunities for their children. The school will also market the school at regular neighborhood events such as "Friday Night Jazz" at the Presbyterian Church and in partnership with the Waterside Mall Safeway.

Fannie Mae recently announced their commitment to lease a significant portion of the newly renovated Waterside Mall. Founding Group members, through their networks, are contacting Fannie Mae corporate leaders and Fannie Mae Foundation leaders to build a relationship between the school and the newest, major employer in Southwest. Through this relationship, the school will seek to diversify its enrollment by recruiting children whose parents will work at Fannie Mae. Given the hours of operation, the convenient location, and the quality of learning; the school will have a competitive advantage for students of the employees.

The charter school's Goal #4 is for *parents to be partners in their children's early learning*. The school will implement programs designed to (1) bring the parents into the school and (2) facilitate active involvement in the education of their child. The school's extended day (open 7 a.m. – 6 p.m. M-F) provides an opportunity to use some afternoon time for parent/teacher discussions, parent/student programming and general networking. By bringing parents together for programs that are relevant and valuable, the school intends to build a sense of community among the families with children attending the school. Founding Group members from Friedman, Billings Ramsey, an investment firm in Arlington, have planned personal finance workshops aimed at building savings for homeownership. The charter school intends to work with the Center for Student Support Services to take advantage of the parent programs that that organizations provides, with success, to the charter community.

Southwest is also home to a significant senior adult community. AppleTree Early Learning PCS will reach out to the seniors interested in getting personally involved at the school (e.g. reading one-on-one with a child, reading to small groups, chaperoning on a field trip and supporting the faculty at special community events.)

Following is a list of supporters and potential supporters who are available to provide opportunities for ancillary student activity (e.g. arts, sports, science), enriched learning opportunities and family support. In addition, these partners may provide professional development activities for staff, volunteers, and parents.

Community Groups

South Washington/West of the River Family Strengthening Collaborative (1501 Half St., SW)
Southwest Community House Association (156 Q St., SW)
SW Neighborhood Assembly (3rd & M St., SW)
KidSafe (1230 Pennsylvania Ave., SE)
Ward 6 Advisory Neighborhood Commission's

Neighborhood Associations

Greenleaf Gardens Resident Council (203 N St., SW)
James Creek Resident Association (100 N St., SW)
Syphax Gardens Resident Association (1260 Half Street, SW)
River Park Friends (389 O Street, SW)

Local Churches

Riverside Baptist Church (680 Eye Street, SW)
Capitol Hill Group Ministry (421 Seward Sq., SE)

Cultural & Educational

Arena Stage (1101 Sixth St., SW)
Earth Conservation Corps (First Street & Potomac Avenue, SE)
Millenium Arts Center (65 Eye Street, SW)

b. Recruitment of Students

AppleTree Early Learning PCS will serve 36 students ages 3, 4 and 5 years in preschool, pre-kindergarten and kindergarten. Our initial recruitment for SY 2005 will focus on preschool and pre-k students. In 2006 we will add a K class. We recognize that high mobility rates are a sad, but true characteristic of low-income families. It is likely that we will target higher numbers of students in preschool and pre-kindergarten in the first few years, until we have some history to guide us regarding attrition rates of students due to issues like occupational relocation, family fragmentation and changes in financial condition. The charter school will build a waiting list to ensure that enrollment is always full so that a full complement of children will benefit from the program and to ensure the continued economic viability of the program.

AppleTree Institute for Education Innovation, one of the founding organizations, has several years of experience in running a laboratory preschool program in the neighborhood. This knowledge, and the positive experiences that families have had with the program, provides the charter school with access to (1) dozens of families with young children in the neighborhood and (2) leaders of other community organizations in and around Southwest DC. These relationships provide an advantage to early recruitment efforts and will help AppleTree Early Learning PCS develop a trusted brand among our target enrollment audience.

Our plan for recruiting students in sufficient numbers to operate the school and sustain its projected growth involves a variety of creative, as well as some traditional methods:

- We will utilize our existing links with target families and the community and network comprehensively through these resources to broaden our connections to the local community and strengthen AppleTree Early Learning PCS's brand and relationships with potential families.
- We will recruit by walking around key public housing neighborhoods in Southwest and developing positive connections with parents, community leaders, and the housing managers. Touring neighborhoods with informational literature about the school will enable us to develop relationships and to inform members of these communities about the school program and how the school can serve their children and families. Our physical presence in the neighborhood will help us to strengthen the relationship between the school and the families and communities we serve.
- One creative approach, is to promote a series of community barbecues at or near the school site where families, housing council association leaders, managers and employees of community-based organization's, and representatives of other non-profits serving Southwest can mix, mingle and learn more about the school.
- We will reach out to families living in our target geographic area who have not approached us. In addition to open houses we will offer a series of information forums where families can learn about the school's mission, philosophy, curriculum, and the application process. To reach a broad cross-section of the community these forums will be held at a variety of locations including churches, partner organizations, the Southwest DC public library, and at community centers in the public housing developments.
- Another way we will strengthen our connection to families who have not approached us is through an information table at Waterside Mall where we can share information about the school with families. The mall, which is being redeveloped, has strategic location neighborhood. By virtue having the only local pharmacy and grocery store, it experiences significant levels of foot traffic from the affluent and less affluent parts of Southwest.

- We will advertise in citywide (City Paper, Washington Post) and neighborhood newspapers (e.g. The Southwester) beginning in the Spring of 2005 and continuing to do so until the school is fully enrolled and ready to open.
- As a public school, we will put forth the effort to inform all eligible families from across Washington D.C. about the school and recruit from multiple neighborhoods.

Families will be asked to complete an initial application form between January and April of 2005. If student interest exceeds planned enrollment, an independent lottery, consistent with section 2206(c) of the DC School Reform Act, will be conducted in early-May. The families of those students accepted will then need to confirm enrollment interest, submit the full enrollment package, and schedule a meeting with the school by the end of May 2005. Our comprehensive enrollment packet will capture important developmental, health, demographic and family information about the prospective student. We will be able to hold enrollment meetings with families at the 680 Eye Street, SW site. The school intends to be fully enrolled and to maintain full enrollment throughout the year through the use of a waiting list.

Families who do not enroll their child through the lottery will be provided a place on a waiting list. Should any space open during the school year, families on the wait list will have an opportunity to enroll. The school will contact families through the wait list in order, if a family on the wait list declines an opening made available to them during the school year, we will remove that family from the wait list and require them to re-apply in the future. At the end of each school year, families on the wait list will be asked to update their contact information if they would like to continue on the waitlist for the following school year.

First preference to fill seats will be given to siblings of enrolled students in accordance with the DC School Reform Act.

In the event that fewer applications are submitted than the projected enrollment the school would reduce staff to ensure that the staffing levels accurately reflected the enrollment levels. All employees of the school will be notified that offers of employment are not guaranteed until the enrollment lottery and enrollment process is completed.

c. Future Expansion and Improvements

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
Preschool	20	14	14	14	18
PreK	16	12	12	12	18
K		10	10	10	18
TOTAL	36	36	36	36	54

AppleTree Early Learning PCS will open in 2005 with 36 students in preschool and pre-Kindergarten. In the second year, we will add a K classroom to the charter school. Our enrollment is scheduled to hold at 36 during the first four years while the Founding Group and board work to secure a more permanent facility or enhance the 680 Eye Street site. By year 5 we expect to have secured a permanent facility for the school. Our conservative expansion plan is to increase the number of students served to 54 in year 5, though our Founding Group and board may accelerate the timetable if there is strong demand and if the school can develop the organizational and financial capacity to respond in a more timely fashion.

Our desired expansion plan is to secure a more permanent facility in or close to the Southwest neighborhood. Founding Group members have contacted Gil Blankenspoor, the charter school real estate consultant for Friends of Choice in Urban Schools, and made him aware of our space requirements. Gil also put Founding Group members in touch with a DC real estate broker who is familiar with the needs of charter schools and they too are aware of our space/location needs. In addition, certain Founding Group members will continue to spend substantial amounts of time canvassing the Southwest neighborhoods and talking with local real estate brokers, property owners and facility managers. We are confident our continued vigilance in a

search for an exemplary site will lead to the securing of a facility that would accommodate our school and meet our long-term goals.

When we expand, we will do so in a manner that is strategic, deliberate, well capitalized and focused on maintaining high standards of program quality.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Admitting

AppleTree Early Learning PCS will commence student recruitment in January 2005, or sooner should our charter application receive approval earlier. The cutoff date for accepting applications will be March 31, 2005. If student interest exceeds planned enrollment, an independent random selection lottery, consistent with section 2206(c) of the DC School Reform Act, will be conducted in mid-April. If needed, the lottery provides a fair and timely solution to registering and admitting students. The families of those students accepted will then be asked to confirm enrollment interest, submit the full enrollment package, and schedule a meeting with the school director by mid-May 2005. Our timeline will enable us to reduce uncertainty by facilitating early decisions about admission.

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

Admission. Admission to AppleTree Early Learning PCS is open to any student of proper grade level who is a resident of the District of Columbia. No child will be discriminated against because of race, color, national origin, age, sex, ability or disability or any other basis prohibited by law. Non-residents of the District of Columbia who wish to attend AELPCS will be required to pay tuition, follow the same enrollment process as residents and fill out any additional paperwork as required by DCPS, DC Government or the DC Public Charter School Board.

Enrollment. Applicants wishing to enroll will be required complete and sign a full application package (with all required documentation) and to attend a mandatory one-on-one meeting with the School Director. During this meeting the applicant family can have any questions answered and the School Director will express to the family the school's goal that *parents will be partners in their children's early learning* and schedule a time for a parent or guardian participate in an *Edwards-Pleasants Parent Stories Questionnaire* to facilitate family involvement with the school and their child's education. The school will require proof of D.C. residency, and up to date student immunization records as required by DCPS policy. Where an Individual Education Plan (IEP) exists, we will ask the family to supply the school with a copy. This process is fair, easy on families, and the school will always offer a completely open enrollment process. The school director will be trained to help families understand that our enrollment process is designed to build a closer parent/school level of understanding and cooperation.

Withdrawal. Students may withdraw at any time. The school's staff will work with each family on an individual basis when a request to withdraw is made. Every attempt will be made to have withdrawing families complete a formal withdrawal request. School staff will seek to conduct exit interviews with families prior to withdrawal to better understand the motivation behind the decision and to collect any feedback and/or criticisms of their experiences during their time at the school. Feedback will be channeled to the School Advisory Committee for analysis and, if needed, for improvement of any policies and practices at the school.

Suspension & Expulsion. AppleTree Early Learning Public Charter School's goal is to work with parents to reinforce and support high standards of courtesy, respect, and behavior that are an important aspect of each child's education. It is also important to prevent the loss of valuable instructional time. One of the school's goals is: *students will be socially and emotionally ready for 1st grade*. Self-regulation, understanding of emotions, social relationships, cooperation and compliance are performance indicators for this goal. Our primary disciplinary philosophy is to help children learn appropriate ways of behaving while preserving their self-concept and full engagement in the instructional program.

The maintenance of an orderly and harmonious classroom is essential to learning. In an attempt to keep communications open, teachers will contact parents by phone when inappropriate behaviors or other problems consistently arise. The teacher, in coordination with the parent, will make every attempt to remedy the inappropriate behavior exhibited by the child.

To that end, our teachers explain to the students and to the parents, the school rules and the accompanying rewards and discipline that govern all aspects of school behavior. These rules are concerned with a student's inappropriate or disruptive behavior, missed school, tardiness, acceptable work, and general citizenship. The school's disciplinary procedures are as follows:

1. A discussion will take place between a teacher and the child about the inappropriate behavior being exhibited and a positive alternative to the behavior.
2. If the behavior persists, the teacher will observe and evaluate the child in various contexts. An action plan will be created and a variety of methods to support the child will be used.
3. If the action plan does not rectify the behavior, a teacher/parent meeting will be held as soon as possible thereafter.
4. In rare instances, a recommendation or referral for counseling or medical treatment may result from the meeting.
5. The school representative, parent, and therapist/doctor will develop a course of action.
6. Suspending the student from school is reserved for the most egregious, constant misbehavior. Suspension is instituted at the request of the School Director in consultation with the appropriate teacher.
7. Within six weeks of initial findings, if the child's behavior continues to disrupt the class or physically threaten other children or staff, or, if the school has not received parental cooperation or involvement in the matter, then the child's enrollment will be terminated with two weeks written notice provided to the parent by the school.

** In the event of "extreme" misbehavior, parents will be required to pick-up their child from school **immediately**. **Failure to do so may result in same-day suspension or termination from the program.** In such cases, students will only be re-admitted to school after a mandatory parent-teacher conference.

2. Human Resource Information

a. Key Leadership Roles

Chief Administrative Officer/School Director – Tiffany Quivers, a Founding Group member, will lead the school's administration and educational efforts. Tiffany holds a M.Ed. from the Harvard Graduate School of Education and worked in business for a decade with Capital One before making the transition to the education/not-for-profit sector. She is experienced as a preschool director, in working with inner city families and with directing a school that is implementing OWL.

Business Officer/Business Manager – Russ Williams, a Founding Group member with extensive school and business operations experience, will serve the school in this capacity. Russ holds an MBA from the George Washington University Graduate School of Business and Public Management. Russ will have responsibility for school operations, financial planning, budgeting and management, reporting, etc. His previous school experience includes responsibility for facility improvements, procurement, enrollment, fiscal management, community relations and more.

Curriculum Leader/Lead Teacher – Annmarie Blaney, a Founding Group member, has nearly 10 years experience as an early childhood education teacher, lead teacher and professional development coach. Annmarie has an M.Ed from Boston University's Graduate School of Education. She is very familiar with the OWL curriculum and is qualified to coach teachers in the curriculum's implementation. Annmarie will have responsibility for curriculum implementation and teacher training. She will work closely with and support the School Director in ensuring the school is making progress towards achieving its educational goals.

Legal Counsel – Susan Berson, a Founding Group member, is a partner at the law firm Mintz, Levin, Cohn, Ferris, Glovsky & Popeo ("Mintz Levin"). Ms. Berson and her colleagues at Mintz Levin will provide legal counsel to the school on a pro-bono basis. Susan's day-to-day practice includes advising proprietary health care providers and not-for-profit companies, often in the context of mergers, acquisitions, public offerings, joint ventures, affiliation and service agreements and network development.

b. Qualifications of School Staff

AppleTree Early Learning PCS will adhere to exceptionally high professional standards in hiring teachers, administrators and other school staff.

Teachers at the school will hold, at minimum, an undergraduate degree; many will hold a Master's degree and/or have been working towards a Master's degree. Assistant teachers will also hold undergraduate degrees and have a high interest in making a difference in the lives of children. We will offer attractive compensation packages, plus unusually attractive opportunities to train with leading early childhood education professionals, to attract unusually high quality staff. All four individuals in our key leadership roles above hold Master's degrees in their related fields and have extensive education or non-profit experience.

The other school staff, including special education teacher and music teacher, will also hold the appropriate undergraduate/graduate degrees commensurate with their roles in the school. All staff prior to starting employment will be required to complete a background check form.

c. Staffing Plan

Pre-Opening Staff. The Principal and Director of Operations will be hired part-time in January 2005. They will hire two lead teachers, two teachers, two assistants, a full time special education teacher, and a part-time music teacher to start working part-time in April 2005. All staff will be hired to begin full-time in August 2005.

Classroom Staff for Year 1. To provide opportunities for excellence in performance and productivity the school's staffing plan will put full-time lead teachers in each classroom. In addition, in year one each classroom will have an additional teacher, and a teaching assistant. In addition, there will be a full time special education teacher on staff who will provide additional assistance in the classrooms when not working with special education students. A part-time music teacher will visit the school on a regular basis. This deployment of staff will enable extremely low teacher-student ratios.

Classroom Staff for Years 2-4. The preschool, pre-k and K classrooms will be staffed with a lead teacher and an assistant teacher. In addition, there will be a full time special education teacher on staff who will provide additional assistance in the classrooms when not working with special education students. A part-time music teacher will visit the school on a regular basis.

Classroom Staff for Year 5. Year 5 school will have full-time lead teachers in each class (preschool, pre-k and K). Each classroom will also have an additional teacher, and a teaching assistant. In addition, there will be a full time special education teacher on staff who will provide additional assistance in the classrooms when not working with special education students. A part-time music teacher will visit the school on a regular basis.

Art & Drama for Years 1-5. Wolf Trap Institute for Early Learning through the Arts and Arena Stage will provide the school with arts and drama programming. Having both organizations involved in the Founding Group ensures the tight integration of their art/drama programming with the OWL curriculum. In addition, the teachers and assistant teachers will introduce the children to painting, watercolors, and many other age appropriate art related activities.

Special Education Staff for Years 1-5. The school will have a full-time special education teacher on staff to provide assessments, direct services, advocate, support teachers, and manage the relationship with any 3rd parties providing contracted special education services (e.g. End to End Solutions for Special Education.)

Music for Years 1-5. The school will hire and maintain a PT music teacher on staff.

Administrative Staff for Years 1-5. The school will have a full time school director, a full time curriculum leader/lead teacher and a part-time business manager.

d. Employment Policies

Salaries –The school’s policy on salaries is to offer extremely competitive teaching salaries, with robust professional development, a stimulating professional environment and competitive benefits, to attract unusually high quality staff. Teachers will be eligible for annual bonuses based on individual performance and the performance of the school against its goals.

Contracts – The school’s policy on contracts is to offer one, two or three year contracts to faculty and staff.

Hiring – The school’s policy is to hire qualified individuals, regardless of race, color, national origin, sex, disability, and age; who

Dismissal – Dismissal of staff may result from lack of performance or inappropriate conduct. A teacher or staff member may be subject to dismissal when in the judgment of the school director, the good of the children, or of the school, or the public welfare is threatened. No teacher shall be dismissed except for cause and after being given an opportunity to be heard by the School Advisory Council committee. The grounds for dismissal include:

- Evidence that an individual is unable to consistently perform to the requirements of the school’s accountability plan, the OWL implementation checklist, the No Child Left Behind Act, and generally accepted standards of teaching practice including, but not limited to behaviors of honesty, accountability, trustworthiness, reliability, and integrity.
- A pattern of neglect of teaching responsibilities or failure to act in the best interest of children, parents and the school in any practice setting, or
- Consistent evidence of a lack of caring behaviors in interactions with children, parents or colleagues across in any practice setting.

Evaluation of Staff – Evaluation of performance will factor in the social, emotional and cognitive development of the children, the teacher’s level of proficiency and experience as measured by the OWL implementation check list, and other factors that affect the quality of the educational experience for children including communication with parents and colleagues.

Benefit Plans – The school will develop recommendations to the board of trustees for a benefit plan including health and life insurance, retirement, and other benefits that will attract highly qualified teachers, administrators and other school staff.

AELPCS will be an equal opportunity employer providing competitive salaries, benefits and incentives for employees. AELPCS will ensure that any teachers joining our staff from District of Columbia Public Schools will be able to continue participating in their existing retirement programs. AELPCS will operate a drug-free workplace with a zero tolerance policy.

e. Use of Volunteers

The Founding Group, has developed relationships with Friedman Billings Ramsey, Inc. and Starbucks for the provision of volunteers at the school. In addition, the school will encourage parents and members of the local community to volunteer at the school. Employees of these companies and all other volunteers will be provided research-based training by the school on how children develop vocabulary through conversation and how to effectively engage the children when reading to them. Volunteer opportunities at the school will include, but are not limited to, reading to the children in one-on-one and small group sessions, spreading mulch and making other improvements to the school playground, and assisting school staff as additional chaperones on field trips.

3. Arrangements for Meeting District and Federal Requirements

a. Health and Safety. The school will conform with all applicable health and safety laws pursuant to §2202(11) and §2204©(4) of the DC School Reform Act. All teachers will be certified in CPR and First Aid. The school will utilize a part-time nurse provided through a grant obtained by the Charter School Center for Student Support Services. In addition, an emergency preparedness/response plan had been developed for the school based upon recommendations made by the Department of Health's Office of Early Childhood Development.

b. Safety and Fire Codes for Buildings. The school's facility at 680 I Street, SW is currently approved by the D.C. fire inspector's office and we will continue to ensure it stays in compliance with DC Code §5-501 et. Seq. The school will ensure the facility complies with the Americans with Disabilities Act.

c. Transportation. The school will make sure all families are familiar with the nearby Metro bus routes and Metro stations and make Metro student bus tokens available to any students needing them through the Metro student bus token program. We will also ensure all families area aware that students attending charter schools are eligible for the same discounts on Metro bus and rail as student's attending District of Columbia Public Schools (DCPS). The school will make arrangements for transportation of students with disabilities through DCPS.

d. Enrollment Data. The school will maintain enrollment and attendance record of all students in accordance with §2204(c)(12) of the DC School Reform Act. The school will maintain a separate enrollment file for each student, record attendance on a daily basis, save attendance records, and make the records available to the DCPCSB or other appropriate authorities upon request.

e. Maintenance and Dissemination of Student Records. In order to maintain school records, and to ensure ease of compliance with applicable regulations, the school will adopt an electronic student information system to maintain and update student data. This system will allow the school to quickly comply with requests for review and allow the school to report information per the DC School Reform Act, Parts B & D, and other applicable statues, including DC Code §31-401 (Compulsory School Attendance), §31-501 (Immunization of Students) and others.

f. Compulsory Attendance Laws – The school will carefully maintain enrollment and attendance records to ensure that every student is accounted for each day school is in session. Each day, the school will call parents of any student who is unexpectedly absent (e.g. not previously arranged, no call from parent the morning of day student is out). The school will

also take any and all steps necessary to remedy repeated violations of school or District attendance requirements.

g. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794). Special education at AELPCS will be developed in conjunction with the DC based firm End To End Solutions for Special Education. End to End Solutions is familiar with the requirements of federal law pertaining to students with special education needs. The school will comply with all aspects of federal regulations concerning special education.

h. Title I of the Improving America's Schools Act. The school expects to receive Title I funds and will use Title I funding to provide intensive academic support programs. The academic support programs provided will comply with all District and Federal requirements for use of Title I funds.

i. Compliance with the Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia. The school will comply with all federal and District civil rights statutes and regulations including §2202(11) and §2204(c)(5) of the DC School Reform Act. The school will include a statement of non-discrimination in an annual press release announcing the schools policy on free and reduced lunch.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of the Charter

Pre-Approval Tasks	Starte d	6/04 - 8/04	9/04 - 12/0 4	1 /04- 3 /04	4/04- 8/04
A. Accountability					
Develop 1 & 5 year academic & non-academic goals and outcomes	√	√			
Identify data collection needs & reporting requirements		√	√		
Research and choose software to manage student records	√	√			
B. Admissions					
Complete design of application form packet		√	√		
Define student application period	√				
Develop equitable lottery for selecting students if apps. exceed seats	√	√	√		
Research best practices, discuss and develop parent handbook	√	√	√		
C. Marketing & Recruitment					
Develop briefs about school design and curriculum	√	√			
Hold series of meetings with key community stakeholders and leaders	√	√	√		
Implement community outreach strategy & initiate dissemination of informational materials		√	√		
Initiate design of school brochures and other marketing collateral (print upon approval)		√	√		
D. Development					
Apply for private, corporate, foundation and govt. grants		√	√	√	√
E. Facilities					
Identify and select a school site/facility	√				
Ensure facility meets school's occupancy requirements	√	√	√	√	√
Complete lease negotiation and signing	√	√			
Schedule all relevant facility inspections (e.g. fire, etc)				√	√
Obtain building occupancy permits as needed				√	√
F. Personnel					
Design employee benefit package (retirement, health, tuition reimbursement)	√	√	√		
Develop personnel policies and procedures manual		√	√	√	√
Review examples of employee handbooks and initiate development of one for school				√	√
Determine staffing needs, including special education, multilingual and additional services as needed			√	√	√
Design school's employment applications			√	√	
Develop job descriptions and timeline for hiring faculty & staff		√	√		

Design school's employment contracts				√	√
Contact DC Police about background check procedures				√	√
POST APPROVAL ACTIVITIES					
A. Accountability					
Acquire student, staff, and school assessment instruments (academic and non-academic)				√	√
Design satisfaction survey and measurements				√	√
Purchase software for managing student, personnel and financial information			√		
Finalize student records templates			√		
B. Admissions					
Initiate admissions process by accepting student applications and acknowledging receipt				√	√
Enter application information into student IS				√	√
Adhere to application deadline				√	√
Conduct lottery and establish wait list (if applicable)					√
Send confirmations of admission and/or waitlist status, notify parents of deadline for completing admission					√
Initiate student registration, use checklist to ensure receipt of all required information due from parents.				√	√
Make sure parents receive all school information (calendar, parent handbook, etc)				√	√
If necessary, move applicants from waitlist status and continue registration until full enrollment is achieved					√
Conduct parent and student orientation					√
Establish system for recording and compiling enrollment & attendance information				√	√
C. Board of Directors Organization and Procedures					
Finalize Board membership			√		
Orientation and training new Board members re: school issues			√		
Hold first Board retreat: <ul style="list-style-type: none"> • Role and function • Relationship to School Director, School Advisory Council, and Community Advisory Group • Governance Model: decision making methods, meeting and committee structure 				√	√
Finalize by-laws, governance document					√
D. Marketing & Recruiting					
Issue release announcing planned school and opening date				√	
Initiate recruitment process to hire faculty and staff				√	
Hold open houses & community/parent forums			√	√	√
Initiate advertising, distribute literature and promote school in targeted neighborhoods.			√	√	√
Develop and implement strategy to elicit parent			√	√	√

and community and college student volunteers					
E. Development					
Refine fundraising strategy and long term funding plan		√	√	√	√
Continue to research and apply for various grants		√	√	√	√
F. Educational Program Development					
Hold summer training institute for faculty and staff					√
Develop plans for after school, enrichment and summer				√	√
G. Facilities					
Complete all inspections (fire, health, lead, etc)				√	√
Obtain certificate of occupancy					√
Acquire furniture and materials (see Procurement)				√	√
Manage installation of communications (telecom/fax)				√	√
Install school's hardware and software					√
Move in furniture, organize classrooms, office, activity centers, meeting and other space					√
Finalize facility prep via punch list of identified needs					√
Hire custodian					√
H. Financial Management					
Establish school bank accounts & banking relationship				√	√
Develop financial management systems, policies and establish internal controls				√	√
Obtain insurance policies					√
Establish (or use 3 rd party) a payroll system					√
Implement internal accounting, expenditures vs. budget monitoring and financial reporting procedures				√	√
Acquire software for managing finances and generating all required financial reports (monthly, annual, etc)				√	√
Select independent auditor certified as CPA in DC				√	
I. Food Services					
Ensure facility meets any food service requirements				√	√
Select food services vendor					√
Ensure multiple staff members acquire safe food handler certification					√
J. School Governance (See Section C.)					
Finalize Board of Trustees			√		
Set up School Advisory Council			√		
Set up Community Advisory Group					√
L. Health & Safety					
Have parents complete medical information forms				√	√
Check forms to ensure they are filled out completely, conduct follow-up as necessary				√	√
Establish policy for addressing noncompliance			√		

Finalize personnel policies, procedures & employee handbook			√		
Develop professional development plan for the year, including pre-opening training during the summer			√		
Advertise for staff openings, conduct interviews and hire staff.			√	√	
Have employment contracts and acknowledgement of having read handbook signed by employees and on file.			√	√	
Finalize salary scale/compensation plan			√		
Conduct background checks as required				√	
Create personnel files				√	
Assign classrooms and distribute curricular materials, furniture and supplies					√
Conduct employee orientation and pre-opening professional development activities					√
Establish staff evaluation policies and forms			√		
Ensure staff is represented on Community Advisory Group					√
Distribute class lists and relevant student records to teachers					√

b. Major Contracts Planned

AppleTree Early Learning PCS has no plan to enter into any major contracts with a value equal to or exceeding \$25,000 at the present time.

c. Orientation of Parents, Teachers and Other Community Members

Faculty Orientation. Orientation for the school’s faculty and staff will take place in the summer prior to the school opening. During a 2-3 week summer institute, the staff will engage in training and activities in early literacy, curriculum implementation, behavior management, classroom management, and other areas necessary to ensure the faculty is properly prepared to provide an excellent learning environment and school culture.

Orientation of Parents and Other Community Members. The school sees parents and the surrounding community as key participants in ensuring the children’s learning is properly supported outside of school. The school will spend tremendous energy learning about our families and educating our parents about the importance of early literacy and how the acquisition of early literacy skills leads to greater comprehension and a higher chance for success later in school. The Founding Group of the school is keenly interested in creating a school where parents feel they are partners in the education of their child. Parental involvement will begin during the application process when parents are educated as to the school’s mission, vision and educational programs. Whether at an open house, an information forum, or during a one-on-one interview with the school director, parents will consistently hear about the school’s philosophy and their role in helping the school succeed. Once the academic year begins, the school will hold a “back to school night” early in the school year to educate parents about opportunities for greater involvement in roles that provide a positive impact on school operations.

d. Services Sought from DCPS

The school will elect to hold non-LEA status for special education purposes. This will require the school’s staff to work with DCPS to ensure all students receive the services they need.

While these services may be obtained through DCPS, the school plans to directly contact for services with a special education provider and/or provide services via our special education teacher.

D. Public Charter School Accountability Plan

1. Goals Against Which the School's Success Will Be Judged

Charter schools are independent schools for the public; by design they are responsive and accountable to the community, their parents and the students who are enrolled. The eight goals--by which the school's success will be judged--effectively respond to the concerns of each constituent group. The school's annual progress against the goals informs the DC Public Charter School Board, the community, parents and students of the degree to which:

- Students are learning,
- The school is a viable organization, and
- The school is following the plan of the petition.

Reports on student progress will provide parents with meaningful information on their children's school readiness and critical information related to the child's potential for success in elementary school and beyond. Annually, the school will provide an Annual Report that is organized around the school's performance against these eight goals so that the DC Public Charter School Board and the community can evaluate the school's degree of success in fulfilling its mission.

The mission of AppleTree Early Learning PCS is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.	
Goals for Apple Early Literacy Public Charter School.	
1.	Students will be ready for 1 st grade with robust language and literacy skills.
2.	Students will be ready for 1 st grade with strong numeracy skills
3.	Students will be socially and emotionally ready for 1 st grade.
4.	Students will master a challenging vocal, instrumental or dramatic performance
5.	Parents will be partners in their children's early learning.
6.	The school will implement the "Open the World of Learning: A Comprehensive Early Literacy Program" with a high degree of fidelity.
7.	The school will manage its finances responsibly
8.	The board will provide effective and accountable governance

2. Assessment Tools

There is clear alignment among the school's mission, goals, standards and methods that will be used to judge the success of the school. A table follows with detailed Goals, Indicators of Performance, Targets, and Baseline Performance. For the first four goals, the baseline data will be obtained through the screening assessments that are detailed in A. Educational Plan, Section 3. Student Performance. Goal 6: The school will implement the "Open the World of Learning: A Comprehensive Early Literacy Program" curriculum" with a high degree of fidelity the school will develop baseline data during the summer training session in August 2005 and will monitor progress measured using an OWL observational tool. Goals 5, 7 and 8 will develop baselines through facilitated board and management planning sessions prior to the beginning of school.

Appletree Early Learning Public Charter School

School Accountability Plan
School Years 2005-2010

The mission of Appletree Early Learning PCS is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.

Academic Performance Objectives						
Performance Objectives or goals	Performance Indicators	Measures of Performance	Annual Target	Five-year target	Baseline data	Strategies for attainment
1. Students will be ready for 1 st grade with robust language and literacy skills.	Oral Language Phonological Awareness Print Awareness Alphabet Knowledge Fundamental Knowledge Narrative Text Expository Text	C. E.L.P. Classroom-Based Assessment Rubrics and Checklist Peabody PVT-III Work-Sampling System (Pearson Early Learning)	By the end of Pre-kindergarten and kindergarten 15% of students will achieve at 40 th percentile, 20% at 50 th percentile, 50% at 75 th percentile and, 15% will achieve at 90 th percentile on the Peabody PVT-III	By the end of Pre-kindergarten and kindergarten 10% of students will achieve at 40 th percentile, 20% at 50 th percentile, 50% at 75 th percentile and, 20% will achieve at 90 th percentile on the Peabody PVT-III	Established through a battery of screening assessments: Peabody PPVT-III PALS-Pre-K One Word Expressive OWL Classroom-Based Assessment Rubrics and Checklist	Implementation of the OWL with a high degree of fidelity and monitor progress using OWL Classroom-Based Assessment Rubrics and Checklist and Work-Sampling System (Pearson Early Learning). Use Peabody PVT-III standardized assessments three times per year.

<p>2. Students will be ready for 1st grade with strong numeracy skills</p>	<p>Concepts of relative magnitude Reading and writing numerals, Counting skills, Number facts, Calculation, Computational algorithms</p>	<p>Work-Sampling System (Pearson Early Learning): TEMA-2 OWL Classroom-Based Assessment Rubrics and Checklist</p>	<p>By the end of Pre-kindergarten and Kindergarten 15% of students will achieve at 40th percentile,th 20% at 50 percentile,th 50% at 75 percentile and, 15% will achieve at 90th percentile on the TEMA-2</p>	<p>By the end of Pre-kindergarten and Kindergarten 10% of students will achieve at 40th percentile, 20% at 50th percentile,th 50% at 75 percentile and, 20% will achieve at 90th percentile on the TEMA-2</p>	<p>TEMA OWL Classroom-Based Assessment Rubrics and Checklist</p>	<p>Implementation of the OWL with a high degree of fidelity and monitor progress using OWL Classroom-Based Assessment Rubrics and Checklist and Work-Sampling System (Pearson Early Learning). Use TEMA-2 standardized assessment 3 times per year.</p>
Non-Academic Performance Objectives						
<p>Performance Objectives or goals</p>	<p>Performance Indicators</p>	<p>Measures of Performance</p>	<p>Annual Target</p>	<p>Five-year target</p>	<p>Baseline data</p>	<p>Strategies for attainment</p>
<p>3. Students will be socially and emotionally ready for 1st grade.</p>	<p>Self Regulation Understanding of Emotions Social Relationships Cooperation Compliance</p>	<p>Work Sampling System (Pearson Early Learning)</p>	<p>By the end of Kindergarten 75% of children will be "proficient", 15% of children will be "in progress" and 10% of children will be "not yet."</p>	<p>By the end of Kindergarten 80% of children will be "proficient", 15% of children will be "in progress" and 5% of children will be "not yet."</p>	<p>Work Sampling System (Pearson Early Learning)</p>	<p>Implementation of the OWL with a high degree of fidelity and monitor progress using Work-Sampling System (Pearson Early Learning).</p>

<p>4. Students will master a challenging vocal, instrumental or dramatic performance</p>	<p>Tones Phonology Comprehension Vocabulary Confidence</p>	<p>Peer evaluation and evaluation of performance by judges drawn from the school's stakeholder community</p>	<p>100% of Kindergarten ers will sing, play an instrument, recite a poem or act a dramatic role.</p>	<p>100% of Kindergarteners will sing, play an instrument, recite a poem or act a dramatic role.</p>	<p>Will be developed through planning process with faculty and partners.</p>	<p>Implementation of the OWL and Partnerships with community arts organizations and part-time music teacher.</p>
<p>5. Parents will be partners in their children's early learning.</p>	<p>Participation in conferences on child's progress. Participation in Edwards-Pleasants interview process Attendance at school events including "Back to School Night" Contacts with faculty and school director</p>	<p>Parent Evaluation Attendance reports from faculty on progress report conferences Interviews with parents. Contact tally by teachers and school director</p>	<p>100% of students will have a parent or guardian who will participate in progress report conferences. 100% of students will have a parent or guardian participate in an Edwards-Pleasants Parent Stories Questionnaire.</p>	<p>100% of students will have a parent or guardian participate in an Edwards-Pleasants Parent Stories Questionnaire. 100 informal contacts per family per year.</p>	<p>Faculty reports From the data provided in the interview regarding child and family background.</p>	<p>Families will be provided with training and guidance to fully support their children's language and literacy in their homes.</p>

Organizational and Management Performance Objectives						
Performance Objectives or goals	Performance Indicators	Measures of Performance	Annual Target	Five-year target	Baseline data	Strategies for attainment
6. The charter school will implement the Open the Windows to Learning curriculum with a high degree of fidelity.	Teachers will become knowledgeable about how children learn language and literacy skills; Teachers will progress from a beginning/novice skill level to an adequate level of performance and finally to a highly proficient level in implementing the Comprehensive Early Literacy Program; Teachers will be able to discuss	OWL Implementation checklist	(From the OWL Implementation Checklist)	(From the OWL Implementation Checklist)	The school will conduct an initial assessment on the teachers when we do the summer training?	The school will provide intensive levels of training, professional development and coaching based on scientifically based reading research.
		Observations				

	the goals of the curriculum and the purpose of instructional strategies with parents, fellow teachers and literacy coaches.	and evaluations				
7. The charter school will manage its finances responsibly	Annual budgets are prepared on time. The school meets financial obligations in a timely manner. The school operates within its established budget	Board minutes Monthly Financial Reports Payables Reports Annual Report	Budgets are prepared on time 100% of the time. 90% of financial obligations paid within 30 days..	Budgets are prepared on time 100% of the time. 100% of financial obligations paid within 30 days	First year operating budget	Regular strategic planning, regular finance committee meetings, monthly financial reports.
8. The Board will be effective and accountable	The Board is fully constituted, has quorums, and holds regular meetings scheduled in advance. The Board operates under by-laws and	Board minutes and files.	Fully constituted board with quorums for regular meetings 100% of time.	Fully constituted board with quorums for regular meetings 100% of time. Board operates under by-laws and written	Initial board development meeting and first strategic planning retreat.	Ongoing board development with strategic planning/facilitation consultant. Board development and training.

	<p>written policies that are available to the public upon request.</p> <p>The Board provides effective oversight of the school's program and finances</p>	<p>Board minutes. Annual Report Board self evaluations</p>	<p>laws and written policies 100% of time.</p> <p>Board provides effective oversight 100% of the time.</p>	<p>policies 100% of time.</p> <p>Board provides effective oversight 100% of the time.</p>		<p>Annual board retreats and regular strategic planning.</p>
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Reporting Performance and Progress

AppleTree Early Learning PCS will produce an Annual Report to the DC Public Charter School Board and to the public, the community and the parents that will describe the school's progress against the goals it has set to advance the school's mission.

The founding group will create a Board of Trustees immediately after the DC Public Charter School Board has made a decision to issue a charter. The Board will then meet in a strategic planning retreat to organize its committee structure and set the internal management and reporting structure in place to monitor the school's progress in its academic, nonacademic, governance and management performance objectives.

The Board, as part of its strategic planning process, will develop an oversight monitoring instrument through which it will measure progress against the goals in every board meeting so that the annual reports and all board discussions will be focused on accountability, reporting performance and progress against the goals. (THIS IS SOMEWHAT CONFUSING.)

The School Director will be responsible for school's evaluation and accountability planning, in collaboration with board members and a strategic planning, board development consultant.

Adequate Yearly Progress Under NCLB

Charter schools are Local Education Agencies under NCLB. The law requires for each grade and subject tested, the LEA report card must include for the LEA as a whole and for each school served by the LEA, including non Title-I schools:

Information on the percentage of students tested. LEAs must report the percentage of students not tested or the inverse, the percentage of students tested. Either approach is acceptable. This information must be disaggregated by the following subgroups:

- All Students
- Major Racial & Ethnic groups
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged
- Migrant¹
- Gender¹

Information on student achievement at each proficiency level (e.g., advanced, proficient, basic, below basic)¹, disaggregated by the following subgroups:

- All Students
- Major Racial & Ethnic groups
- Students with Disabilities
- Limited English Proficient
- Economically Disadvantaged
- Migrant
- Gender

Information that shows how students in the LEA achieved on State academic assessments as compared to students in the State as a whole; and for each school in the LEA information that shows how students in the school achieved on State assessments as compared to students in the LEA as a whole and as compared to students in the State

¹ Note that the subgroups of migrant and gender are subgroups for reporting purposes only and are not among the required subgroups for adequate yearly progress (AYP) determinations.

as a whole. Finally, the LEA must provide the most recent 2-year trend data in student achievement for each subject and for each grade.

Since AppleTree Early Learning PCS will only serve children in grades preschool, pre-kindergarten and kindergarten, this will be moot, since DC district-wide assessments (SAT-10) begin with 3rd grade.

The school will provide the information to parents and the community annually through written communications to parents, data provided through the school's Annual Report to the DC Public Charter School board and to the community on the charter school's web site.

F. Budget

1. **Pre-opening Expenses.** Revenues and expenses, related to anticipated early planning and implementation costs that are likely to be incurred between the time a charter is awarded and July 1 of the start-up year, are included in the first column ("Pre-opening") of the Monthly Cash Flow spreadsheet that is attached.
2. **Two-Year Operating Budget.** The two-year operating budget for AELPCS is attached.
3. **Estimated Five-Year Budget Projections.** The five-year budget projections for AELPCS are attached.
4. **Capital Budget.** AELPCS will benefit from donations of furniture, books, curriculum, and additional learning materials appropriate to a preschool-kindergarten program from the AppleTree Institute. Due to these donations, AELPCS capital budget expenses are limited to the purchase of new computers. The Capital Budget is attached.
5. **Cash Flow Projection for Year 1.** The cash flow projection for year 1 is attached.

Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Management Organization (if applicable)	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	308,331		308,331	
2	Per Pupil Facilities Allowance	85,680		85,680	
3	Federal Entitlements	47,315		47,315	
4	Other Government Funding/Grants	160,430		160,430	
5	Total Public Funding	601,756		601,756	
6	Private Grants and Donations	100,000		100,000	
7	Activity Fees	0		0	
8	Loans	0		0	
9	Other Income (please describe in footnote)	0		160,430	
10	Total Non-Public Funding	100,000		100,000	
11	EMO Fee or Transfer (= line 73, col. G) *			0	
12					
13					
14	TOTAL REVENUES	\$701,756		701,756	
EXPENSES					
		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
<i>Personnel Salaries and Benefits</i>					
15	Principal/Executive Salary	57,750		57,750	9.60%
16	Teachers Salaries	140,000		140,000	23.27%
17	Teacher Aides/Assistance Salaries	59,000		59,000	9.80%
18	Other Education Professionals Salaries	48,000		48,000	7.98%
19	Business/Operations Salaries	40,000		40,000	6.65%
20	Clerical Salaries				0.00%
21	Custodial Salaries	8,280		8,280	1.38%
22	Other Staff Salaries				0.00%
23	Employee Benefits	32,400		32,400	5.38%
24	Contracted Staff				
25	Staff Development Costs	40,000		40,000	6.65%
26					
27	Subtotal: Personnel Costs	\$425,430		425,430	70.70%
28					
29	<i>Direct Student Costs</i>				
30	Textbooks	1,000		1,000	0.17%
31	Student Supplies and Materials	5,000		5,000	0.83%
32	Library and Media Center Materials	2,000		2,000	0.33%
33	Computers and Materials	5,500		5,500	0.91%
34	Other Instructional Equipment	500		500	0.08%
35	Classroom Furnishings and Supplies	2,000		2,000	0.33%
36	Student Assessment Materials	800		800	0.13%
37	Contracted Student Services				
38	Miscellaneous Student Costs **	5,000			0.00%
39					0.00%
40	Subtotal: Direct Student Costs	\$21,800			0
41					
42	<i>Occupancy Expenses</i>				
43	Rent	18,000		18,000	2.99%
44	Mortgage Principal Payments	0		0	0.00%
45	Mortgage Interest Payments	0		0	0.00%
46	Building Maintenance and Repairs	3,000		3,000	0.50%
47	Renovation/Leasehold Improvements	3,000		3,000	0.50%
48	Utilities	1,800		1,800	0.30%
49	Janitorial Supplies	4,600		4,600	0.76%
50	Equipment Rental and Maintenance				0.00%

Two-Year Operating Budget Worksheet: Year ONE

51	Contracted Building Services				0.00%
52					
53	Subtotal: Occupancy Expenses	\$30,400		30,400	5.05%
54					
55	Office Expenses				
56	Office Supplies and Materials	3,600		3,600	0.60%
57	Office Furnishings and Equipment	2,400		2,400	0.40%
58	Office Equipment Rental and Maintenance	1,000		1,000	0.17%
59	Telephone/Telecommunications	2,100		2,100	0.35%
60	Legal, Accounting and Payroll Services	17,000		17,000	2.83%
61	Printing and Copying	1,000		1,000	0.17%
62	Postage and Shipping	640		640	0.11%
63	Other	1,000		1,000	0.17%
64					
65	Subtotal: Office Expenses	\$28,740		28,740	4.78%
66					
67	General Expenses				
68	Insurance	10,000		10,000	1.66%
69	Interest Expense	0		0	0.00%
70	Transportation	2,500		2,500	0.42%
71	Food Service	32,472		32,472	5.40%
72	Administration Fee (to PCSB)	3,509		3,509	0.58%
73	EMO Fee or Transfer	0		0	0.00%
74	Other General Expense				0.00%
75					
76	Subtotal: General Expenses	\$48,481		48,481	8.06%
77					
78	TOTAL EXPENSES	\$554,851		554,851	92.21%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$146,905		146,905	
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS

Student Enrollment	36
Facility Size (square footage)	2500
Average Teacher Salary	\$35,000
Student/Teacher Ratio	9:1
Other Major Assumptions	See attached

* "EMO Fee or Transfer" should include all funds remitted to an education management organization by the school. Expenses paid by the EMO on behalf of the school should be reflected in Column B.

** Please explain in the Notes section all "Miscellaneous" costs which exceed \$25,000.

NOTES:

See attached form

AppleTree Early Learning PCS 2004 Charter Application Two Year Operating Budget Worksheet Assumptions

YEAR ONE

Revenues

Per Pupil Charter Payments – based on FY 2004 per pupil allocation for 36 students at \$7,664 = \$275,904 (projecting 25%, 9 children, qualify for Special Education Level 1 funding) 9 * \$3,603 = \$32,427.

Per Pupil Facilities Allowance - based on SY 2005 per pupil allowance (36 * 2,380 = \$85,680).

Federal Entitlements:

USDA - \$3.65 per day per “free” child with 27 “free” children for 220 days in year one (\$21,681)

Title I - \$824.39 * 24 children (projecting 66% of children eligible) in year one (\$19,853)

Title II, Part A - \$162.46 * 36 children (projecting 100% of children eligible) in year one (\$5848)

Other Government Income – \$100k Title V, Part B planning grant funds, plus, revenue from OECD reimbursement for 18 children at 220 days at the \$15.26 after-school rate (\$60,430)

Private Grants & Donations – \$100,000 raised from individuals, corporate & foundation partners

Expenses

Principal Salary - \$57.5k salary in year one.

Teachers Salary – Average of \$35,000 per teacher for 4 teachers in year one.

Teacher Assistants Salaries – 2 assistant teachers @ \$22k salaries and \$15,000 for a PT music teacher.

Other Education Professionals – \$45k for special education teacher position & \$3k for PT physical education teacher.

Custodial Salary - \$360/period for 23 periods (46 weeks)

Employee Benefits – \$300/mo * 12 months * 9 employees for health/life insurance (\$32,400)

Staff Development Costs - \$3.3k/mo for 12 months – Curriculum & Special Ed. consultants (\$40k)

Utilities – nominal expense due to contributions towards utilities from landlord (e.g. included in rent)

Two-Year Operating Budget Worksheet: Year TWO

DESCRIPTION	BUDGETED AMOUNTS			
	Column A 501(c)3 School Applicant	Column B Education Management Organization	Column C Total Revenues by Funding Source	Column D Expenditures as a Percent of Total Public Funding
REVENUES				
1 Per Pupil Charter Payments	\$ 315,537		315,537	
2 Per Pupil Facilities Allowance	\$ 85,680		85,680	
3 Federal Entitlements	\$ 50,591		50,591	
4 Other Government Funding/Grants	\$ 160,430		160,430	
5 Total Public Funding	\$ 612,238		612,238	
6 Private Grants and Donations	\$ 100,000		100,000	
7 Activity Fees	\$ -		0	
8 Loans	\$ -		0	
9 Other Income (please describe in footnote)			160,430	
10 Total Non-Public Funding	\$ 100,000		100,000	
11 EMO Fee or Transfer (= line 73, col. G) *			0	
12				
13				
14 TOTAL REVENUES	\$712,238		\$712,238	

DESCRIPTION	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES				
Personnel Salaries and Benefits				
15 Principal/Executive Salary	60,640		60,640	9.90%
16 Teachers Salaries	147,000		147,000	24.01%
17 Teacher Aides/Assistance Salaries	61,950		61,950	10.12%
18 Other Education Professionals Salaries	50,250		50,250	8.21%
19 Business/Operations Salaries	42,000		42,000	6.86%
20 Clerical Salaries	0		0	0.00%
21 Custodial Salaries	8,280		8,280	1.35%
22 Other Staff Salaries	0		0	0.00%
23 Employee Benefits	37,800		37,800	6.17%
24 Contracted Staff	0		0	
25 Staff Development Costs	42,000		42,000	6.86%
26				
27 Subtotal: Personnel Costs	\$449,920		449,920	73.49%
28				
29 Direct Student Costs				
30 Textbooks	600		600	0.10%
31 Student Supplies and Materials	2,000		2,000	0.33%
32 Library and Media Center Materials	1,200		1,200	0.20%
33 Computers and Materials	3,500		3,500	0.57%
34 Other Instructional Equipment	500		500	0.08%
35 Classroom Furnishings and Supplies	1,200		1,200	0.20%
36 Student Assessment Materials	800		800	0.13%
37 Contracted Student Services	0		0	0.00%
38 Miscellaneous Student Costs **	5,000		5,000	0.82%
39				
40 Subtotal: Direct Student Costs	\$14,800		14,800	2.42%
41				
42 Occupancy Expenses				
43 Rent	18,000		18,000	2.94%
44 Mortgage Principal Payments	0		0	0.00%
45 Mortgage Interest Payments	0		0	0.00%
46 Building Maintenance and Repairs	1,500		1,500	0.25%
47 Renovation/Leasehold Improvements	1,500		1,500	0.25%
48 Utilities	1,800		1,800	0.29%
49 Janitorial Supplies	4,000		4,000	0.65%
50 Equipment Rental and Maintenance	0		0	0.00%
51 Contracted Building Services	0		0	0.00%
52				
53 Subtotal: Occupancy Expenses	\$26,800		26,800	4.38%
54				
55 Office Expenses				
56 Office Supplies and Materials	3,000		3,000	0.49%

Two-Year Operating Budget Worksheet: Year TWO

57	Office Furnishings and Equipment	1,000		1,000	0.16%
58	Office Equipment Rental and Maintenance	1,000		1,000	0.16%
59	Telephone/Telecommunications	2,400		2,400	0.39%
60	Legal, Accounting and Payroll Services	15,000		15,000	2.45%
61	Printing and Copying	1,000		1,000	0.16%
62	Postage and Shipping	800		800	0.13%
63	Other	1,000		1,000	0.16%
64					
65	Subtotal: Office Expenses	<u>\$25,200</u>		<u>25,200</u>	<u>4.12%</u>
66					
67	General Expenses				
68	Insurance	5,500		5,500	0.90%
69	Interest Expense	0		0	0.00%
70	Transportation	2,500		2,500	0.41%
71	Food Service	32,472		32,472	5.30%
72	Administration Fee (to PCSB)	3,561		3,561	0.58%
73	EMO Fee or Transfer	0		0	0.00%
74	Other General Expense	1,000		1,000	0.16%
75					
76	Subtotal: General Expenses	<u>\$45,033</u>		<u>45,033</u>	<u>7.36%</u>
77					
78	TOTAL EXPENSES	<u>\$561,753</u>			
79					
80	EXCESS (OR DEFICIENCY)	<u>\$150,485</u>			
81	Excess (or deficit) retained by school	<u>\$150,485</u>			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS

Student Enrollment	<u>36</u>
Facility Size (square footage)	<u>2500</u>
Average Teacher Salary	<u>36750</u>
Student/Teacher Ratio	<u>9 to 1</u>
Other Major Assumptions	

* "EMO Fee or Transfer" should include all funds remitted to an education management organization by the school. Expenses paid by the EMO on behalf of the school should be reflected in Column B.

** Please explain in the Notes section all "Miscellaneous" costs which exceed \$25,000.

NOTES:

See attached form

AppleTree Early Learning PCS 2004 Charter Application Two Year Operating Budget Worksheet Assumptions

YEAR TWO

Revenues

Per Pupil Charter Payments – based on FY 2004 per pupil allocation for 36 students at \$7,664 = \$275,904 (projecting 30%, 11 children, qualify for Special Education Level 1 funding) 11 * \$3,603 = \$39,633.

Per Pupil Facilities Allowance - based on SY 2005 per pupil allowance (36 * 2,380 = \$85,680).

Federal Entitlements:

USDA - \$3.65 per day per “free” child with 27 “free” children for 220 days in year one (\$22,484)

Title I - \$824.39 * 24 children (projecting 66% of children eligible) in year one (\$22,258)

Title II, Part A - \$162.46 * 36 children (projecting 100% of children eligible) in year one (\$5848)

Other Government Income – \$100k Title V, Part B planning grant funds plus revenue from OECD reimbursement for 18 children at 220 days at the \$15.26 after-school rate (\$60,430)

Private Grants & Donations – \$100,000 raised from individuals, corporate & foundation partners

Expenses

Principal Salary – budget 5% salary increase over year one

Teachers Salary – budget an average salary of \$36,750 per teacher during year two.

Teacher Assistants Salaries – budget 5% salary increase for assistant teachers & PT music teacher.

Other Education Professionals – budget 5% salary increase for special education teacher position & \$3k for PT physical education teacher.

Custodial Salary - \$360/period for 23 periods (46 weeks)

Employee Benefits – \$350/mo * 12 months * 9 employees for health/life insurance (\$37,800)

Staff Development Costs - \$3.5k/mo for 12 months – Curriculum & Special Ed. consultants (\$42k)

Utilities – nominal expense due to contributions towards utilities from landlord (e.g. included in rent)

Five-Year Estimated Budget Worksheet

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	308,331	315,537	313,934	317,737	457,856
Per Pupil Facilities Allowance	85,680	85,680	90,000	93,600	97,200
Federal Entitlements	47,315	50,591	50,000	51,000	82,390
Other Government Funding/Grants	160,430	160,430	110,430	111,000	170,859
Private Grants and Donations	100,000	100,000	100,000	100,000	100,000
Activity Fees	0	0	0	0	0
Loans	0	0	0	0	0
Other Income (please describe in footnote)	0	0	0	0	0
TOTAL REVENUES	\$701,756	\$712,238	\$664,364	\$673,337	\$908,305

EXPENSES					
Personnel Salaries and Benefits	425,430	449,920	461,168	470,391	594,000
Direct Student Costs	21,800	14,800	13,000	12,000	22,000
Occupancy	30,400	26,800	27,000	28,000	32,000
Office Expenses	28,740	25,200	26,000	28,000	34,000
General Expenses	48,481	45,033	46,000	47,000	64,000
EMO Management Fee	0	0	0	0	0
TOTAL EXPENSES	\$554,851	\$561,753	\$573,168	\$585,391	\$746,000

MAJOR ASSUMPTIONS					
Student Enrollment	36	36	36	36	54
Facility Size (square footage)	3000	3000	3000	3000	3000
Average Teacher Salary	35000	36750	37670	38610	37300
Student/Teacher Ratio	9 to 1				

For each of the five years, project the expected revenues and costs per pupil

	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Indicate projected student enrollment:</i>					
Per Pupil Revenue (all sources, excluding loans)	\$ 19,493.22	\$ 19,784.39	\$ 18,454.56	\$ 18,703.81	\$ 16,820.47
Per Pupil Expenditures	\$ 15,412.53	\$ 15,604.25	\$ 15,921.33	\$ 16,260.86	\$ 13,814.81
Personnel Salaries and Benefits	\$ 11,817.50	\$ 12,497.78	\$ 12,810.22	\$ 13,066.42	\$ 11,000.00
Direct Student Costs	\$ 605.56	\$ 411.11	\$ 361.11	\$ 333.33	\$ 407.41
Occupancy	\$ 844.44	\$ 744.44	\$ 750.00	\$ 777.78	\$ 592.59

NOTES:

AppleTree Early Learning PCS
Capital Budget

Year One

New Computer: \$2,000

New Computer: \$2,000

New Computer: \$1,500

Year One TOTAL: \$5,500

Year Two

New Computer: \$2,000

New Computer: \$1,500

Year Two TOTAL: \$3,500

Annual Cash Flow Projection (by Month)

DESCRIPTION Cont'd	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials	\$ 1,200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 3,600
Office Equipment Rental and Maintenance	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000
Telephone/Telecommunications	\$ 300	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 2,100
Legal, Accounting and Payroll Services	\$ 1,100	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 4,700	\$ 4,700	\$ 4,700	\$ 17,000
Printing and Copying	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000
Postage and Shipping	\$ 400	\$ 20	\$ 20	\$ 20	\$ 20	\$ 20	\$ 20	\$ 20	\$ 20	\$ 20	\$ 20	\$ 20	\$ 20	\$ 640
Other	\$ 100	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 1,000
Occupancy Expenses														
Rent	\$ 5,775	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 28,175
Mortgage Payments (principal + interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance and Repairs	\$ 1,000	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000
Utilities	\$ -	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 1,800
Janitorial Supplies	\$ 1,000	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 4,800
Equipment Rental and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Building Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
General Expenses														
Insurance	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000
Loan Payments (principal + interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation	\$ -	\$ -	\$ -	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 2,500
Food Service	\$ -	\$ -	\$ -	\$ 3,247	\$ 3,247	\$ 3,247	\$ 3,247	\$ 3,247	\$ 3,247	\$ 3,247	\$ 3,247	\$ 3,247	\$ 3,247	\$ 32,470
Administration Fee	\$ -	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 3,600
EIMO Management Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other General Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6. Total Expenses	\$ 78,008	\$ 51,116	\$ 39,976	\$ 39,833	\$ 39,833	\$ 39,833	\$ 39,833	\$ 40,333	\$ 39,833	\$ 39,833	\$ 56,289	\$ 45,871	\$ 44,333	\$ 609,436
7. Fund Balance (end of month)	\$ 70,994	\$ 161,221	\$ 121,245	\$ 88,580	\$ 156,418	\$ 144,753	\$ 98,584	\$ 144,501	\$ 155,654	\$ 138,806	\$ 165,758	\$ 128,055	\$ 81,890	

This form should describe the expected timing of cash inflows and outflows; annual expenses should not be straight-lined unless monthly payments will actually be equal.

Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Management Organization (if applicable)	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	308,331		308,331	
2	Per Pupil Facilities Allowance	85,680		85,680	
3	Federal Entitlements	47,315		47,315	
4	Other Government Funding/Grants	60,430		60,430	
5	Total Public Funding	501,756		501,756	
6	Private Grants and Donations			0	
7	Activity Fees	0		0	
8	Loans	0		0	
9	Other Income (please describe in footnote)	0		60,430	
10	Total Non-Public Funding	0		0	
11	EMO Fee or Transfer (= line 73, col. G) *			0	
12					
13					
14	TOTAL REVENUES	\$501,756		501,756	
EXPENSES					
		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
<i>Personnel Salaries and Benefits</i>					
15	Principal/Executive Salary	50,000		50,000	9.97%
16	Teachers Salaries	120,000		120,000	23.92%
17	Teacher Aides/Assistance Salaries	44,000		44,000	8.77%
18	Other Education Professionals Salaries	40,000		40,000	7.97%
19	Business/Operations Salaries	40,000		40,000	7.97%
20	Clerical Salaries				0.00%
21	Custodial Salaries	8,280		8,280	1.65%
22	Other Staff Salaries				0.00%
23	Employee Benefits	28,800		28,800	5.74%
24	Contracted Staff				
25	Staff Development Costs	24,000		24,000	4.78%
26					
27	Subtotal: Personnel Costs	\$355,080		355,080	70.77%
28					
29	<i>Direct Student Costs</i>				
30	Textbooks	1,000		1,000	0.20%
31	Student Supplies and Materials	15,000		15,000	2.99%
32	Library and Media Center Materials	2,000		2,000	0.40%
33	Computers and Materials	1,500		1,500	0.30%
34	Other Instructional Equipment	500		500	0.10%
35	Classroom Furnishings and Supplies	2,000		2,000	0.40%
36	Student Assessment Materials	800		800	0.16%
37	Contracted Student Services				0.00%
38	Miscellaneous Student Costs **	5,000			0.00%
39					
40	Subtotal: Direct Student Costs	\$27,800			0
41					
42	<i>Occupancy Expenses</i>				
43	Rent	18,000		18,000	3.59%
44	Mortgage Principal Payments	0		0	0.00%
45	Mortgage Interest Payments	0		0	0.00%
46	Building Maintenance and Repairs	3,000		3,000	0.60%
47	Renovation/Leasehold Improvements	3,000		3,000	0.60%
48	Utilities	1,500		1,500	0.30%
49	Janitorial Supplies	4,000		4,000	0.80%
50	Equipment Rental and Maintenance				0.00%

Two-Year Operating Budget Worksheet: Year TWO

DESCRIPTION	BUDGETED AMOUNTS			
	Column A 501(c)3 School Applicant	Column B Education Management Organization	Column C Total Revenues by Funding Source	Column D Expenditures as a Percent of Total Public Funding
REVENUES				
1 Per Pupil Charter Payments	\$ 315,537		315,537	
2 Per Pupil Facilities Allowance	\$ 85,680		85,680	
3 Federal Entitlements	\$ 50,591		50,591	
4 Other Government Funding/Grants	\$ 60,430		60,430	
5 Total Public Funding	\$ 512,238		512,238	
6 Private Grants and Donations			0	
7 Activity Fees	\$ -		0	
8 Loans	\$ -		0	
9 Other Income (please describe in footnote)			60,430	
10 Total Non-Public Funding	\$ -		0	
11 EMO Fee or Transfer (= line 73, col. G) *			0	
12				
13				
14 TOTAL REVENUES	\$512,238		\$512,238	
EXPENSES				
	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
<i>Personnel Salaries and Benefits</i>				
15 Principal/Executive Salary	52,500		52,500	10.25%
16 Teachers Salaries	126,000		126,000	24.60%
17 Teacher Aides/Assistance Salaries	46,200		46,200	9.02%
18 Other Education Professionals Salaries	47,250		47,250	9.22%
19 Business/Operations Salaries	42,000		42,000	8.20%
20 Clerical Salaries	0		0	0.00%
21 Custodial Salaries	8,280		8,280	1.62%
22 Other Staff Salaries	0		0	0.00%
23 Employee Benefits	33,600		33,600	6.56%
24 Contracted Staff	0		0	
25 Staff Development Costs	30,000		30,000	5.86%
26				
27 Subtotal: Personnel Costs	\$385,830		385,830	75.32%
28				
29 <i>Direct Student Costs</i>				
30 Textbooks	600		600	0.12%
31 Student Supplies and Materials	4,000		4,000	0.78%
32 Library and Media Center Materials	1,200		1,200	0.23%
33 Computers and Materials	1,500		1,500	0.29%
34 Other Instructional Equipment	500		500	0.10%
35 Classroom Furnishings and Supplies	1,200		1,200	0.23%
36 Student Assessment Materials	800		800	0.16%
37 Contracted Student Services	0		0	0.00%
38 Miscellaneous Student Costs **	5,000		5,000	0.98%
39				
40 Subtotal: Direct Student Costs	\$14,800		14,800	2.89%
41				
42 <i>Occupancy Expenses</i>				
43 Rent	18,000		18,000	3.51%
44 Mortgage Principal Payments	0		0	0.00%
45 Mortgage Interest Payments	0		0	0.00%
46 Building Maintenance and Repairs	1,500		1,500	0.29%
47 Renovation/Leasehold Improvements	1,500		1,500	0.29%
48 Utilities	1,500		1,500	0.29%
49 Janitorial Supplies	4,000		4,000	0.78%
50 Equipment Rental and Maintenance	0		0	0.00%
51 Contracted Building Services	0		0	0.00%
52				
53 Subtotal: Occupancy Expenses	\$26,500		26,500	5.17%
54				
55 <i>Office Expenses</i>				
56 Office Supplies and Materials	3,000		3,000	0.59%

Two-Year Operating Budget Worksheet: Year TWO

57	Office Furnishings and Equipment	1,000		1,000	0.20%
58	Office Equipment Rental and Maintenance	1,000		1,000	0.20%
59	Telephone/Telecommunications	1,500		1,500	0.29%
60	Legal, Accounting and Payroll Services	15,000		15,000	2.93%
61	Printing and Copying	1,000		1,000	0.20%
62	Postage and Shipping	800		800	0.16%
63	Other	1,000		1,000	0.20%
64					
65	Subtotal: Office Expenses	<u>\$24,300</u>		<u>24,300</u>	<u>4.74%</u>
66					
67	General Expenses				
68	Insurance	5,500		5,500	1.07%
69	Interest Expense	0		0	0.00%
70	Transportation	2,500		2,500	0.49%
71	Food Service	32,472		32,472	6.34%
72	Administration Fee (to PCSB)	2,561		2,561	0.50%
73	EMO Fee or Transfer	0		0	0.00%
74	Other General Expense	1,000		1,000	0.20%
75					
76	Subtotal: General Expenses	<u>\$44,033</u>		<u>44,033</u>	<u>8.60%</u>
77					
78	TOTAL EXPENSES	<u>\$495,463</u>			
79					
80	EXCESS (OR DEFICIENCY)	<u>\$16,775</u>			
81	Excess (or deficit) retained by school	<u>\$16,775</u>			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS

Student Enrollment	<u>36</u>
Facility Size (square footage)	<u>2500</u>
Average Teacher Salary	<u>36750</u>
Student/Teacher Ratio	<u>9 to 1</u>
Other Major Assumptions	

* "EMO Fee or Transfer" should include all funds remitted to an education management organization by the school. Expenses paid by the EMO on behalf of the school should be reflected in Column B.

** Please explain in the Notes section all "Miscellaneous" costs which exceed \$25,000.

NOTES:

See attached form

Appendix B



Search

SEARCH

Help us close the achievement gap!

Donate

Upcoming Events



Stay Informed

Full Name *

Email *

Organization

Who are you? *

- I am a parent
I am a supporter
I am an educator
I am in the media

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About

History

Core Values

Executive Team

Operations Team

Board of Directors

Supporters

Transparency

Institute

Every Child Ready

School

Enroll

Join The Team

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History

Since 1996, AppleTree has focused on increasing children's access to quality public schools that prepare them for success in school, work, and life.

AppleTree has been an innovator from the start, merging proven strategies in education with best practices in business and entrepreneurship. Jack McCarthy, President and CEO, pioneered the creation of AppleTree, combining his experience in politics and business with a sense of urgency about erasing America's achievement gap.

In 1996, AppleTree Institute for Education Innovation was founded to "increase the supply of effective schools through innovation."

Operating in Washington, DC, AppleTree created the nation's first charter school incubator, initially supporting and underwriting the creation of two charter high schools and the charter conversion of a junior high school. These schools had high standards and exemplary designs, but students entered several grade levels behind and struggled to meet the standards to progress to the next grade. Witnessing these struggles and the heroic efforts of teachers to help students "catch up" led Jack to an epiphany: "Why not create a preschool that would ensure children enter elementary school ready to thrive?"

In 2001, AppleTree Institute opened a tuition-free laboratory preschool implementing a research-based language and literacy program. From 2003 to 2005, AppleTree continued to improve the instructional program, working with leading experts in early language and literacy instruction.

In 2005, the first AppleTree Early Learning Public Charter School campus opened, re-affirming AppleTree's value as an innovation incubator.

Six more campuses opened in the next five years across Washington, DC. Today, AppleTree Early Learning PCS is proud to serve over 640 students in 31 preschool classrooms across all four city quadrants in DC. Through partnerships with other local education providers, AppleTree's programs will reach more than 1,200 DC children in 2013-2014.

Recent Milestones

- 2010 The Institute develops and pilots its Every Child Ready program for teacher effectiveness. AppleTree Early Learning PCS fully implements the program during the 2011-12 school year.
AppleTree Early Learning PCS expands from 10 to 16 classrooms to serve 320 students across three campuses and a temporary site.
We receive an Investing in Innovation (i3) grant from the US Department of Education to implement Every Child Ready. AppleTree is one of the 49 applicants funded out of 1,698 applications received.
2011 AppleTree Early Learning PCS opens four new campuses, nearly doubling its enrollment from 320 to 620 students, with a presence in all four DC quadrants.
2012 Every Child Ready is selected by NewSchools Venture Fund for use in Accelerate DC, a project designed to strengthen schools in need of improvement. NewSchools identified Every Child Ready as a research-based, data-driven model.



Appendix C

DC Public Charter School Board

**Meeting Minutes: June 16, 2014
7:00 PM**

Meeting Location:
DC Public Charter School Board
3333 14th Street, Suite 210
Washington, DC 20010

Public Hearing

Board Members in attendance: Naomi DeVeaux (Ex-Officio); John “Skip” McKoy (Chair); Sara Mead; Barbara Nophlin; Don Soifer; Herb Tillery.

Absent: Darren Woodruff

Mr. McKoy called the public hearing to order at 7:39 PM.

I. Excel Academy Public Charter School (“Excel Academy PCS”) Amendment – Goals

A. PCSB Representative: Ms. Sarah Medway, Charter Agreement Specialist

B. Discussion

- Ms. Medway stated that this Board Action regarding Excel Academy PCS’ charter amendment request is open for public comment. She reviewed the proposed charter amendment request, which would amend the school’s existing goals to adopt the Early Childhood and Elementary/Middle School Performance Management Frameworks (“PMF”s) as its goals and academic achievement expectations.
- Ms. Medway added that PCSB staff requests that changes to Excel’s curriculum, which will implement two computer-based programs, Rosetta Stone for middle school foreign language instruction and Lexia Reading for elementary and middle school literacy, be read into the record.

II. Notification of Location and/or SY2014-15 Enrollment Numbers;

A. Academy of Hope Adult Public Charter School (“Academy of Hope PCS”)

1. PCSB Representative: Ms. Monique Miller, New School Development

2. Discussion

- Ms. Miller reviewed the PCSB staff recommendation, that the Board approve Academy of Hope PCS’ charter so that the school may open at its two existing facilities, located at 601 Edgewood Street, NE and 3700 9th Street, SE, beginning in the 2014-15 school year,. Ms. Miller advised the Board that the

school may move its Southeast facility to 421 Alabama Avenue, SE, as it is currently in negotiations with the landlord.

- Ms. Miller added that the school intends to enroll 300 students in its first year of operation, and will increase its enrollment to 1000 students by the 2018-19 school year. She noted that the enrollment ceiling increased from the ceiling included in its original application. As such, the Board voted to leave the record open for public comment through June 21, 2014, and authorized Mr. McKoy to sign the charter agreement on behalf of the Board if PCSB did not receive any public comment requiring further board discussion.

B. Lee Montessori Public Charter School (“Lee Montessori PCS”)

1. PCSB Representative: Ms. Monique Miller, New School Development

2. Discussion

- Ms. Miller reviewed the PCSB staff recommendation, that the Board approve Lee Montessori PCS’ charter agreement so that the school may open at 2000 Douglas Street, NE, starting in the 2014-15 school year, and authorize Mr. McKoy to sign the agreement with the school.
- Ms. Miller added that the school will co-locate with Inspired Teaching Demonstration Public Charter School, and will enroll 79 students in its first year, expanding to enroll 219 students by the 2018-19 school year. She noted that the enrollment numbers are slightly higher than those included in the school’s application.
- As such, the Board voted to leave the record open for public comment through June 21, 2014, and authorized Mr. McKoy to sign the charter agreement on behalf of the Board if PCSB did not receive any public comment requiring further board discussion.

C. Harmony Public Charter School (“Harmony PCS”)

1. PCSB Representative: Ms. Monique Miller, New School Development

2. Discussion

- Ms. Miller reviewed the PCSB staff recommendation, open for public comment through June 21, 2014, that the Board approve Harmony PCS’ charter agreement so that the school may open at 62 T Street, NE beginning in the 2014-15 school year, deferring the condition that the school obtain an insurance certificate because the school will be unable to receive a certificate until taking possession of the facility on July 1, 2014, and authorize Mr. McKoy to sign the agreement with the school. Ms. Miller added that the school would enroll up to 216 students in its first year.
- As such, the Board voted to leave the record open for public comment through June 21, 2014, and authorized Mr. McKoy to sign the charter agreement on behalf of the Board if PCSB did not receive any public comment requiring further board discussion.

D. District of Columbia International (“DCI”)

1. PCSB Representative: Ms. Monique Miller, New School Development

2. Discussion

- Ms. Miller reviewed the PCSB staff recommendation, that the Board fully approve charter amendments and authorize Mr. McKoy to sign amendments for (1) DC Bilingual Public Charter School (“DC Bilingual PCS”); (2) Elsie Whitlow Stokes Public Charter School (“Stokes PCS”); (3) Latin American Montessori Bilingual Public Charter School (“LAMB PCS”); (4) Mundo Verde Public Charter School (“Mundo Verde PCS”); and (5) Washington Yu Ying Public Charter School (“Yu Ying PCS”). The charter amendments allow each school to (1) expand its charter; (2) serve grades 6 through 12; (3) contract with DCI to provide education and other services for students in grades 6 through 12; (4) increase its enrollment ceilings to accommodate expansion; (5) adopt the Elementary/Middle School and High School Performance Management Frameworks; and (6) co-locate and operate grades six and seven at one campus, located at 3220 17th Street NW, during the 2014-15 school year.
- Ms. Miller added that PCSB staff requests approval for PCSB to enter into an agreement with DCI, which will operate the campus serving five co-located schools. She stated that the five co-locating schools will collectively enroll up to 215 students in the 2014-15 school year.
- As such, the Board voted to leave the record open for public comment through June 21, 2014, and authorized Mr. McKoy to sign the charter agreement on behalf of the Board if PCSB did not receive any public comment requiring further board discussion.

Mr. Soifer moved to adjourn the hearing, and Mr. Tillery seconded. The Board voted approved the motion 5-0. The public hearing was adjourned at 7:46 PM.

Public Meeting

Board Members in attendance: Naomi DeVeaux (Ex-Officio); Skip McKoy (Chair); Sara Mead; Barbara Nophlin; Don Soifer; Herb Tillery.

Absent: Darren Woodruff

Mr. Tillery left the meeting at 9:32 PM, and voted by proxy for some subsequent votes.

Mr. McKoy called the public meeting to order at 7:46 PM.

- I. **Approval of the Agenda.** Mr. Soifer moved to approve the agenda, and Mr. Tillery seconded. The Board approved the motion 5-0.
- II. **Public Comments by Elected Officials.** No public officials addressed the Board.
- III. **Public Comment.** No members of the public addressed the Board.
- IV. **Approval of Minutes – May 19, 2014.** Mr. Soifer moved to approve the minutes from the PCSB Board meeting on May 19, 2014, and Ms. Mead seconded. The Board approved the motion 5-0.
- V. **Administrative Contracts over \$25,000.** Mr. McKoy stated that the contracts would be read into the record unless an objection was raised. No objection was raised.

VI. **Approval of Technology Plan – KIPP DC Public Charter School (“KIPP DC PCS”).**
Mr. McKoy stated that the technology plan would be read into the record unless an objection was raised. No objection was raised.

VII. **Discussion Item: Community Advisory Group (“CAG”) Update**

A. Representatives:

1. PCSB: Tomeika Bowden, Associate, Communications
2. CAG: Ms. Allison Acosta (Ward One); Mr. Alex Hogan (Ward One); Ms. Elisa Irwin (Ward Four); Ms. Selma Patillo-Simms (Ward One)

B. Discussion

- Ms. Bowden stated the Board approved the CAG in June 2013, and the CAG started with 21 members representing every ward of DC. She added that CAG subcommittees include: helping Tier 3 schools improve, working with special populations, school boundaries, facilities, transportation, and communications. She stated that the CAG communications subcommittee distributed a communications survey; revised language related to school boundaries; and wrote letters to advocate on issues related to school boundaries.
- Mr. Hogan stated that the subcommittee on communications was tasked with finding more effective ways through which PCSB could communicate with DC communities. He added that the subcommittee created a survey for current and future parents of students in charter as well as DCPS schools. He stated that the subcommittee distributed an online survey through neighborhood listservs asking parents how they currently receive information from PCSB, and what information they would like to see PCSB and charter schools provide.
- Ms. Acosta summarized the results of the survey, which solicited 201 responses, with the most respondents in Wards One, Four, and Five. She said that most respondents’ oldest child was in elementary school. She stated that the survey revealed that word of mouth was the most popular way for community members to get information about DC charter schools. She added that other ways in which parents and families learned about schools included My School DC, GreatSchools, the DCPS website, school administrators, and school websites. She noted that a majority of respondents’ children attended charter schools.
- Ms. Acosta noted that CAG members were not aware of all of the information available on the PCSB website, although the information, such as the performance reports, would be helpful to parents. She noted that the survey was conducted through email, and might be biased to people who prefer to be communicated with through email. She added that one suggestion would be to include all reports

about a school on one page. She stated that community listservs could be used to relay information, or PCSB could offer an option to sign up for email blasts.

- Ms. Irwin stated that several CAG members attended the school boundary meetings held by the Deputy Mayor for Education (“DME”). She expressed concern that at the April DME meeting about school boundaries, there was a sheet distributed about the relationship between charter schools and DCPS that suggested there may be an infringement on charter school autonomy. She stated that the CAG sent a letter to the DC Advisory Committee on Students Assignment and Preferences opposing infringement of charter school and PCSB autonomy. She noted that as a result of sending the letter, the Deputy Mayor for Education, Abigail Smith, has asked to meet with the group.
- Mr. McKoy asked, when the CAG examined the boundaries and reports, if there were other implications for charter schools. Ms. Irwin replied that the CAG would continue to look at neighborhood preferences and changing the idea of a city-wide lottery. She added these were not issues that could be decided quickly.
- Mr. Soifer stated he was pleased at the input of the CAG, and asked how many CAG members were active. Ms. Irwin stated that the CAG meets bimonthly, but hopes to meet more frequently moving forward. She added that the group hopes to look at testing; Common Core issues; special populations, including special education; and transportation. She noted that one issue that has come up is that families with small children have to pay for their own Metro cost, and said that one of the proposals put forward by the DME included these transportation costs.
- Mr. Soifer asked if CAG’s membership includes all areas of the city. The CAG members replied in unison that all wards are included except for Ward Two.
- Mr. Soifer asked the CAG members if they see their constituency as charter school families, or as the broader community. Ms. Acosta replied that she comes to the CAG as a parent. Mr. Hogan noted that not every person on the board is a parent, and that the CAG seeks input from all of its members. Ms. Irwin added that the CAG is considering how to obtain more input from parent teacher organizations (“PTOs”). Ms. Patillo-Simms stated that the CAG has reached out to different types of community organizations, and also conducted outreach through the Expo. She noted that the CAG is seeking input from all Washingtonians who are passionate about education issues.
- Ms. Nophlin ~~about~~ asked about the total membership of the CAG. The CAG members replied in unison that there are 20 members. Ms. Nophlin asked about the number of members from each ward. Ms. Bowden replied that two members are from Ward Eight, two members are from Ward Seven, three members are from Ward Five, and three from Ward Four.
- Mr. Tillery express concern about the number of survey respondents to survey, particularly from Wards Seven and Eight. He wondered what outreach was

conducted. Ms. Patillo-Simms noted that it is difficult to reach families in Wards Seven and Eight despite significant effort by the committee. Mr. Hogan added that the survey results were not a final product, but a start to the CAG's outreach. He stated that this survey made clear the CAG needed to do more work to reach out to families in Wards Seven and Eight. Ms. Acosta added that listserves did not appear to be a good way to reach families in those wards. Mr. Tillery stated listervs are not a good way to reach low-income families. Ms. Patillo-Simms stated that before the meeting, the CAG discussed going into the neighborhoods to distribute fliers and make face-to-face contacts. Ms. Nophlin suggested that because there are more schools in Wards Seven and Eight, the group could distribute information through the schools. Ms. Acosta noted that if families are not accessing the Internet, then they are clearly not connecting with the PCSB website and the CAG should consider what additional materials would be helpful. Ms. Irwin added this is one reason the CAG is looking to partner with PTOs.

VIII. Potomac Lighthouse Public Charter School ("Potomac Lighthouse PCS") – Termination of Relationship with Charter Management Organization ("CMO")

A. Representatives

1. PCSB: Ms. Sarah Medway, Charter Agreement Specialist
2. School: Ms. Betsy Jorgensen, Board Chair; Ms. Melody Giles, Board Secretary
3. CMO: Ms. Carole Kelley, Regional Vice President, Washington, DC, Lighthouse Academies

B. Discussion

- Ms. Medway summarized the history of Potomac Lighthouse PCS' relationship with its CMO, Lighthouse Academies, which has served as the school's CMO for the past nine years. She stated that in May 2014, the school provided PCSB with written notice of termination of service as well as a draft termination agreement. She added that the school's charter agreement states that the school cannot terminate its CMO contract without prior consent of the PCSB Board.
- Mr. Soifer asked Ms. Jorgensen to speak as to why PCSB should approve the termination of relationship agreement. Ms. Jorgensen replied that the school negotiated with Lighthouse Academies an agreement of mutual termination, and the school is now asking for the PCSB Board to approve that agreement. She added that the school's board will operate the school going forward through the 2014-15 school year, and has issued a request for proposals ("RFP") for a new operator.

- Mr. Soifer clarified whether the RFP would bring in a new operator beginning in the 2015-16 school year. Ms. Jorgensen responded that the RFP requests that a new operator manage the school beginning in the 2015-16 school year. She added that the school has contracted with EdOps for back office services, with the remainder of the services to be provided in-house by the school.
- Mr. Soifer asked about the school's personnel situation given the change in operators. Ms. Jorgensen replied that the school's current personnel situation is strong. She added that the school hired a new principal, Dr. Marian White-Hood, as well as a new operations person. She stated that beginning in the 2015-16 school year, the school would work with the new operator regarding personnel issues.
- Mr. Soifer asked how parents, students, and families were notified of the change in the school's operator. Ms. Jorgensen replied that the school sent out a letter notifying parents of the termination. She added that the termination is also on the next board agenda. She noted that one of the board member serves as a parent liaison, and the new principal has met with several groups of parents.
- Mr. Tillery asked Ms. Giles, who serves as parent liaison, about the school's climate moving forward. Ms. Giles replied that Ms. White-Hood met with parents, and she felt, based on that meeting, that previously unengaged parents will be more engaged with the school. She noted that many parents want their students to stay at the school and see potential in the operator change. Ms. Jorgensen added that parents have given positive feedback about the choice for the new principal.
- Ms. Nophlin asked how the school would hold the principal accountable, and what was the intended timeframe for the accountability process. Ms. Jorgensen replied that the school is working through this issue, and noted that Ms. White-Hood presented a detailed outline of her turnaround plan, including immediate and urgent items. She added that the school has established goals to which the principal would be held accountable. She stated that Ms. White-Hood would begin her role as principal on July 1. Ms. Nophlin asked if the accountability goals establish a year-long timeframe. Ms. Jorgensen replied that some of the goals must be accomplished within 100 days after Ms. White-Hood assumes the role of principal, and other goals must be accomplished within the first year.
- Ms. Nophlin asked about the process used to select the school's new principal. Ms. Jorgensen replied that the school undertook multiple rounds of extensive interviews, and also created a board committee to select the principal. Ms. Giles added that the committee conducted a round of phone interviews, then selected the best applicants, and conducted a round of in-person interviews. She stated that the top three applicants were ~~the~~ selected to make a 15-minute presentation about their plan for the school. Ms. Jorgensen stated that the candidates were made

aware of board concerns and issues with the school, and their presentations were targeted to address these concerns.

- Ms. Mead asked about the impact of the termination of the operator relationship on the school's finances. Ms. Jorgensen replied that the impact on the school would be a net positive. She stated that the school had two contracts with Lighthouse Academies: (1) a main contract for the provision of school services, and (2) a facilities management contract. She noted that most of the functions covered under the contracts will be brought in-house. She stated that the main school services contract with Lighthouse Academies was \$300,000 annually; the new contract for back office services would cost about \$150,000. She said that the biggest impact on the school's finances may be based on fluctuations in the school's enrollment.
- Ms. Mead asked if the school owns or leases its building. Ms. Jorgensen replied that the school leases its building. Ms. Mead asked who owns the building, and Ms. Jorgensen replied that the Charter Schools Development Corporation ("CSDC") owns the building. Ms. Mead asked if termination of the operator relationship would impact the school's ability to remain in its current facility. Ms. Jorgensen replied that the school has been in discussion with CSDC, and that the lease has a provision for subordination of the management fee to Lighthouse Academies; the school is working with CSDC regarding what is needed to acknowledge the termination.
- Ms. Mead asked how many of the duties that the school will bring in-house as a result of the termination will be added to the duties of existing staff, and how many will require hiring of new staff. Ms. Jorgensen stated that the school would be hiring new people, but some of the duties would be shifted to current staff.
- Ms. Mead asked about the teacher retention rate following the operator termination. Ms. White-Hood replied that the hiring team has reviewed applications and conducted phone screens, and that, following these phone screens, she conducts an interview with candidates. Ms. Jorgensen added that all preschool and special education teachers are returning, but the school will be replacing many teachers in other grades.
- Ms. Mead asked Ms. White-Hood if she had an opportunity to evaluate teachers and staff at the school. Ms. White-Hood responded that she reviewed evaluations made by the previous principal as well as Ms. Kelley, but added that she conducted parent meetings, staff interviews, and focus sessions with students to obtain a full picture of staff performance.
- Ms. Mead asked about the school's enrollment for the 2014-15 school year based on My School DC results. Ms. Kelley stated that, based on the My School DC process, the school will enroll 350 students in the 2014-15 school year, although she noted that the school's enrollment goal was 390 students. She added that the

school enrolled 425 students in the 2013-14 school year, but the school predicted there would be a drop in enrollment through attribution. She stated that she is confident the school will meet its enrollment goals.

- Ms. Mead asked if the school would change its name, and Ms. Jorgensen replied that the school would be changing its name. Ms. Mead asked Ms. Jorgensen to clarify if the name change was part of the Board’s vote. Ms. Jorgensen replied that the name change was not part of the Board’s vote, but, per the termination agreement, the name change must be completed by June, and the school will updated its articles of incorporation and bylaws accordingly.

C. Vote: Ms. Mead moved to approve the operator termination agreement between Potomac Lighthouse PCS and Lighthouse Academies, and Ms. Nophlin seconded. The Board approved the motion 5-0.

IX. Authorize Board Chair to Sign 15 Year-Year Renewed Charter Agreement

A. Ideal Public Charter School (“Ideal PCS”)

1. Representatives

- a. PCSB: Ms. Sarah Medway, Charter Agreement Specialist
- b. School: Dr. George Rutherford, Principal; Ms. Gloria Dobbins, Assistant Principal/Instructional Coordinator

2. Discussion

- Ms. Medway summarized the PCSB staff memorandum to the Board recommending that the Board vote to approve Mr. McKoy to sign a renewed 15-year charter agreement with Ideal PCS.
- Ms. Medway reviewed the changes in the new charter agreement, which include (1) updated articles of incorporation and bylaws; and (2) updated goals and academic achievement expectations, including adoption of the Early Childhood and Elementary/Middle School PMFs. She summarized the PMF target the school must meet at the time of charter review and renewal.

3. Vote: Ms. Mead moved to authorize Mr. McKoy to sign a renewed 15-year agreement with Ideal PCS, and Mr. Tillery seconded. The Board approved the motion 5-0.

B. Meridian Public Charter School (“Meridian PCS”)

1. Representatives

- a. PCSB: Ms. Sarah Medway, Charter Agreement Specialist
- b. School: Mr. Chris Siddall, Board Chair

2. Discussion

- Ms. Medway summarized the PCSB staff memorandum to the Board recommending that the Board vote to approve Mr. McKoy to sign a renewed 15-year charter agreement with Meridian PCS.

- Ms. Medway reviewed the changes in the new charter agreement, which include (1) updated articles of incorporation and bylaws; and (2) updated goals and academic achievement expectations.
 - Ms. Mead asked Ms. Medway and Mr. Siddall to explain the NAEP rubric expectation included in the school’s science goal. Ms. Medway stated that the rubric was based on an internal evaluation, and Mr. Siddall added that it included peer evaluation.
3. Vote: Ms. Mead moved to authorize Mr. McKoy to sign a renewed 15-year agreement with Meridian PCS, and Mr. Soifer seconded. The Board approved the motion 5-0.

C. Perry Street Preparatory Public Charter School (“Perry Street Prep PCS”)

1. Representatives

- a. PCSB: Ms. Sarah Medway, Charter Agreement Specialist
- b. School: Ms. Cindy Brown, Board Chair; Mr. Shadwick Jenkins, Head of School

2. Discussion

- Ms. Medway summarized the PCSB staff memorandum to the Board recommending that the Board vote to approve Mr. McKoy to sign a renewed 15-year charter agreement with Perry Street Prep PCS.
- Ms. Medway reviewed the changes in the new charter agreement, which include (1) engagement with a high quality early childhood operator to operate the school’s pre-kindergarten program beginning in the 2014-15 school year; (2) closure of the school’s high school program at the end of the 2014-15 school year; (3) updated articles of incorporation; and (4) updated goals and academic achievement expectations, including adoption of the Early Childhood and Elementary/Middle School PMFs, as well as two school-specific goals for special education and data submission. She summarized the PMF target the school must meet at the time of charter review and renewal.
- Ms. Mead asked the school to discuss their progress on the two conditions, which included (1) obtaining an early childhood operator, and (2) closure of the high school program. Mr. Jenkins replied that the school reached out to AppleTree, and is considering two options regarding the high school, including whether (1) it will close entirely, or (2) whether the school will obtain a new operator for the high school program. Ms. Mead asked about a timeline for moving forward regarding the high school. Mr. Jenkins replied that the school will make a decision by the end of the summer.
- Ms. DeVeaux asked to clarify what two options the school was considering for its high school program going forward. Ms. Medway replied that one option would be to have an asset acquisition of the high school program, and

Mr. Jenkins added that the second option would be to have no high school at all in the facility.

- Mr. Soifer, referencing a clause in the goals and academic expectation achievement section of the charter agreement states, “at [the school’s 5-year review, no later than 20th year of operation . . . ,” asked if there is any way that the 5-year and 20th year of operation would be separated. Ms. Medway replied that PCSB intends to conduct its five-year review of Perry Street Prep PCS in the school’s 20th year of operation.
 - Mr. McKoy noted that if the school found an operator for its high school, it would need to come back before the Board to approve an agreement.
3. Vote: Mr. Tillery moved to authorize Mr. McKoy to sign a renewed 15-year agreement with Perry Street Prep PCS, and Mr. Soifer seconded. The Board approved the motion 5-0.

D. Roots Public Charter School (“Roots PCS”)

1. Representatives

- a. PCSB: Ms. Sarah Medway, Charter Agreement Specialist
- b. School: Dr. Bernida Thompson, Principal; Ms. Gilda Sherrod-Ali, Board Chair; Ms. Winifred Wright, Director of Program Compliance; Ms. Rasheki Kuykendall, Vice Principal

2. Discussion

- Ms. Medway summarized the PCSB staff memorandum to the Board recommending that the Board vote to approve Mr. McKoy to sign a renewed 15-year charter agreement with Roots PCS. Ms. Medway noted that the school’s board elected not to continue with the school’s six through eighth grade program after the 2014-15 school year, so that the school will cover a prekindergarten-three through fifth grade program only in subsequent years.
- Ms. Medway reviewed the changes in the new charter agreement, which include (1) updated articles of incorporation and bylaws, and (2) updated goals and academic achievement expectations, and (3) updated grade levels.
- Ms. Mead noted that the school’s special education goal was unusual because it must be accomplished by 2016 instead of measuring a five-year timeframe. Ms. Medway replied that the school’s special education goal was not about OSSE compliance, but was a self-assessment to make sure the school is complying with all special education laws. She added that PCSB will work with the school regarding this goal, and the school will be required to adhere to a special education plan thereafter. Ms. Mead clarified whether the Board would be making a high-stakes decision in 2016, and Ms. Medway replied that the Board would not be making a high-stakes decision about the school at that time.

- Ms. Mead asked, regarding the mission-specific goals, if the school will be held to a certain number of students, or instead ~~that~~ if they will include evidence in the school’s annual report. Ms. Thompson replied that the school would include evidence in its annual report.
3. Vote: Ms. Nophlin moved to moved to authorize Mr. McKoy to sign a renewed 15-year agreement with Perry Street Prep PCS, and Mr. Tillery seconded. The Board approved the motion 5-0.

X. Fully Approve Charter and Authorize Board Chair to Sign Initial 15-Year Charter Agreement

A. Lee Montessori Public Charter School (“Lee Montessori PCS”)

1. Representatives
 - a. PCSB: Ms. Monique Miller, Manager, New School Development
 - b. School: Mr. Chris Pencikowski, Head of School, Lee Montessori
2. Discussions
 - Ms. Miller summarized the PCSB staff memorandum to the Board recommending that the Board approve (1) Lee Montessori PCS to open at 200 Douglas Street, NW for school year 2014-15, and (2) Mr. McKoy to sign a 15-year charter agreement with the school.
 - Ms. Miller noted that the school did not meet two conditions: (1) that it submit a School Emergency Response Plan (“SERP”) and (2) that it submit an insurance certificate. She stated PCSB requests that the Board defer these conditions until its September 15, 2014 meeting because the school must first take possession of its facility, which will occur on August 1, 2014, before it may take steps to meet these requirements.
 - Ms. Nophlin asked Mr. Pencikowski to discuss the school’s enrollment. Mr. Pencikowski stated that the school participated in My School Dc, and received 530 applications for 79 slots. He added that the school has a waitlist for every grade, and that the waitlist for the pre-kindergarten-three program exceeds 200 students.
 - Mr. Tillery asked about the request that the Board approve the school and authorize Mr. McKoy to sign a charter agreement without first meeting all conditions. Mr. Pencikowski replied that through discussions with PCSB, the school determined it was imprudent to move ahead with plans for space we have not occupied yet.
 - Mr. McKoy stated that the record will remain open seven days after the vote.
3. Vote: Mr. Soifer moved to fully approve Lee Montessori PCS and authorize Mr. McKoy to sign a charter agreement with the school, pending no public

comment is received within the remaining 7-day window and Mr. McKoy seconded. The Board approved the motion 5-0.

B. Harmony Public Charter School (“Harmony PCS”)

1. Representatives

- a. PCSB: Ms. Monique Miller, Manager, New School Development
- b. Schools: Dr. Soner Tarim, Superintendent; Mr. Bulent Coban, Harmony Public Schools Leader and School Developer; Ms. Julie Norton, Director of Communications; Ms. Juliet Squire, Board Member

2. Discussions

- Ms. Miller summarized the PCSB staff memorandum to the Board recommending that the Board approve (1) Harmony PCS to open at 62 T Street, NE for school year 2014-15, and (2) Mr. McKoy to sign a 15-year charter agreement with the school. She added that the staff requests that the Board defer the condition regarding submission of the school’s insurance certificate. She noted that the school cannot receive an insurance certificate until it takes possession of its facility on July 1, 2014.
- Ms. Miller stated that the Advisory Neighborhood Commissioners were notified by PCSB staff, but because the 30-business day requirement had not yet been met, the record will stay open for 7-days.
- Mr. Soifer congratulated the school on its progress, and asked the school representatives to comment on its progress. Dr. Tarim noted that the most significant challenge was finding a facility, which was significantly different than Harmony’s experiences in Texas. He added that the school has identified strong local board members. Mr. Soifer asked about the school’s enrollment. Dr. Tarim stated that the school currently has 92 applicants, and hopes to meet its target enrollment of 216 students with support of the community.
- Mr. McKoy asked about the ration of local board members to the total board. Dr. Tarim replied that the school has five found board members, three of which reside in DC.
- Ms. Nophlin asked about neighborhood outreach and response? Dr. Tarim replied that the school held an open house meeting, which over 30 people attended, including the Councilmember from Ward Five. He noted that the school received a mix of applications from all wards of the city. He added that the school currently has 92 applicants, and the goal next year is to enroll 216 students.
- Mr. Tillery asked on what evidence the school based its confidence that it will open for the 2014-15 school year. Dr. Tarmin replied that the school is basing its confidence on the initial public response.

3. Vote: Mr. Nophlin moved to fully approve Harmony PCS and authorize Mr. McKoy to sign a charter agreement with the school, pending no public comment is received within the remaining 7-day window, and Mr. Soifer seconded. The Board approved the motion 4-0. Ms. Mead was recused from voting.

C. Academy of Hope Adult Public Charter School (“AOH PCS”)

1. Representatives
 - a. PCSB: Ms. Monique Miller, Manager, New School Development
 - b. School: Ms. Leicester Johnson, Executive Director; Mr. Brian McNamee, Chief Operating Officer
2. Discussions
 - Ms. Miller summarized the PCSB staff memorandum to the Board recommending that the Board approve (1) AOH PCS to open at its own existing facilities, at 601 Edgewood Street, NE and at 3700 9th Street, SE, for school year 2014-15, and (2) Mr. McKoy to sign a 15-year charter agreement with the school. Ms. Miller noted that the location of the second school might change.
 - Mr. Tillery asked the school if it intended to move toward adopting the Adult Education PMF? Ms. Johnson replied that the school first wanted to get through a year as a charter school, but it will look closely at the Adult Education PMF for next year.
 - Ms. Nophlin asked for clarification on whether the school plans to move to another location, or if it will instead add another campus? Ms. Johnson replied that the Ward Five campus would move to Ward Eight.
3. Vote: Mr. Nophlin moved to fully approve AOH PCS and authorize Mr. McKoy to sign a charter agreement with the school pending no public comment is received within the remaining 7-day window and Mr. Soifer seconded. The Board approved the motion 5-0.

D. Democracy Prep DC Public Charter School (“Democracy Prep DC PCS”)

1. PCSB Representative: Ms. Monique Miller, Manager, New School Development
2. Discussion
 - Ms. Miller summarized the PCSB staff memorandum to the Board recommending that the Board approve Mr. McKoy to sign a charter agreement with Democracy Prep DC PCS.
 - Ms. Miller noted that the school is in negotiations to acquire Imagine SE PCS, and the parties are working together to resolve one outstanding issue.
3. Vote: Mr. Tillery moved to approve Mr. McKoy to sign a charter agreement with the school pending Democracy Prep Public Schools (“DPPS”) approval,

and Mr. Soifer seconded. The Board approved the motion 5-0. Ms. Mead was recused from voting.

XI. 10-Year Charter Reviews: Approve Charter Continuance

A. William E. Doar, Jr. Public Charter School (“WEDJ PCS”)

1. Representatives:

- a. PCSB: Ms. Sarah Medway, Charter Agreement Specialist
- b. School: John Goldman, Board Chair, WEDJ PCS

2. Discussion:

- Ms. Medway summarized the PCSB staff memorandum to the Board recommending that the Board vote to continue WEDJ PCS’ charter with two conditions: (1) the school must amend its charter agreement to accurately reflect curriculum, instruction, and mission of the school, and (2) the school and PCSB must agree to a Corrective Action Plan, as permitted by the school’s charter agreement.
- Ms. Medway reviewed the standard for review and the findings of the PCSB staff 10-Year Review Report, as well as the required content of the Correction Action Plan.
- Mr. Soifer asked Mr. Goldman if he add any additional comments, particularly regarding the school’s performance in the last two academic years. Mr. Goldman replied that the school’s precarious financial situation has been remedied, and the school carries about one million dollars in cash reserves. He noted that at end of 2012, all of the school’s board members resigned except for Goldman, who proceeded to rebuild the board in consultation with Charter Board Partners. He stated that the school conducted an audit in partnership with Ten Square, and noted that the school made progress in 2013-14. He added that the school looks forward to positive PMF and DC-CAS results.
- Mr. Goldman stated that the school double-blocked math and English, and also rearranged its schedule to ensure interventions were available for every student. He said the results have been favorable. He noted that the school’s reenrollment is up, and that the school has strong partnerships with the National Philharmonic Orchestra and the Shakespeare Theatre Company. He noted that the school’s PMF score decreased from 2011-12 to 2012-13, but said that if the school had properly accounted for its attendance and reenrollment data, the school would have achieved a Tier 2 score. He stated that he believes the school is making progress and can meet the benchmarks established by PCSB.

- Mr. Soifer asked about assessments implemented by the school. Mr. Goldman responded that the school worked with ANet, and also implemented specialized pull out groups.
 - Ms. Mead asked about the leadership currently in place at the school. Mr. Goldman replied that midway through the school year, it became clear that the existing leadership was not aligned with board and the leadership was removed. The board has worked with Ten Square to move forward, and the school is currently conducting a search for a new Executive Director.
 - Mr. McKoy stated that he initially questioned why the school should be continued, but noted that the school ~~has~~ underwent a positive turnaround effort over the last few years so that there has been movement in the right direction. He stated that he would like to see an upward adjustment of the 40 PMF target because the school had very low performance prior to the past four years.
 - Ms. Mead stated that she does not agree with Mr. McKoy's remarks because she thought it was difficult to justify continuing the school. She added that she is open to voting for the staff recommendation because it would result in a series of one-year continuances. She stated that she also wants to see the PMF goal for the current school year increased.
 - Mr. Soifer stated that he agrees with the observations made by Mr. McKoy and Ms. Mead, and noted that in looking beyond top line numbers and examining components of the framework, he observed particular areas of growth. He suggested that the school be required to come within one point of 42 PMF points for school year 2013-14, within 1 point of 47 PMF for school year 2014-15, and at least two years of achieving 55 points prior to its 15-year renewal.
3. Vote: Mr. Soifer moved for conditional continuance of WEDJ PCS' charter with amended performance measures, and Ms. Nophlin seconded. The Board approved the motion 5-0.

B. DC Bilingual Public Charter School (“DC Bilingual PCS”)

1. Representatives
 - a. PCSB: Ms. Sarah Medway, Charter Agreement Specialist
 - b. School: Ms. Myrna Peralta, President and CEO, CentroNía & Board Secretary, DC Bilingual PCS
2. Discussion
 - Ms. Medway summarized the PCSB staff memorandum to the Board recommending that the Board vote to continue DC Bilingual PCS' charter with three conditions, including that: (1) over the next four years, the school must fully comply with the School Reform Act's (“SRA’s”) requirements regarding procurement contracts, which PCSB will assess as part of the

school's renewal in 2018-19; (2) the school develop with PCSB staff a milestone-based plan to strengthen its financials and separate them from CentroNía; and (3) PCSB have full access to review the financial books and records of CentroNía.

- Ms. Medway reviewed the standard for review and the findings of the PCSB staff's 10-Year Review Report.
- Mr. Soifer asked Ms. Peralta if she had anything to add. Ms. Peralta replied that the school has been diligently working on the procurement issue. She stated that because the school has a large English Language Learner ("ELL") population, many contracts are sole source contracts, including for special education. She stated that the school should have documented the procurement process. She noted that CentroNía will provide access to its financial records. She said that the school has confronted financial hurdles in meeting the needs of special education students, but the school must meet the needs of those students.
- Ms. Medway clarified that full access to CentroNía's financial books and records extends beyond the audits.
- Ms. Mead asked about the school's early childhood performance as well as the school's Classroom Assessment Score System ("CLASS") score as an indicator of the school's early childhood performance. Ms. Peralta replied that the children and families coming to DC Bilingual PCS are often new immigrants and frequently come with literacy and language challenges. She added that the school is working with families to offer literacy classes and build other skill sets.
- Ms. Medway observed that the school is not administering early childhood assessments in Spanish where such administration is permitted, and asked if this is a conscious decision. Ms. Peralta replied that she would need to talk to the school leader about this issue.
- Ms. Medway stated that CLASS performance is a qualitative assessment conducted by OSSE and will be part of PCSB's Early Childhood Performance Management Framework ("EC PMF"). She noted the school scored well on CLASS as well as PCSB's Qualitative Site Review ("QSR). She noted the school scored highly in instructional strategies. She stated that the school's QSR showed a strong emphasis on student engagement.
- Ms. Mead noted that one critique made of PCSB is that the Board focuses too much on data, but the QSRs are a strong example of how PCSB looks beyond numbers.
- Ms. Mead asked how many children come to the school through its connection to other programs operated by CentroNía. Ms. Peralta replied that

a number of the infants and toddlers involved in CentroNia’s programing go on to attend DC Bilingual.

- C. **Vote:** Ms. Mead moved to conditionally continue DC Bilingual PCS’ charter agreement with conditions, and Mr. Tillery seconded. The Board approved the motion 4-0. Mr. McKoy was recused from voting.

XII. **Approve Charter Amendments**

A. **Thurgood Marshall Academy Public Charter School (“TMA PCS”) – Replicate, Expand (conditional)**

1. Representatives

- a. PCSB Representative: Ms. Sarah Medway, Charter Agreement Specialist
- b. School: Ms. Alexandra Pardo, Executive Director, TMA PCS

2. Discussion

- Ms. Medway summarized the PCSB staff memorandum recommending that the Board conditionally approve TMA PCS’ charter agreement amendment request to (1) increase the school’s enrollment ceiling, (2) replicate its high school program, and (3) open a second campus beginning operation in the 2015-16 school year.
 - Ms. Medway reviewed the conditions proposed by staff, which include that the school (1) update its goals and academic achievement expectations, and (2) locate a facility in which to operate.
 - Ms. Medway noted that the school was one of the highest-performing high schools in the city.
3. **Vote:** Ms. Mead moved to conditionally approve TMA PCS’ charter agreement amendment request, and Mr. Soifer seconded. The Board approved the motion 5-0, with Mr. Tillery voting by proxy.

B. **Two Rivers Public Charter School (“Two Rivers PCS”) - Replicate, Expand (conditional)**

1. Representatives

- a. PCSB Representative: Ms. Sarah Medway, Charter Agreement Specialist
- b. School: Ms. Jessica Wodatch, Two Rivers PCS

2. Discussion

- Ms. Medway summarized the PCSB staff memorandum recommending that the Board conditionally approve Two Rivers PCS’ charter agreement amendment request to (1) increase the school’s enrollment ceiling; (2) replicate its pre-kindergarten-three through eighth grade program; and (3) open a second campus beginning operation in the 2015-16 school year.

- Ms. Medway reviewed the conditions proposed by staff, which include that the school (1) receive full continuance on its upcoming ten-year charter review, and (2) update its goals and academic achievement expectations following this review.
 - Ms. Medway noted that Two Rivers PCS is also one of the highest-performing charter school campuses in the city.
3. Vote: Ms. Mead moved to approve Two Rivers’ PCS charter agreement amendment request, and Mr. Soifer seconded. The Board approved the motion 5-0, with Mr. Tillery voting by proxy.

C. AppleTree Early Learning Public Charter School (“AppleTree PCS”) – Relocate, Adopt New Goals, Clarify CMO-PCS Relationship

1. PCSB Representative: Ms. Sarah Medway, Charter Agreement Specialist
2. Discussion
 - Ms. Medway summarized the PCSB staff memorandum recommending that the Board approve Apple Tree PCS’ charter agreement amendment request to amend the school’s goals and academic achievement expectations to adopt the Early Childhood PMF, and to formalize the school’s relationship with AppleTree Institute. She added that the school is notifying PCSB of the relocation of its Southwest campus, located at Riverside Baptist Church at 620 I Street, SW and Amidon Elementary School (401 I Street, SW) to the Jefferson Middle School site at 801 7th Street, SW.
3. Vote: Ms. Nophlin moved to approve AppleTree PCS’ charter amendment request, and Ms. Mead seconded. The Board approved the motion 4-0, with Mr. Tillery voting by proxy. Mr. McKoy was recused from voting.

D. DC Bilingual Public Charter School (“DC Bilingual PCS”); E.L. Public Charter School (“Stokes PCS”); Latin American Montessori Bilingual Public Charter School (“LAMB PCS”); Mundo Verde Public Charter School (“Mundo Verde PCS”); Washington Yu Ying Public Charter School (“Yu Ying PCS”) – Grade Expansion

1. Representatives
 - a. PCSB Representative: Ms. Tami Lewis, Senior Advisor, Special Education
 - b. Schools: Ms. Maquita Alexander, Executive Director, Yu Ying PCS; Ms. Diane Cottman, Executive Director, LAMB PCS; Ms. Linda Moore, Founder and Senior Advisor, Elsie Whitlow Stokes PCS; Mr. Lester Matlock, Board Chair, DC Bilingual PCS; Ms. Myrna Peralta, President and CEO, CentroNia & Board Secretary, DC Bilingual PCS; Ms. Carmen Rioux-Bailey, Chief Education Officer, DCI; Ms. Kristin Scotchmer, Mundo Verde PCS; Ms. Mary Shaffner, Chief Operations Officer, DCI;
2. Discussion

- Ms. Lewis summarized the PCSB staff memorandum recommending that the Board approve charter agreement amendment requests and authorize Mr. McKoy to sign charter agreement amendments for (1) DC Bilingual PCS; (2) Stokes PCS; (3) LAMB PCS; (4) Mundo Verde PCS; and (5) Yu Ying PCS. The charter amendments would allow each school to (1) expand to serve grades six through twelve, if applicable; (2) increase enrollment ceilings to accommodate this expansion; (3) adopt the Elementary/Middle School and High School PMFs for grades six through twelve; and (4) co-locate and operate grades six and seven in school year 2-014-15 on one campus located at 3220 16th Street, NW.
 - Ms. Lewis added that, in addition, PCSB staff recommends that the Board authorize PCSB to enter into an agreement with DCI, which will operate the campus ~~at which~~ where the five schools will co-locate.
 - Mr. Soifer noted that DCI is one of the most exciting education stories happening in the city.
3. Votes:
- DC Bilingual PCS: Ms. Mead moved to approve DC Bilingual PCS' charter agreement amendment request and authorize PCSB Vice Chair Darren Woodruff to sign the charter amendment, and Ms. Nophlin seconded. The Board approved the motion 4-0 with Mr. Tillery voting by proxy. Mr. McKoy was recused from voting.
 - Stokes PCS: Ms. Nophlin moved to approve Stokes PCS' charter agreement amendment request and authorize Mr. Woodruff to sign the charter amendment, and Ms. Mead seconded. The Board approved the motion 4-0 with Mr. Tillery voting by proxy. Mr. McKoy was recused from voting.
 - LAMB PCS: Ms. Mead moved to approve LAMB PCS' charter agreement amendment request and authorize Mr. McKoy to sign the charter amendment, and Mr. McKoy seconded. The Board approved the motion 5-0 with Mr. Tillery voting by proxy.
 - Mundo Verde PCS: Ms. Nophlin moved to approve Mundo Verde PCS' charter agreement amendment request and authorize Mr. Woodruff to sign the charter agreement, and Ms. Mead seconded. The Board approved the motion 4-0 with Mr. Tillery voting by proxy. Mr. McKoy was recused from voting.
 - Yu Ying PCS: Ms. Mead moved to approve Yu Ying PCS' charter agreement amendment request and authorize Mr. McKoy to sign the charter amendment, and Ms. Nophlin seconded. The Board approved the motion 5-0 with Mr. Tillery voting by proxy.
 - DCI: Ms. Mead moved to approve PCSB to enter into a contract with DCI, and Mr. McKoy seconded. The Board approved the motion 5-0 with Mr. Tillery voting by proxy.

X. Life Notices of Concern – Multiple Schools

A. Representatives

1. PCSB: Ms. Rashida Kennedy, Manager, Equity and Fidelity Team
2. School: Dr. Jeffrey Grant, Principal, Friendship PCS – Blow-Pierce Elementary and Middle; Interim Principal at Options PCS

B. Discussion

- Ms. Kennedy summarized the PCSB staff memorandum recommending that the Board lift the Notices of Concern issued to Friendship PCS – Blow-Pierce Elementary and Middle as well as Options PCS because they demonstrated improvement in their truancy rates. She reviewed the standard each school must meet to lift the Notices of Concern.
- Dr. Grant stated that Friendship PCS – Blow-Pierce Elementary and Middle is working diligently to improve in-seat attendance, and is working with families to identify areas of need. Examples of efforts the school has made to improve attendance include, but are not limited to, knocking on doors; maintaining constant contact with parents; utilizing the DC Child and Family Services Agency (“CFSA”); and rewarding positive behavior.
- The Options PCS representative stated that Options PCS has created a new position of Family and Engagement Coordinator. He noted that the school has changed its data and accountability measures, and has invited CFSA to the school. He added that the school’s intervention team has been supportive in improving student attendance, which has taken significant effort.

C. Vote:

- Friendship PCS – Blow-Pierce Elementary and Middle: Ms. Mead moved to lift the Notice of Concern issued to the school, and Mr. Soifer seconded. The Board approved the motion 3-0, with Mr. Tillery voting by proxy. Mr. McKoy and Ms. Nophlin were recused from voting.
- Options PCS: Ms. Mead moved to lift the Notice of Concern issued to the school, and Mr. McKoy seconded. The Board approved the motion 5-0, with Mr. Tillery voting by proxy.

XI. Open for Public Comment – School Year 2014-2015 Performance Management Framework (“PMF”) Technical Guide

A. PCSB Representative: Ms. Naomi DeVeaux, Deputy Director

B. Discussion

- Ms. DeVeaux summarized the PCSB staff memorandum recommending that the Board vote to open for public comment the 2014-15 PMF Technical Guide, which includes the Early Childhood PMF (“EC PMF”); Elementary/Middle School PMF

(“ES/MS PMF”); High School PMF (“HS PMF”); Adult Education PMF (“AE PMF”); and the Alternative Accountability Framework (“AAF”).

C. **Vote:** Ms. Mead moved to open the 2014-15 PMF Technical Guide for public comment, and Mr. Soifer seconded. The Board approved the motion 4-0.

XI. **Public Comment.** Mr. McKoy thanked Ms. Monique Miller, Manager, New School Development, who will be moving on from PCSB, for her service to the Board.

XII. **Adjourn.** Mr. Soifer moved to adjourn the meeting, and Ms. Mead seconded. The Board approved the motion 5-0. The meeting was adjourned at 10:03 PM.

Appendix D

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

<p>Charter Actions Requiring a Vote</p> <p><input type="checkbox"/> Approve a Charter Application (15 yrs.)</p> <p><input type="checkbox"/> Approve a Charter Renewal (15 yrs.)</p> <p><input type="checkbox"/> Approve Charter Continuance (5 or 10 yrs.)</p> <p><input checked="" type="checkbox"/> Approve a Charter Amendment Request</p> <p><input type="checkbox"/> Give a Charter Notice of Concern</p> <p><input type="checkbox"/> Lift the Charter Notice of Concern</p> <p><input type="checkbox"/> Commence Charter Revocation Proceedings</p> <p><input type="checkbox"/> Revoke a Charter</p> <p><input type="checkbox"/> Board Action, Other _____</p> <p>Policies</p> <p><input type="checkbox"/> Open a New Policy or Changes to a Policy for Public Comment</p> <p><input type="checkbox"/> Approve a New Policy</p> <p><input type="checkbox"/> Approve an Amendment to an Existing Policy</p>	<p>Non-Voting Board Items</p> <p><input type="checkbox"/> Public Hearing Item</p> <p><input type="checkbox"/> Discussion Item</p> <p><input type="checkbox"/> Read into Record</p>
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PREPARED BY: Laterica Quinn, Equity and Fidelity Specialist

SUBJECT: Board Vote on Enrollment Ceiling Increase Requests:

- AppleTree Early Learning Public Charter School
- Creative Minds International Public Charter School
- DC Preparatory Academy Public Charter School
- Ingenuity Prep Public Charter School
- The Next Step/El Proximo Paso Public Charter School

DATE: December 15, 2014

A hearing on the following Board Actions occurred at the Public Charter School Board’s November 17, 2014 meeting. PCSB did not receive any public comment on this proposal.

Overview

The DC Public Charter School Board (“PCSB”) staff recommends that the Board approve, with modifications, the charter agreement amendment requests of the five schools listed below, and approve the PCSB Board Chair John H. “Skip” McKoy to sign each of the agreement amendments on behalf of the Board. AppleTree Early Learning Public Charter School (“PCS”), Creative Minds International PCS, DC Preparatory Academy PCS, Ingenuity Prep PCS, and The Next Step/El Proximo Paso PCS each submitted separate proposals to PCSB to amend their charter agreements for the purpose of increasing their enrollment ceilings. Notices of the proposed increases, the public hearing, and the public comment period were widely distributed, and separate web links to those documents may be found in Appendix G.

When considering these proposals, the board was encouraged to bear in mind [PCSB’s Enrollment Ceiling Increase Policy](#), found at Attachment A. Below is a summary of each school’s proposal and its strengths and weaknesses. Beginning at Attachment B, the documents include details of each proposal, including grade-by-grade information.

Summary of Proposals

1. [AppleTree Public Charter School](#)

	2015-16	2016-17	2017-18 (Maximum Ceiling)
Current Ceiling	651	651	651
Proposed Ceiling (by school)	851	991	1151
Difference	200	340	500
PCSB Staff Recommendation for New Ceiling	673 <i>(Increase: 22)</i>	833 <i>(Increase: 182)</i>	833 <i>(Increase: 182)</i>

Rationale:

AppleTree Early Learning Public Charter School (“AppleTree PCS”) requests to increase its current enrollment ceiling by a total of 500 students, over the course of three years, as described in the table above, resulting in a new maximum enrollment of 1151 students for school years (“SY”) 2017-2018 and 2018-2019. This increase request is due in part because in September 2014, AppleTree PCS moved into a new, larger, facility for its Southwest campus at 801 7th St SW, which can accommodate an additional 22 students. However, the majority of this enrollment ceiling increase is intended to accommodate a new campus of eight prekindergarten classrooms co-located with the Rocketship Public Charter School (“Rocketship PCS”) facility at Raynolds Place SE, in Ward 8, which was originally scheduled to open in SY 2015-2016 and intended to serve up to 160 AppleTree PCS students. Subsequent to AppleTree PCS petitioning for the enrollment ceiling increase, PCSB learned on November 3, 2014 that Rocketship PCS may not open until SY 2016-2017, which will delay AppleTree PCS’s opening in the Raynolds Place location until that school year.

Additionally, according to testimony provided by Jack McCarthy, the school’s board chair, at the PCSB public hearing on November 17, 2014, AppleTree PCS is also planning to co-locate with other elementary charter schools that are looking to add prekindergarten and kindergarten grades to their schools. During his testimony, Mr. McCarthy explained that if approved for the full enrollment ceiling increase of 500 students, the school would use 160 spots for the Rocketship partnership, another 40 spots would be allotted at the school’s Southwest campus, and the remaining 300 spots would “hopefully” be used for future partnerships with other elementary charter schools. Mr. McCarthy testified that AppleTree currently has an existing partnership with Democracy Prep Public Charter School (“Democracy Prep PCS”), but that partnership is covered under Democracy Prep’s enrollment ceiling. Other than its partnerships with Rocketship PCS and Democracy Prep PCS, AppleTree PCS has not yet secured any additional partnerships that would warrant an enrollment increase at this time.

Assessment of Proposal:

AppleTree PCS operates across five campuses located throughout Wards 1, 6, 7, and 8, and has sufficient access to multiple facilities. The school has a history of meeting its enrollment projections within approximately 99% of its projected enrollment for the past two school years. The school’s re-enrollment rate of 63% in SY 2012-13 and 2013-14 is lower than the standard of

PCSB's Enrollment Ceiling Policy, which is 65%. However, given that the school only serves two grade levels, PreK-3 and PreK-4, flexibility to this rule may be warranted. During the public hearing on November 17, 2014, the school's board chair acknowledged that AppleTree has a low re-enrollment rate, but he also expressed optimism that AppleTree's plans to develop new partnerships with other elementary charter schools may be a solution to this concern. The school is not currently under any corrective action, nor has it received any notices of concern or charter warnings in the past five years. According to PCSB's review of the school's most recent financial audit of fiscal year 2013, no concerns were found. The school is currently accredited by AdvancED, and it has consistently met or exceeded at least 2/3 of its achievement targets for both its Accountability Plans and the Early Childhood Performance Management Framework ("PMF") on all of its existing campuses. According to the 2014 Early Childhood PMF, four of the school's campuses met 100% of their achievement targets for SY 2013-2014, and its Southeast campus met 71% of its achievement targets, which still exceeds PCSB's minimum standard of meeting at least 2/3 of its targets.

PCSB Staff Recommendation:

Given the fact that AppleTree PCS has not yet secured any new partnerships with schools, aside from its agreement with Rocketship PCS, there does not appear to be an immediate need for the school to increase its enrollment ceiling by a total of 500 students at this time. However, because Appletree PCS is nearly at capacity with 650 students under its existing enrollment ceiling of 651, and the school recently expanded to open the Southwest campus that currently has space to enroll 22 additional students, PCSB staff recommends that the Board approve an enrollment ceiling increase of 22 students, from 651 to 673, beginning in SY 2015-2016. In addition, to accommodate the school's plans to co-locate with Rocketship PCS and serve up to 160 students beginning in SY 2016-2017, PCSB staff recommends that the Board approve a maximum enrollment ceiling increase to 833 beginning in SY 2016-2017 (a total enrollment ceiling increase of 182). Once AppleTree PCS reaches its maximum enrollment, the school may apply for a new enrollment ceiling increase if it identifies a need at that time.

For further details see [Appendix B](#).

2. [Creative Minds International Public Charter School](#)

	2015-16	2016-17	2017-18	2018-19 (Maximum Ceiling)
Current Ceiling	217	236	255	272
Proposed Ceiling	234	272	306	340
Difference	17	36	51	68

Rationale:

Creative Minds International Public Charter School (“Creative Minds PCS”) requests to increase its current enrollment ceiling by 68 students over the course of four years, beginning with adding 17 prekindergarten (“Pre-K”) students in school year (“SY”) 2015-2016 and resulting in a maximum enrollment for SY 2018-2019 of 340. According to the school, the rationale for their request is due to the high demand for Pre-K spaces in DC public schools, and the fact that there are 377 students on their Pre-K waitlist.

Assessment of Proposal:

In SY 2015-2016, Creative Minds PCS will be relocating to a new facility, the Sherman Building at the Armed Forces Retirement Home, with a ten-year lease. The school’s leadership reports that the new facility will provide room for Creative Minds PCS to grow to full capacity without having to relocate again. The school has a positive history of meeting its enrollment projections within approximately 99% of its projected enrollment for SY 2014-2015, and 100% for SY 2013-2014 and SY 2012-2013. The school’s re-enrollment rate, at 92% for SY 2013-14 is higher than the standard of PCSB’s Enrollment Ceiling Policy, which is set at a 65% minimum. The school is not currently under any corrective action, and according to a PCSB review of the school’s most recent financial audit for fiscal year 2013, the school is doing well financially with a small budget. Creative Minds PCS is currently in its third year of operation, and the school is planning to pursue accreditation from the International Primary Curriculum beginning in 2015. Since its startup in 2012, Creative Minds PCS has met 100% of its academic achievement targets on its Accountability Plan.

PCSB Staff Recommendation:

Given the school’s access to a facility, positive academic performance history, and its sufficient re-enrollment rate, in accordance with PCSB’s Enrollment Ceiling Increase Policy, PCSB staff recommends that the Board fully approve Creative Minds PCS’s enrollment ceiling increase request.

For further details see [Appendix C](#).

3. [DC Preparatory Academy Public Charter School](#)

	2015-16	2016-17	2017-18	2018-19	2019-20 Maximum Ceiling
Current Ceiling	1350	1562	1689	1801	1873
Proposed Ceiling	1562	1689	1801	1873	1945
Increase	212	127	112	72	72

Rationale:

DC Preparatory Academy Public Charter School (“DC Prep”) requests to increase its current enrollment ceiling by 212 students, from 1,350 to 1,562 for school year (“SY”) 2015-2016. The school proposes that its ultimate enrollment ceiling, in SY 2019-2020, would increase to 1,945 from a previous ultimate enrollment ceiling of 1,873, which is just 72 students. The enrollment ceiling increase is based on the immediate demand for more high-quality, college-preparatory programs for Washington, DC students, particularly in Wards 7 and 8. They believe the increase in student enrollment will help to address this need by allowing them to grow the Benning Middle Campus by another grade level and opening a new elementary campus in Ward 8. On August 18, 2010 the PCSB Board approved the school’s request to replicate its elementary school campus. The school, with PCSB approval, delayed its expansion plans in favor of a slower expansion plan and in fall 2015, the new Ward 8 facility is due to open.

Assessment of Proposal:

DC Prep currently operates at four campuses, of which two are located in Ward 5, and the other two are located in Ward 7. The school is also in the final stage of lease negotiations to obtain an additional facility located in Ward 8. The school has a history of meeting its enrollment projections within an average of about 97% for SY 2014-2015, SY 2013-2014 and SY 2012-2013. All of DC Prep campuses’ re-enrollment rates are above 83% for SY 2013-2014, which is higher than the standard of PCSB’s Enrollment Ceiling Policy, set at a 65% minimum. The school is not currently under any corrective action. According to a PCSB review of the school’s most recent financial audit for fiscal year 2013, the school currently has a strong net asset position. DC Prep PCS’s Edgewood Middle School is accredited by American Academy for Liberal Education (“AALE”); however AALE does not accredit early childhood grades, forcing DC Prep PCS to seek accreditation through AdvancED for its other three campuses. The school expects to complete the process by the end of the 2014-2015 school year, or during the first half of the 2015-2016 school year. For the past three school years, each DC Prep elementary campus has met or exceeded at least 2/3 of its Accountability Plan, and the school’s Edgewood Middle campus is currently rated Tier 1 according to the 2014 PMF. Additionally, although not tiered because it was in its first year of operation, the school’s Benning Middle campus earned a PMF score of 91.8% for SY 2013-2014.

PCSB Staff Recommendation:

Given the school’s access to a facility, positive academic performance history, and its sufficient re-enrollment rate, in accordance with PCSB’s Enrollment Ceiling Policy, PCSB staff recommends that the Board fully approve DC Prep PCS’s enrollment ceiling increase request.

For further details see [Appendix D](#).

4. Ingenuity Prep Public Charter School

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 Maximum
Current Ceiling	276	336	396	396	396	396	396
Proposed Ceiling	319	417	491	565	639	713	778
Increase	42	81	95	169	243	317	382

Rationale:

Ingenuity Prep PCS requests to increase its current enrollment ceiling by a total of 382 students, over the course of seven years, as described in the table above, resulting in a new maximum enrollment of 778 students for school year (“SY”) 2021-2022. School leaders are specifically seeking to accelerate the growth of the school’s prekindergarten (“PK”) program and wish to open additional PK classes (to scale to two PK-3 classes and three PreK-4 classes by SY 2015-2016). Subsequent changes in the school’s enrollment reflect their board’s intention to open a sufficient number of K-8th grade seats to serve all students who have come through their PreK program.

Assessment of Proposal:

Ingenuity Prep PCS currently operates in a single facility in Ward 8, and the school intends to continue operating in the same facility for future school years. For SY 2014-2015, the school met its enrollment projection within 93%, and in SY 2013-2014 the school met 100% of its enrollment projection. The school’s re-enrollment rate of 80% for SY 2013-2014 is higher than the standard of PCSB’s Enrollment Ceiling Policy, which is set at a 65% minimum. The school is not currently under any corrective action, but on March 13, 2014, Ingenuity Prep PCS received a notice of concern after being identified by PCSB as an outlier for having an exceptionally high truancy rate of 32.4%. The notice of concern was lifted on May 14, 2014, after PCSB staff noted that the school’s data showed “improvement in attendance for the majority of students who were defined as truant through February 28th (61% of truant students improved).” According to a PCSB review of the school’s most recent financial audit for fiscal 2013, no concerns were raised regarding the fiscal year (“FY”) 2013 audit. Ingenuity Prep PCS is in its second year of operation, so the school has not yet obtained accreditation. According to the 2014 Performance Management Framework (“PMF”) for SY 2013-2014, Ingenuity Prep PCS met 8/9 or 88% of the achievement targets on the Early Childhood PMF, exceeding PCSB’s enrollment ceiling increase criteria of meeting at least 2/3 of targets.

Beyond the criteria of the Enrollment Ceiling Policy, it is important to note that Ingenuity Prep PCS’s school leaders have proven to be very proactive in seeking improvement for their school. For example, they reached out to PCSB and other schools regarding best practices in reducing truancy, and they recently completed the Special Education Qualitative Assurance Review, just to name a few.

PCSB Staff Recommendation:

Given the school’s access to a facility, positive academic performance during SY 2013-2014, sufficient re-enrollment rate, and the very strong positive impression left by various board and staff visits to the school, in accordance with PCSB’s Enrollment Ceiling Policy, PCSB staff

recommends that the Board approve Ingenuity Prep PCS's enrollment ceiling increase request. However, given that the school is only in its second year of operation and only has one year of data to show, staff suggests the following condition. At the school's 5 year charter review, if the school's goals have not been sufficiently met, from SY 2018-2019 on, the future enrollment increases as written in this proposal would be void. If this occurs, the school enrollment ceiling would cease increasing, and remain 491, even if this means halting growth by grades.

For further details see [Appendix E](#).

5. [The Next Step/El Proximo Paso Public Charter School](#)

	2015-16	2016-17	2017-18 (Maximum Ceiling)
Current Ceiling	350	350	350
Proposed Ceiling	400	450	500
Increase	50	100	250

Rationale:

The Next Step/ El Proximo Paso Public Charter School (“Next Step PCS”) requests to increase its current enrollment ceiling by 250 students, from 350 to 500 by school year 2017-2018, by adding 50 seats each year, over the next three years. The school’s leaders believe it currently has capacity to expand its evening program to serve more students. Also, the school is currently subleasing part of its facility to LAYC Career Academy Public Charter School (“LAYC Career Academy PCS”), which may decide to vacate in spring 2015 pending an opportunity to secure its own facility that has not yet been finalized. If LAYC Career Academy PCS vacates, Next Step PCS reports that it would also have additional space to expand its daytime program as well. Although the school’s current enrollment for SY 2014-2015 is at 339, which is 5% below its enrollment ceiling of 350 students, the school’s leadership is concerned that the demand for adult education is increasing in the District and the school may risk exceeding its enrollment ceiling in SY 2015-2016 if it remains at only 350.

Assessment of Proposal:

Next Step PCS operates in a single facility in Ward 1, and the school intends to continue operating in the same facility for future school years. For the past two school years, Next Step PCS has largely met its enrollment projections within an average of about 90%. The school’s retention rate for SY 2013-2014 was 69%, a measurement for adult schools after the GED testing period. The school also reports that there are currently 185 students on its waitlist for SY 2014-2015. The school is not currently under any corrective action, nor has it received any in its history. According to a PCSB review completed of the school’s most recent financial audit for fiscal year 2013, no concerns were raised. PCSB staff found strong margin, surplus, and liquidity, and the school ended FY14 with \$2.4 million in net income. Next Step PCS is currently accredited through Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools. For the past three years, Next Step PCS has met at least 2/3 of its achievement targets on its Accountability Plan. According to the 2014 Adult Education PMF, the school met 100% of its achievement targets for SY 2013-2014 (as interpreted by scoring within the range of the floor and maximum target on all measures).

PCSB Staff Recommendation:

Given the school’s access to a facility and positive academic performance history, PCSB staff recommends that the Board fully approve Next Step/El Proximo Paso PCS’s enrollment ceiling increase request.

For further details see [Appendix F](#).

Date: _____

PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected

Changes to the Original Proposal: _____

APPENDIX A

ENROLLMENT CEILING INCREASE POLICY (JULY, 2012)

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

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

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

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

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

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

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

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

Other factors to be considered:

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

- 3) Size of the requested increase;
- 4) Rationale for the requested increase.

Notes:

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

APPENDIX B
AppleTree PCS

Background/Rationale	Eligibility based on Policy
<p>AppleTree PCS requests to increase its current enrollment ceiling from 651 to 851 for SY 2015-2016. The majority of this increase is to accommodate a new campus co-located with the Rocketship facility at Raynolds Place, SE. (Note: the Board learned on November 3 that the Rocketship facility may not open until 2016-17.)</p> <p>AppleTree PCS opened in 2005 and has grown from serving 36 students in Southwest DC to serving 647 students across five campuses. The school has consistently fulfilled its mission of providing young children with the social, emotional, and cognitive foundations needed for success in school and life by only serving grades prekindergarten-3 (“PK-3”) and prekindergarten-4 (“PK-4”). The school’s charter was signed into agreement on June 8, 2005 and will be a candidate for renewal in SY 2020-2021.</p> <p>Regarding the school’s academic history, AppleTree PCS has consistently met over 2/3 of its targets for both its accountability plans and the PMF. The table provided on the following page of this proposal demonstrates the school’s academic performance for school years 2010-2011, 2011-2012, 2012-2013, and 2013-2014.</p>	<p>Access to a Facility <input checked="" type="checkbox"/></p> <p>In September 2014, AppleTree PCS opened a new Southwest Campus facility that has an unused classroom with capacity for 22 students.</p> <p>In SY 2016-16, AppleTree plans to partner with Rocketship Public Charter School to open eight new classrooms of Preschool and Pre-Kindergarten students in Ward 8. (Note: AppleTree classrooms are generally comprised of 20 students. 20*8=160 spaces).</p>
	<p>Enrollment History <input type="checkbox"/></p> <p>The enrollment ceiling for SY 2014-2015 is 651, and the school has a current enrollment of 650 students attending in grades PK-3 through PK-4. In SY 2013-2014, 647 students were enrolled with an enrollment ceiling of 651. In SY 2012-2013, the school had 639 students enrolled with an enrollment ceiling of 651.</p> <p>The 2013-14 re-enrollment rate was 63%, which is below the standard for an enrollment ceiling increase. The school reports a re-enrollment rate for the current school year of 67% (unverified, audit numbers not confirmed), and its waiting list as of July 2014 is 418 students.</p>
	<p>Corrective Action <input checked="" type="checkbox"/></p> <p>The school is not currently under any corrective action.</p>
	<p>Fiscal Management Rating <input checked="" type="checkbox"/></p> <p>According to a review completed by PCSB staff of the school’s most recent financial audit, no concerns were raised. The school maintains a strong financial position, and there were no findings in the FY13 audit.</p>

	<p>Accreditation Status <input checked="" type="checkbox"/></p> <p>AppleTree PCS is currently accredited by AdvancED. The school's accreditation is scheduled to expire on June 30, 2017.</p>
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AppleTree Early Learning PCS

Academic History

2013-14 Early Childhood PMF

At least 2/3 of targets met for all campuses:

AppleTree PCS campus	Scores on each indicator that fall between the floor and target on the EC PMF
Columbia Heights	7/7 targets met
Lincoln Park	7/7 targets met
Oklahoma Ave	7/7 targets met
Southeast	5/7 targets met
Southwest	7/7 targets met

**AppleTree Early Learning PCS
Enrollment Ceiling Increase Request**

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

SUBMITTED BY: Anne Zummo Malone – AppleTree Early Learning PCS

SUBJECT: Request for an Enrollment Increase

DATE: September 25, 2014

REQUEST

AppleTree Early Learning Public Charter School submits to the District of Columbia Public Charter School Board this request to increase its current enrollment ceiling of 651 to 851 for the 2015-2016 school year.

BACKGROUND

Please address all questions and requests for information in narrative form. This information provides helpful background to the PCSB Board as it reviews these notifications.

Overview of School Performance

1. Provide the following information about your school: (1) number of years in operation; (2) grade levels served; (3) and the expiration date of the school's charter agreement.

AppleTree Early Learning Public Charter School has operated since 2005 and has grown from initially serving 36 students in Southwest DC to currently serving 647 students across five campuses. AELPCS has continued to fulfill its mission of providing young children with the social, emotional, and cognitive foundations needed for success in school and life by only serving Preschool and Pre-Kindergarten grade levels. The charter was signed into agreement on June 8, 2005 and will expire on June 8, 2020

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

AELPCS has consistently met the majority of its targets for both accountability plans and the PMF, as demonstrated in the data below:

2010-2011: AppleTree set performance targets for its Accountability Plan as follows:

- Preschool and Prekindergarten students will demonstrate an average gain of 4 or more standard score points from fall to spring test administration on the following assessments:
 - Peabody Picture Vocabulary Test (PPVT)
 - Test of Preschool Early Literacy - Print Awareness (TOPEL)
 - Test of Early Mathematics Ability (TEMA)

- All academic targets were met for Preschool students across all campuses, and the majority of targets were met for Pre-Kindergarten students as well.
- Preschool and Pre-Kindergarten students also met all student achievement targets set during the 2010-2011 school year (85% of Preschool and Pre-Kindergarten students will achieve a standard score within the normal range as established by the test publisher, for PPVT and TOPEL - PA)

2011-2012: AppleTree set performance targets for the PPVT, TOPEL-PA, and TEMA as follows:

- Preschool and Pre-Kindergarten students beginning below a standard score of 100 will demonstrate an average gain of 4 or more standard score points from fall to spring administration; those beginning at or above a standard score of 100 will demonstrate maintenance or better as indicated by an average change of zero or more standard score points.
 - All academic targets were met for Preschool students across all campuses, and the majority of targets were met for Pre-Kindergarten students as well.

2012-2013: The targets that AppleTree set for students in SY12-13 were differentiated by baseline scores for the PPVT and TEMA:

- For students starting the year below a standard score of 86, the goal was a gain of 4 standard score points for each assessment.
- For students starting the year above a standard score of 85, the goal was no regression (a gain of zero or more points).
- *All campuses met these targets for both assessments, as they all had more than 60% of students meet the PMF targets for PPVT and TEMA.*

All campuses also met the targets set for the CLASS assessment, as all campuses scored above 5 in the Emotional Support and Classroom Organization domains.

2013-2014: AppleTree set performance targets for students as follows:

1. Meet or exceed the average PCSB-approved growth goal or score proficient on the *Every Child Ready Language and Literacy and Math Assessments*.
2. 60% of Pre-K-3 and Pre-K-4 students will progress to grade level baseline on the Positive Behavior Rating Scale, as designated by the publisher.
3. The school will obtain an average score of 4 on Instructional Support, 6 on Emotional Support, and 6 on Classroom Organization on the CLASS assessment.
4. On average, Pre-K-3 and Pre-K-4 students will attend school 88% of the days.

AppleTree students met the majority of these targets at each campus:

- *Results, Goal 1: 60% of students will meet or exceed the average growth or achievement goal on the Every Child Ready – Language and Literacy assessment.*
 - *The Southeast and Oklahoma Ave campuses did not meet this goal. The Columbia Heights, Southwest, and Lincoln Park campuses all successfully met this goal.*
- *Results, Goal 2: 60% of students will meet or exceed the average growth or achievement goal on the Every Child Ready - Math assessment.*

- *All campuses except for the Southeast campus met this goal.*
 - *Results, Goal 3: Campuses will maintain an in-seat attendance rate of at least 88%.*
 - *The Lincoln Park and Southwest campus met this goal.*
 - *The Columbia Heights campus missed the goal by a fraction of a point (87.16%), and the Oklahoma Ave and Southeast campus did not meet the goal.*
 - *Results, Goal 4: Social Emotional – 60% of all students will make progress towards grade level baseline on the Positive Behavior Rating Scale.*
 - *All campuses met this goal.*
3. List all notices of concerns, charter warnings, or corrective actions issued to the school by PCSB in the past five years, as well as how the school responded to such notices and warnings.

AppleTree Early Learning PCS has not received any notices of concern, charter warnings, or corrective actions in the past five years.

4. Summarize the school’s enrollment history for the previous five years, including (a) the school’s current enrollment; (b) the school’s current enrollment ceiling; (c) the school’s reenrollment rates; and (d) the number of students on the school’s waiting list each year.

	SY14-15	SY13-14	SY12-13	SY11-12	SY10-11
Enrollment	650	647	639	620	321
Enrollment Ceiling	651	651	651	651	
Re-enrollment rate	67%	63%	63%	60%	60.6%
Waiting list (as of July of SY)	418	516	259	459	

Proposed Enrollment Increase

1. Explain the school's rationale for proposing to increase its student enrollment.

AppleTree proposes to increase its student enrollment by 200 students. In September 2014, AppleTree opened a new Southwest Campus facility that has an extra classroom that is not currently being used, but has capacity for 22 students. In 2015-16, AppleTree plans to partner with Rocketship Public Charter School to open eight new classrooms of Preschool and Pre-Kindergarten students in Ward 8.

2. Complete the enrollment matrix included at the end of this document.
3. How will the proposed enrollment increase impact the school's operations and finances? Provide a proposed budget and budget narrative. **Please see separate attachment.**
4. Will the proposed enrollment increase cause the school to exceed the maximum occupancy load detailed in the school's certificate of occupancy? If so, when and how will the school address this?

The certificate of occupancy at the Southwest campus is 140 students, so adding 22 students to the current student population of approximately 84 will not exceed the maximum. The building in Ward 8 is currently under construction and will be built to meet the anticipated enrollment.

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

AppleTree participated in a community meeting with Rocketship in July 2014 to share the news of the partnership with community members and stakeholders. No concerns were raised. AppleTree leaders attended the ANC meeting in Southwest in Spring 2014 to seek support for the relocation to the modular building on the campus of Jefferson. Concerns were raised about drop off and pick up, but AppleTree has met those needs by utilizing the parking lot at Riverside Baptist Church and seeking a crossing guard for the intersection of 7th and I Streets SW. The ANC gave their support to the relocation.

**AppleTree Early Learning Public Charter School
Enrollment Matrix – All Campuses**

Although PCSB requests that schools detail their proposed enrollment through 2018-19, note that schools may only seek approval for an enrollment increase for the school years remaining before the school’s next scheduled high-stakes review or renewal. If the school is requesting an enrollment increase at more than one campus, it should complete a separate enrollment matrix for each such campus.

	Academic Year 2014-15		Academic Year 2015-16		Academic Year 2016-17		Academic Year 2017-18		Academic Year 2018-19	
	Current	Projected								
LEA Total	650	650	650	825		991		1151		1151
Projected % - Special Needs	5%	6%		5%		5%		5%		5%
Projected % - ELL	7%	7%		6%		6%		6%		6%
# Campuses*	5	5		6		7		8		8

APPENDIX C
Creative Minds PCS

Background/Rationale	Eligibility based on Policy
<p>The school is currently in its third year of operation, serving grades prekindergarten-3 through fourth grade. The school will reach its enrollment ceiling’s full capacity with its first cohort of fifth grade students in SY 2015-2016. Since its start in 2012, Creative Minds PCS has met or exceeded 2/3 of its academic achievement targets on its Accountability Plan. The table provided on page four of this proposal outlines the school’s academic performance history for SY 2012-2013 and SY 2013-2014.</p> <p>Due to the high demand for prekindergarten-3 (“PK3”) seats in DC, as well as the number of PK3 students on Creative Minds PCS’s waitlist (377) for SY 2014-2015, the school is requesting an enrollment ceiling increase from 217 to 234 for SY 2015-2016, along with subsequent increases of 17 students per school year that follows.</p> <p>Creative Minds PCS currently has two classrooms designated for each of its prekindergarten-3 through first grade cohorts, and one classroom designated for each second grade through fourth grade cohorts. Each classroom currently has the capacity to serve up to 17 students. When the school reaches capacity in SY 2015-2016 with a fifth grade cohort, its existing enrollment ceiling schedule would allow the school to serve 34 students per grade level for grades prekindergarten-3 through fifth grade. However, the school now recognizes an increased demand for prekindergarten-3 seats, hence its enrollment ceiling increase request. If approved, Creative Minds PCS would have the capacity to serve three classrooms for each grade, up to 51 students per grade level.</p>	<p><u>Access to a Facility</u> <input checked="" type="checkbox"/></p> <p>In 2015-2016, the school will be relocating to its new facility, the Sherman Building at the Armed Forces Retirement Home, with a ten-year lease. The school’s leadership reports that the new facility will provide room for the school to grow to full capacity without having to relocate again.</p>
	<p><u>Enrollment History</u> <input checked="" type="checkbox"/></p> <p>The enrollment ceiling for SY 2014-2015 is 183, and the school has a current enrollment of 181 students attending in grades prekindergarten-3 through fourth grade. In SY 2013-2014, 136 students were enrolled with an enrollment ceiling of 136. Similarly, in SY 2012-2013, the school had 105 students enrolled with an enrollment ceiling of 105.</p> <p>The school’s re-enrollment rate for the current school year is 92%. Prior to opening in SY 2012-2013, Creative Minds PCS had a waitlist of 450 students. In SY 2013-2014, it had a waitlist of 872 students, and presently with full enrollment the school has 706 students on the waitlist.</p>
	<p><u>Corrective Action</u> <input checked="" type="checkbox"/></p> <p>The school is not currently under any corrective action.</p>
	<p><u>Fiscal Management Rating</u> <input checked="" type="checkbox"/></p> <p>According to a review completed by PCSB staff of the school’s most recent financial audit, the school is doing well financially with a small budget. Additionally, there were no audit findings from FY13.</p>
	<p><u>Accreditation Status</u> <input checked="" type="checkbox"/></p> <p>Pending PCSB’s approval of the International Primary Curriculum (“IPC”) as an accrediting agency, the school is planning to pursue accreditation through IPC beginning in 2015.</p>
	<p><u>Academics</u> <input checked="" type="checkbox"/></p> <p>On the 203-14 EC PMF, 12 of 12 indicators were within the range of the floor and target. Three scores hit the maximum target.</p>

Creative Minds PCS Request for an Enrollment Ceiling Increase

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

SUBMITTED BY: Golnar Abedin, Ph.D. – Creative Minds International PCS

SUBJECT: Request for an Enrollment Increase

DATE: September 24, 2014

REQUEST

Creative Minds International Public Charter School submits to the District of Columbia Public Charter School Board this request to increase its current enrollment ceiling of 217 to 234 for the 2015-16 school year, along with subsequent increases (of 17 students/year associated with an additional classroom) in the years that follow.

BACKGROUND

Creative Minds International Public Charter School is in its third year of operation. The School is approved to serve preschool through 5th grade. CMI has had great success as shown by the school's academic performance, waitlist numbers, and reenrollment rates (please see information in "Overview of School Performance" below).

In 2015-16, the school will be relocating to its new facility, the Sherman Building at the Armed Forces Retirement Home (AFRH) with a ten-year lease. The new facility provides the school with plenty of room to grow to full capacity without having to relocate again.

Based on the demand for preschool seats in DC, and the number of preschool students on CMI'S waitlist this year (377), CMI is requesting an enrollment increase of 17 students for the 2015-16 school year to raise the 2015-16 enrollment ceiling from 217 to 234. CMI has a maximum class size of 17 students. Currently we have 2 classrooms of each grade for grades preschool through 1st, and one classroom of each grade for grades 2-4. Within the existing plan, CMI would serve two classrooms of each grade (34 students per grade from preschool-5th grade) when it reaches full capacity. We are requesting to add a preschool classroom of 17 students next year to increase the number of preschool seats at our school from 34 to 51. Subsequently, we would have 3 classrooms for each grade (up to 51 students divided into 3 classroom per grade from preschool-5th grade).

Given the school's academic success and the demand for preschool seats, we request the approval of an enrollment increase of 17 students for the 2015-16 school year and related increases in subsequent years, (please see Enrollment Matrix below regarding the effect of this increase on subsequent years' enrollment).

Overview of School Performance

1. Provide the following information about your school: (1) number of years in operation; (2) grade levels served; (3) and the expiration date of the school’s charter agreement.

Creative Minds International Public Charter School (“CMI”) is in its third year of operation. It currently serves students in Preschool to 4th grade. CMI is approved to serve students up to 5th grade. CMI’s charter expires after the initial fifteen-year period on July 1, 2027.

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

Overall, CMI students have far exceeded grade level expectations based on the school’s Accountability Plan (2012-13) and the Early Childhood PMF results (2013-14) listed below in Table 1. (CMI’s PMF scores were just released to the school for the verification process and are available to the PCSB staff for review).

Table 1: Academic Performance Data

Assessment	PS and PK Literacy (GOLD Assessment)	PS and PK Math (GOLD Assessment)	K-2 Literacy (DRA Assessment)	K-2 Math (GMADE Assessment)	3 rd Grade ELA DC-CAS	3 rd Grade Math DC-CAS
2012-13 (Accountability Plan) Grades served: <i>Preschool-2nd</i>	Goal: At least 60% of students will meet or exceed widely held expectations of growth. CMI Results: 98.1%	Goal: At least 60% of students will meet or exceed widely held expectations of growth. CMI Results: 90.8%	Goal: At least 50% of students will demonstrate one year of growth on the DRA assessment between fall and spring. CMI Results:	N/A	N/A	N/A
2013-14 (Early Childhood PMF) Grades served: <i>Preschool-3rd</i>	PMF Floor: 60% will meet or exceed widely held expectations of growth. CMI Results: 100%	PMF Floor: 60% will meet or exceed widely held expectations of growth. CMI Results: 97%	PMF Floor: 50% PMF Target: 90% CMI Results: 93%	PMF Floor: 50% PMF Target: 90% CMI Results: 98%	% Proficient or Advanced: 83.3% (Cohort: 12 students. 50% of 3 rd Grade Students had IEP’s; 16% had level 4 IEP’s)	% Proficient or Advanced: 41.6% (Cohort: 12 students. 50% of 3 rd Grade Students had IEP’s; 16% had level 4 IEP’s)

3. List all notices of concerns, charter warnings, or corrective actions issued to the school by PCSB in the past five years, as well as how the school responded to such notices and warnings.

None

4. Summarize the school's enrollment history for the previous five years, including (a) the school's current enrollment; (b) the school's current enrollment ceiling; (c) the school's reenrollment rates; and (d) the number of students on the school's waiting list each year.

(a) Currently CMI is fully enrolled for SY 2014-15 with 181 students attending preschool - 4th grade. (b) The enrollment ceiling is 183 for SY 2014-15, however, we have enrolled 181 students because we decided to keep the class sizes of our two upper grade classrooms (3rd and 4th grades) smaller to meet the needs of students with IEP's served in those classrooms. Last year (SY 2013-14), CMI's second year of operation, 136 students were enrolled, with an enrollment ceiling of 136. The first year of operations (SY 2012-13), the school had 105 students enrolled with an enrollment ceiling of 105. (c) The school's re-enrollment rate for the current school year is 92%. (d) Before CMI opened in its first year, the School had a waitlist of 450 students. Going into the 2013-2014 school year, CMI had a waitlist of 872 students. At present for SY 2014-15 with full enrollment, CMI still has 706 names on the waitlist.

Proposed Enrollment Increase

1. Explain the school's rationale for proposing to increase its student enrollment.

Based on the demand for preschool spaces in DC public schools, and at CMI in particular (377 students on the preschool waitlist), along with the availability of space in CMI's new facility, the School is in a great position to serve DC public school students with more seats that provide them with high quality, inclusive educational opportunities.

2. Complete the enrollment matrix included at the end of this document. (See Enrollment Matrix at the end of the document).
3. How will the proposed enrollment increase impact the school's operations and finances? Provide a proposed budget and budget narrative. (Please see budget at the end of the document).

The addition of a preschool classroom of 17 students will strengthen the school's financial base and sustainability in 2015-16 and beyond. Given the small class sizes at CMI, we do not expect that the slight increase in enrollment will have a large impact on school operations. We will maintain the class size and teacher/student ratio currently in practice; 2-3 preschool teachers (depending on students' needs in the classroom) will be hired to serve the additional class of 17 preschool students. In addition, to meet the professional development needs of the Early Childhood (EC) staff, track EC assessment data, and support the school's leadership team, the position of Early Childhood Coordinator will be added for the 2015-16 school year.

4. Will the proposed enrollment increase cause the school to exceed the maximum occupancy load detailed in the school's certificate of occupancy? If so, when and how will the school address this?

No. CMI’s new facility at the Sherman Building accommodates many more students than the school will enroll in its current or proposed enrollment plan even when the school reaches full capacity.

- Has the school informed stakeholders (including staff, parents, and advisory neighborhood commissioners) of the proposed new campus? If so, how were stakeholders notified? Please describe any concerns raised by stakeholders.
The CMI Board of Trustees has approved the enrollment increase request. ANC 5A, CMI staff and parents have been informed of this proposal. No concerns were raised by stakeholders.

**Creative Minds International Public Charter School
Enrollment Matrix – All Campuses**

Although PCSB requests that schools detail their proposed enrollment through 2018-19, note that schools may only seek approval for an enrollment increase for the school years remaining before the school’s next scheduled high-stakes review or renewal. If the school is requesting an enrollment increase at more than one campus, it should complete a separate enrollment matrix for each such campus.

Grade	Academ	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19
Pre-Kindergarten-3 (PK-3)	3 4	51	51	51	51
Pre-K 4	3 4	34	51	51	51
Kindergarten	3 4	34	34	51	51
Grade 1	3 4	34	34	34	51
Grade 2	1 7	34	34	34	34
Grade 3	1 4	17	34	34	34
Grade 4	1 4	17	17	34	34
Grade 5		17	17	17	34
LEA Total	1 8	238	272	306	340
Projected % - Special Needs	3 0	30%	30%	30%	30%
Projected % - ELL	3 %	3%	3%	3%	3%
# Campuses*	1	1	1	1	1

**Creative Minds International Public Charter School
2015-16 Budget
September 19, 2014**

REVENUE	2015-16	Percent of Total Revenue
Per Pupil Charter Payments	\$2,789,738	56% Per
Pupil SPED	\$937,348	19% Per
Pupil Summer School	\$0	0% Per
Pupil Facilities Allowance	\$731,136	15%
Federal Entitlements	\$64,067	1% Other
Government Funding/Grants	\$69,977	1%
Total Public Funding	\$4,592,266	92.7%
Private Grants and Donations	\$50,000	1.0%
Activity Fees	\$304,549	6.1% Other
Income	\$5,513	0.1%
Total Non-Public Funding	\$360,061	7.3%
TOTAL REVENUES	\$4,952,327	

ORDINARY EXPENSE	2015-16	Percent of Total Revenue
<i>Personnel Salaries and Benefits</i>		
Administration	\$582,415	11.8%
Classroom Teachers	\$700,194	14.1%
Teacher Assistants	\$477,405	9.6%
Arts Teachers	\$236,866	4.8%
Other Educational Professionals	\$515,597	10.4%
Other Staff	\$53,045	1.1%
After Care	\$84,872	1.7%
Employee Benefits & Taxes	\$433,119	8.7%
Contracted Staff	\$35,628	0.7%
Staff Development Expense	\$53,045	1.1%
Subtotal: Personnel Expense	\$3,172,186	64.1%
<i>Direct Student Expense</i>		
Textbooks	\$25,249	0.5%
Student Supplies and Materials	\$75,748	1.5%
Library and Media Center Materials	\$12,625	0.3%
Student Assessment Materials	\$18,937	0.4%
Contracted Student Services	\$138,495	2.8%
Miscellaneous Student Expense	\$61,076	1.2%
Subtotal: Direct Student Expense	\$332,130	6.4%

Occupancy Expenses

Appendix C- Creative Minds PCS

Rent	\$127,640	2.6%
Building Maintenance and Repairs	\$19,807	0.4%
Utilities	\$0	0.0%
Janitorial Supplies	\$0	0.0%
Contracted Building Services	\$66,023	1.3%
Subtotal: Occupancy Expenses	\$213,470	4.3%
Office Expenses		
Office Supplies and Materials	\$31,562	0.6%
Office Equipment Rental and Maintenance	\$46,892	0.9%
Telephone/Telecommunications	\$14,768	0.3%
Legal, Accounting and Payroll Services	\$116,164	2.3%
Printing and Copying	\$6,312	0.1%
Postage and Shipping	\$3,787	0.1%
Other Office Expense	\$25,249	0.5%
Subtotal: Office Expenses	\$244,734	4.9%
General Expenses		
Insurance	\$38,273	0.8%
Transportation	\$2,652	0.1%
Food Service	\$225,577	4.6%
Administration Fee (to PCSB)	\$24,064	0.5%
Management Fee	\$0	0.0%
Other General Expense	\$31,290	0.6%
Subtotal: General Expenses	\$321,856	6.5%
TOTAL ORDINARY EXPENSES	\$4,284,376	86.5%
NET ORDINARY INCOME	\$667,951	13.5%
Depreciation Expense	\$250,071	5.0%
Interest Expense	\$87,980	1.8%
NET INCOME	\$329,900	6.7%
CAPITAL BUDGET		
Computers and Materials	\$21,801	0.4%
Classroom Furnishings and Supplies	\$31,827	0.6%
Office Furnishings and Equipment	\$13,261	0.3%
Renovation/Leasehold Improvements	\$10,000	0.2%
TOTAL CAPITAL BUDGET	\$76,890	1.1%

APPENDIX D
DC Prep PCS

Background/Rationale	Eligibility based on Policy
<p>DC Prep opened in 2003, and is currently in its twelfth year of operation. The school provides services to students in grades prekindergarten-3 through eighth at four campuses located in Wards 5 and 7. DC Prep requests to increase its current enrollment ceiling of 1,350 to 1,562 for the 2015-16 school year. The school believes the increase will allow the Benning Middle Campus to expand a grade level, as well as allow the school to open a new elementary campus in Ward 8.</p> <p>On August 18, 2010 the PCSB Board approved the school’s request to replicate and open a new elementary school campus. However, due to the need for additional planning time to secure a facility, the school requested to delay the opening of its third elementary school campus until an unspecified date. The PCSB Board approved this request on March 19, 2012. DC Prep is now in the final phase of lease negotiations for a facility in Ward 8 where it intends to open its newest elementary school campus in 2015.</p> <p>DC Prep has consistently been a high performing network of charter schools that provides quality college-preparatory programs for students in the District. For the past three consecutive years, the school has produced high achievement on the DC CAS assessment, and its middle school campus, Edgewood Middle, is currently rated Tier 1 according to the PMF. The table provided on page 4 of this proposal outlines the school’s academic achievement performance for the past three years.</p>	<p><u>Access to a Facility</u> <input checked="" type="checkbox"/></p> <p>DC Prep currently operates at four campuses located in Ward 7. Additionally, the school is in final lease negotiations to obtain an additional facility located in Ward 8.</p>
	<p><u>Enrollment History</u> <input checked="" type="checkbox"/></p> <p>The enrollment ceiling for SY 2014-2015 is 1350, and the school has a current enrollment of 1320 students attending in grades prekindergarten-3 through eighth grade. In SY 2013-2014, 1220 students were enrolled with an enrollment ceiling of 1250. Similarly, in SY 2012-2013, the school had 1138 students enrolled with an enrollment ceiling of 1150. The school’s re-enrollment rate for the past five years averages about 83%, and its longest waitlist had approximately 1146 students on it.</p>
	<p><u>Corrective Action</u> <input checked="" type="checkbox"/></p> <p>The school is not currently under any corrective action.</p>
	<p><u>Fiscal Management</u> <input checked="" type="checkbox"/></p> <p>According to a review completed by PCSB staff of the school’s most recent financial audit, the school currently has strong net asset position. Although there was one minor audit finding in FY13, PCSB staff determined that it would not be material to the school’s request for an enrollment ceiling increase.</p>
	<p><u>Accreditation Status</u> <input checked="" type="checkbox"/></p> <p>DC Prep is currently in the candidacy phase of seeking accreditation through AdvancED. The school “expects to complete the process by the end of the 2014-15 school year, or during the first half of the 2015-16 school year.” The Edgewood Middle campus was formerly accredited through the American Academy for Liberal Education (“AALE”); however AALE does not accredit early childhood programs so DC Prep decided to seek accreditation elsewhere.</p>

**DC Preparatory Academy PCS
Academic History**

2013-14 PMF

At least 2/3 of EC PMF targets met

At least 65 on the ES/MS PMF:

DC Prep PCS campus	<ul style="list-style-type: none"> • PMF score • Scores on each indicator that fall between the floor and target on the EC PMF
Benning Elementary	12/12 targets met <i>*maximum score on two indicators (PreK literacy and math)</i>
Benning Middle	90.8% (non-tiered, first year campus)
Edgewood Elementary	12/12 targets met
Edgewood Middle	Tier 1: 91.1%

DC Prep Enrollment Ceiling Increase Request

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

SUBMITTED BY: Kenny Wang, DC Prep
SUBJECT: Request for an Enrollment Increase
DATE: October 3, 2014

REQUEST

DC Prep Public Charter School submits to the District of Columbia Public Charter School Board this request to increase its current enrollment ceiling of 1,350 to 1,562 for the 2015-16 school year.

BACKGROUND

Please address all questions and requests for information in narrative form. This information provides helpful background to the PCSB Board as it reviews these notifications.

Overview of School Performance

1. Provide the following information about your school: (1) number of years in operation; (2) grade levels served; (3) and the expiration date of the school's charter agreement.
 - (a) 12th year of operation (first campus opened in Fall 2003)
 - i. Edgewood Middle Campus (EMC) opened in Fall 2003
 - ii. Edgewood Elementary Campus (EEC) opened in Fall 2007
 - iii. Benning Elementary Campus (BEC) opened in Fall 2008
 - iv. Benning Middle Campus (BMC) opened in Fall 2013
 - v. Ward 8 Elementary Campus (Ward 8 EC) to open in Fall 2015
 - (b) PreK-3 – 8th grade
 - i. EMC serves 4th-8th grade
 - ii. EEC serves PreK-3 – 3rd grade
 - iii. BEC serves PreK-3 – 3rd grade
 - iv. BMC serves 4th & 5th grade in SY14-15 but will add 6th grade in SY15-16, and ultimately serve 4th-8th grade at scale.
 - v. Ward 8 EC will open in Fall 2015 with just PreK-3 and PreK-4. The school will then “grow up” one grade level per year until ultimately serving PreK-3 – 3rd grade.
 - (c) 2017-18

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

	<u>SY11-12</u>	<u>SY12-13</u>	<u>SY13-14</u>
PMF Score	EMC: 90.8%	EMC: 89.6%	EMC: 91.1% BMC: 90.8% EEC: N/A BEC: N/A
PMF Tier	EMC: Tier 1	EMC: Tier 1	EMC: Tier 1 BMC: N/A EEC: N/A BEC: N/A
# of Accountability Targets Met	BEC: 6 EEC: 7	BEC: 7 EEC: 6	N/A
Total # of Accountability Targets	BEC: 7 EEC: 8	BEC: 8 EEC: 8	N/A
DC CAS – Reading Proficiency	EMC: 72% proficient EEC: 76% proficient	EMC: 79% EEC: 68% BEC: 54%	EMC: 81% EEC: 70% BEC: 70% BMC: 78%
DC CAS – Math Proficiency	EMC: 89% proficient EEC: 73% proficient	EMC: 92% EEC: 76% BEC: 59%	EMC: 92% EEC: 81% BEC: 69% BMC: 84%
OSSE Accountability Classification	EMC: Reward EEC: Rising	EMC: Reward EEC: Rising BEC: Rising	EMC: Reward EEC: Rising BEC: Reward BMC: Reward

EMC = Edgewood Middle Campus

EEC = Edgewood Elementary Campus

BEC = Benning Elementary Campus

BMC – Benning Middle Campus

*Notes – While Benning Middle will not receive a tier this year because it first opened in 2013-14, its score is in the Tier 1 range. Both Benning Elementary and Edgewood Elementary will not receive a PMF score or tier for 2013-14.

3. List all notices of concerns, charter warnings, or corrective actions issued to the school by PCSB in the past five years, as well as how the school responded to such notices and warnings.

DC Prep has not been issued any notices of concerns, charter warnings, or corrective actions in the past five years.

4. Summarize the school’s enrollment history for the previous five years, including (a) the school’s current enrollment; (b) the school’s current enrollment ceiling; (c) the school’s reenrollment rates; and (d) the number of students on the school’s waiting list each year.

	<u>SY09-10</u>	<u>SY10-11</u>	<u>SY11-12</u>	<u>SY12-13</u>	<u>SY13-14</u>
Projected enrollment levels	850	907	979	1100	1213

Audited enrollment levels	845	909	1022	1138	1220
Re-enrollment percentage rate	77%	83%	86%	85%	84%
# of students on the waiting list	410*	424	411	735	1,146

*Estimated.

Proposed Enrollment Increase

1. Explain the school’s rationale for proposing to increase its student enrollment.

We believe that there is a critical need for more high-quality, college-preparatory programs for Washington students, particularly in Wards 7 and 8. Based on our track record of success – DC Prep has been the city’s highest-performing network of public charter schools on the DC CAS for three consecutive years – we believe that our requested increase in student enrollment will help to address this important need by allowing us to grow our Benning Middle Campus by another grade level and enabling us to open a new elementary campus in Ward 8.

2. Complete the enrollment matrix included at the end of this document.

See below.

3. How will the proposed enrollment increase impact the school’s operations and finances? Provide a proposed budget and budget narrative.

DC Prep has consistently received strong reviews from the PCSB, including no findings noted on PCSB’s FY13 Charter Audit Resource Management (CHARM) scorecard. With the expansion of DC Prep’s Benning Middle Campus and the opening of a new Ward 8 Elementary Campus, we will continue to apply the same budgeting principles that we’ve used for our existing campuses. DC Prep’s FY16 proposed budget has not been finalized, but staffing, student, occupancy, and business expenses will be aligned with enrollment projections. With commitments from NewSchools Venture Fund, U.S. Department of Education Charter Schools Program, and a number of foundations and private donors, we are confident that we will have sufficient financial resources to fund our school operations.

4. Will the proposed enrollment increase cause the school to exceed the maximum occupancy load detailed in the school’s certificate of occupancy? If so, when and how will the school address this?

The proposed enrollment increase will not cause DC Prep’s schools to exceed the maximum occupancy loads detailed in the schools’ certificate of occupancy.

Once the proposed location for the new Ward 8 Elementary Campus has been finalized, DC Prep will apply for a new certificate of occupancy that will accommodate the proposed enrollment for the new school location.

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

DC Prep opened its Benning Middle Campus in Fall 2013 with three homerooms of 4th grade students and then added 5th grade students in Fall 2014. The plan for the school has always been for it to “grow up” a grade each year through 8th grade. At full capacity, the Benning Middle Campus will serve approximately 300 students in 4th through 8th grade.

Announcements and plans for the Benning Middle Campus have been shared with DC Prep families, staff, funders, and partners both through literature and in-person. No concerns of significance have been raised. There is great support for and excitement about our expansion plans. This enthusiasm has been shared by the local Advisory Neighborhood Commission (7F01), particularly as it relates to our recent site renovations and construction build-out to accommodate the ongoing growth of Benning Middle.

Community engagement plans for our new Ward 8 Elementary Campus are currently underway. Initial reactions from the community indicate that DC Prep will be a welcome addition to the Ward 8 community. Outreach to elected officials, ANC members, parents, and other community members will continue over the next few months.

**DC Prep Public Charter School
Enrollment Matrix – All Campuses**

Although PCSB requests that schools detail their proposed enrollment through 2019-20, note that schools may only seek approval for an enrollment increase for the school years remaining before the school's next scheduled high-stakes review or renewal. If the school is requesting an enrollment increase at more than one campus, it should complete a separate enrollment matrix for each such campus.

Grade	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20
Pre-School	231	231	231	231	231
Pre-Kindergarten (Pre-K)	207	207	207	207	207
Kindergarten	162	243	243	243	243
Grade 1	144	144	216	216	216
Grade 2	144	144	144	216	216
Grade 3	144	144	144	144	216
Grade 4	156	156	156	156	156
Grade 5	156	156	156	156	156
Ungraded ES	0	0	0	0	0
Grade 6	132	132	132	132	132
Grade 7	46	92	92	92	92
Grade 8	40	40	80	80	80
Ungraded MS/ JHS	0	0	0	0	0
Grade 9	0	0	0	0	0
Grade 10	0	0	0	0	0
Grade 11	0	0	0	0	0
Grade 12	0	0	0	0	0
Ungraded SHS	0	0	0	0	0
Alternative	0	0	0	0	0
Special Ed Schools	0	0	0	0	0
Adult	0	0	0	0	0
LEA Total	1562	1689	1801	1873	1945
Projected % - Special Needs	10%	10%	10%	10%	10%
Projected % - ELL	1%	1%	1%	1%	1%
# Campuses*	5	5	5	5	5

APPENDIX E
Ingenuity Prep PCS

Background/Rationale	Eligibility based on Policy
<p>Ingenuity Prep PCS is scheduled to increase its enrollment each year by 60 as per its current charter agreement. They are requesting to increase the number of students in each grade level from its current 65 to 74. This increase of 9 students per grade level would begin in prekindergarten-4 (“PK4”) in SY 2015-2016, while PK3 would remain a smaller group of 50, and then expand to PK3, PK4, and kindergarten (“K”) in SY 2016-2017. Ultimately, the school proposes to serve 778 PK3 through eighth graders. The school was founded in April 2012, and it is currently in its second year of operation. Ingenuity Prep currently serves students in grades prekindergarten-3 through first grade, and the school intends to add a grade each year until it reaches capacity with a fourth grade cohort.</p> <p>The school requests to increase its enrollment ceiling because it believes there is a sufficient demand for its program in Southeast DC, where its current campus is located. Additionally, the school would like to increase its enrollment to provide high quality education to more students in the District, particularly students in grades prekindergarten-3 and prekindergarten-4, to ensure they are provided an adequate pipeline of educational services that will better prepare them for success in kindergarten. Ingenuity Prep believes an enrollment ceiling increase will allow the school to open additional prekindergarten-3 and prekindergarten-4 classes in the coming school years.</p> <p>According to the school’s report in its amendment request, “Ingenuity Prep took the first steps towards achieving its mission of ensuring students are prepared to be successful in college and beyond as impactful civic leaders. On assessments such as AppleTree’s ECR assessment and the NWEA MAP assessment, Ingenuity Prep’s students’ baseline achievement scores were among the lowest of available comparison datasets.” While PMF scores are not yet available for the school’s founding year, the data provided on page four of this proposal demonstrates the academic progress that the school reported for the 2013-2014 school year.</p>	<p>Access to a Facility <input checked="" type="checkbox"/></p> <p>Ingenuity Prep currently operates in a single facility in Ward 8. The school intends to continue operating in the same facility for future school years.</p> <hr/> <p>Enrollment History <input checked="" type="checkbox"/></p> <p>The enrollment ceiling for SY 2014-2015 is 216 and the school has a current unaudited enrollment of 201 students in grades prekindergarten-3 through first grade. In SY 2013-2014, 108 students were enrolled with an enrollment ceiling of 108.</p> <p>According to the school’s unaudited report, its re-enrollment rate for SY 2014-2015 was approximately 80%. The school reports that it currently has 60 students on its waitlist, of those students approximately 50% are in grades prekindergarten-3 and prekindergarten-4.</p> <hr/> <p>Corrective Action <input checked="" type="checkbox"/></p> <p>The school is not currently under any corrective action.</p> <hr/> <p>Fiscal Management <input checked="" type="checkbox"/></p> <p>According to a review completed by PCSB staff of the school’s most recent financial audit, no concerns were raised regarding the fiscal year (“FY) 2013 audit. PCSB staff found that the school seems to be doing well with a small budget.</p> <hr/> <p>Accreditation Status (N/A rating)</p> <p>According to PCSB’s records, Ingenuity Prep PCS is not currently accredited. The school is in its second year of operation.</p> <hr/> <p>Academics <input checked="" type="checkbox"/></p> <p>On the 203-14 EC PMF, 8 of 9 indicators were within the range of the floor and target. The PreK literacy progress target was missed. Two indicators had scores that hit the maximum target (both in CLASS).</p>

Ingenuity Prep Enrollment Ceiling Increase Request

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

SUBMITTED BY: Aaron Cuny – Ingenuity Prep Public Charter School

SUBJECT: Request for an Enrollment Increase

DATE: October 15, 2014

REQUEST

Ingenuity Prep Public Charter School submits to the District of Columbia Public Charter School Board this request to increase its current enrollment ceiling of 276 to 319 for the 2015-16 school year, from 336 to 417 for the 2016-17 school year, from 396 to 491 for the 2017-18 school year, from 456 to 565 for the 2018-19 school year, from 546 to 639 for the 2019-20 school year, from 636 to 713 for the 2020-21 school year, and from 726 to 778 for the 2021-22 school year.

BACKGROUND

Please address all questions and requests for information in narrative form. This information provides helpful background to the PCSB Board as it reviews these notifications.

Overview of School Performance

1. Provide the following information about your school: (1) number of years in operation; (2) grade levels served; (3) and the expiration date of the school's charter agreement.

Approved in April 2012, Ingenuity Prep is currently in its second school year. Currently serving PreK3 through first grade, the school plans to add one grade level per year through 8th grade. The school's 15-year charter agreement expires in June 2028.

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

In its founding year, Ingenuity Prep took the first steps towards achieving its mission of ensuring students are prepared to be successful in college and beyond as impactful civic leaders. On assessments such as AppleTree's ECR assessment and the NWEA MAP assessment, Ingenuity Prep's students' baseline achievement scores were among the lowest of available comparison data sets. While PMF scores are not yet available for the school's founding year, the following academic progress can be reported for the 2013-14 school year:

- Over 90% of the school’s kindergarteners met the PMF achievement and/or growth target in both Reading (96.3%) and Math (92.6%). Both exceeded the Target scores earning 100% of the possible points.
 - On the 2013-14 ECE PMF, met or exceeded the Target score on 2 of 3 CLASS domains, earning 96% of the possible points.
 - Average PreK4 Every Child Ready math growth and PreK3 literacy growth was at/near the strongest in the AppleTree consortium.
 - On the NWEA MAP assessment, kindergarteners showed strong beginning of year (BOY) to end of year (EOY) growth as compared with their peers across the country:
 - Math
 - % of students in the top quartile, BOY to EOY: 9% to 28%
 - % of students in bottom quartile, BOY to EOY: 42% to 12%
 - Reading
 - % of students in the top quartile, BOY to EOY: 14% to 32%
 - % of students in bottom quartile, BOY to EOY: 21% to 5%
 - On the STEP reading assessment, kindergarteners showed strong growth towards grade-level benchmarks:
 - % of students on/above STEP 4, BOY to EOY: 0% to 41%
 - % of students on/above STEP 3 (publisher’s benchmark), BOY to EOY: 0% to 67%
 - % of students on/above STEP 2, BOY to EOY: 7% to 94%
3. List all notices of concerns, charter warnings, or corrective actions issued to the school by PCSB in the past five years, as well as how the school responded to such notices and warnings.

In March 2014, Ingenuity Prep received a Notice of Concern from the PCSB regarding its truancy rate, which surpassed the PCSB’s benchmark. In reflecting on this, the school identified a range of contributing factors, including the following;

- We underestimated the severity of the challenge, particularly in the winter months where our families were disproportionately impacted by severe weather.
- As a smaller organization, our operational capacity to engage in significant follow-up with families was less than optimal.
- We had inconsistent execution of some intervention action steps established earlier in the year.
- The data-set for the calculation was comprised only of kindergarteners, for whom this represented a first experience with compulsory attendance.
- We took an organizational stance against disenrolling any families for truancy.
- As a policy, we took only doctor’s notes to excuse absences, a stricter policy than typical.

To address this challenge, we took the following action:

- We ensured thorough and comprehensive tracking and analysis of a range of attendance data.
- We made personal calls to parents every day for every absence.
- We created an attendance intervention action plan with increasing degrees of follow-up and consequences (though, as noted above, we early on struggled to consistently execute on this plan).
- We made CFSA reports as required by law for students five and older and of our own volition for students younger than five.
- We engaged in a range of one-on-one meetings and home visits.
- We established a “perfect attendance recognition board” to celebrate families with strong achievement and growth in this area.
- We held weekly “perfect attendance parties” for students prior to Friday dismissal.
- We sought out the expertise and advice of others (including a contact at Haynes) and reviewed research (including a helpful report from LAUSD) around best practice.
- We hosted a series of parent meetings to reset expectations with parents and invest them in turning around, as a community, this area of concern.

As a result of improved outcomes on this front, in May 2014 the PCSB lifted our Notice of Concern. Additionally, on the SY13-14 ECE PMF, the school earned 70% of the possible points for Attendance across PreK and Kindergarten.

4. Summarize the school’s enrollment history for the previous five years, including (a) the school’s current enrollment; (b) the school’s current enrollment ceiling; (c) the school’s reenrollment rates; and (d) the number of students on the school’s waiting list each year.

In the first two years of operation, Ingenuity Prep has had strong enrollment numbers being fully enrolled and carrying a waiting list each year.

In SY 2013-14 serving PreK3 through Kindergarten, the school had a target of 108 students -- which was the same as the enrollment ceiling -- and achieved that goal with the audited enrollment being 108. During the application process, the school received more than 200 applications for the 108 seats available. In addition the school had more than 40 students on the waiting list during the school year.

In SY 2014-15 serving PreK3 through First Grade, the school had an enrollment target of 200 students with an enrollment ceiling of 216. While current enrollment numbers are unaudited, the school anticipates an audited enrollment of 201 students. While also unaudited, approximately 80% of students re-enrolled from SY14-15. During the application process, the school received more than 300 applications for approximately 120 seats (those available once our re-enrolled students filled seats). The school currently has 60 students on the waiting list -- with about 50% of that being in PreK3.

Proposed Enrollment Increase

1. Explain the school’s rationale for proposing to increase its student enrollment.

One of the factors driving Ingenuity Prep’s original growth plan - and corresponding enrollment plan - involved an estimation of the pace at which the school could scale students, families, and staff while still providing for strong quality control and, ultimately, excellent student outcomes. Another factor driving that growth plan was market demand for student seats and the viability of hitting proposed enrollment targets. The school now seeks an enrollment ceiling increase as it believes 1) sufficient demand from Southeast D.C. parents exists, thus ensuring enrollment viability and 2) the school can maintain a high level of programmatic quality control and provide even more students an excellent education.

With nearly the highest rate of families qualifying for TANF and SNAP of any charter school in the city, the school has found that new-to-Ingenuity-Prep students entering its kindergarten classrooms already present a large achievement deficit. To address this, the school seeks to accelerate the growth of its PreK program beyond what was originally scoped in the school’s charter application. The school’s PreK3 cohorts (24 in SY13-14 and SY14-15) and PreK4 cohorts (24 in SY13-14 and 48 in SY14-15) don’t yet provide the necessary pipeline into its kindergarten cohort (64 in SY14-15). Increasing the school’s enrollment ceiling will allow Ingenuity Prep to open additional PreK3 and PreK4 classes in the coming years, providing more deserving Southeast D.C. families a strong PreK option and ensuring a better-prepared, tighter pipeline of students into Ingenuity Prep’s kindergarten program.

With a robust teacher career pipeline, strong retention of its PreK teachers (100% last year), and strong program quality (last year’s average of Baseline/Mid-Year/Outcome CLASS scores was the highest in the AppleTree network for each of the three primary CLASS domains), the school believes it can accelerate PreK program growth while simultaneously ensuring strong program quality and excellent student achievement outcomes.

2. Complete the enrollment matrix included at the end of this document.

See below.

3. How will the proposed enrollment increase impact the school’s operations and finances? Provide a proposed budget and budget narrative.

The proposed enrollment increase will have a limited impact on the operations and finances of the school. As the proposed enrollment increase does not result in the establishment of a new campus, the school will not be taking on the large expenses that are typical of a new campus. Given the proposal is more of an expansion of the current site, the impact on school leadership, operational practices, and facilities are significant

less extensive. Additionally, with our current status in occupying a Building Hope incubator site, our facilities cost are set at a percentage of our enrollment making them reliable to forecast and flexible in the event enrollment targets were not met.

The largest impact we will see on the financial side is staffing increases due to the addition of classrooms to accommodate new students. As you can see in the attached proposed budget, even with these increased costs, the school maintains at least a net income surplus of 5% of revenues for each year and an average of 7% over the next five years.

Operationally, the largest impact the school will see is on the school facility. With the addition of more students, the school will need to acquire more space within the school building and renovate that space for the school's use. That being said, the school currently occupies a school building with significant opportunity for expansion. Currently, the building has more than 150,000 square feet of unutilized space. The school currently utilizes 20,000 sq/ft and will need to grow to 80,000 sq/ft. The additional 60,000 sq/ft. of needed space is available in the current building and discussions have already begun to acquire this additional space.

4. Will the proposed enrollment increase cause the school to exceed the maximum occupancy load detailed in the school's certificate of occupancy? If so, when and how will the school address this?

Yes. As the school is currently located in a Building Hope incubator space, discussions with Building Hope around our long-term growth plans occurred prior to moving into the facility in June 2013 and regularly since then. Prior to this school year, additional space was acquired to accommodate the school's growth from 108 to 201 students. A certificate of occupancy was acquired well in advance of making use of the new space. The same process would be followed in future years as additional space is needed.

Our current facilities situation allows for substantial room for growth exceeding the space usage the school would need. The school, Building Hope, and UDC (the master leaseholders) are currently developing plans for the acquisition, design, and construction of the necessary space.

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

The proposed increase will not require the establishment of a new campus only an expansion of the usage of our current campus. The current campus has suitable space for the school to grow into with the proposed increase in student enrollment.

Ingenuity Prep Public Charter School

Enrollment Matrix – All Campuses

Although PCSB requests that schools detail their proposed enrollment through 2018-19, note that schools may only seek approval for an enrollment increase for the school years remaining before the school’s next scheduled high-stakes review or renewal. If the school is requesting an enrollment increase at more than one campus, it should complete a separate enrollment matrix for each such campus.

Grade	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22
Pre-School	50	74	74	74	74	74	74
Pre-Kindergarten (Pre-K)	74	74	74	74	74	74	74
Kindergarten	65	74	74	74	74	74	74
Grade 1	65	65	74	74	74	74	74
Grade 2	65	65	65	74	74	74	74
Grade 3		65	65	65	74	74	74
Grade 4			65	65	65	74	74
Grade 5				65	65	65	74
Ungraded ES							
Grade 6					65	65	65
Grade 7						65	65
Grade 8							65
Ungraded MS/ JHS							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
Ungraded SHS							
Alternative							
Special Ed Schools							
Adult							
LEA Total	319	417	491	565	639	713	778
Projected % - Special Needs	10%	11%	12%	12%	12%	12%	12%
Projected % - ELL	0%	0%	0%	0%	0%	0%	0%
# Campuses*	1	1	1	1	1	1	1

**Ingenuity Prep
Five Year Operating Budget**

REVENUE	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Per Pupil Charter Payments	\$1,909,282	\$3,348,978	\$5,286,689	\$8,894,491	\$8,275,761	\$9,566,927
Federal Entitlements	\$376,182	\$641,843	\$567,669	\$750,903	\$929,592	\$1,094,278
Income from Grants and Donations	\$619,513	\$315,400	\$345,172	\$198,027	\$200,968	\$103,897
Activity Fees	\$1,000	\$0	\$0	\$0	\$0	\$0
Other Income	\$2,885	\$4,603	\$4,919	\$5,403	\$5,813	\$6,253
TOTAL REVENUES	\$2,907,863	\$4,310,824	\$6,204,649	\$7,938,824	\$9,412,134	\$10,771,455
ORDINARY EXPENSE						
Personnel Salaries and Benefits	\$1,657,310	\$2,509,826	\$3,635,663	\$4,448,732	\$5,100,162	\$5,670,650
Direct Student Expense	\$254,160	\$279,600	\$408,591	\$538,096	\$657,395	\$772,133
Occupancy Expenses	\$259,200	\$552,960	\$681,971	\$1,152,922	\$1,357,517	\$1,562,112
Office Expenses	\$158,921	\$226,942	\$302,845	\$382,499	\$442,074	\$512,924
General Expenses	\$175,840	\$345,208	\$566,179	\$768,134	\$920,225	\$1,079,432
TOTAL ORDINARY EXPENSES	\$2,505,431	\$3,814,817	\$5,015,268	\$7,292,383	\$8,477,373	\$9,597,250
NET ORDINARY INCOME	\$402,432	\$396,006	\$389,379	\$646,440	\$934,761	\$1,174,205
Depreciation Expense	\$40,286	\$67,077	\$105,592	\$114,827	\$155,805	\$179,706
Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0
NET INCOME	\$362,146	\$328,929	\$283,787	\$531,613	\$778,956	\$994,419
RESERVE	12%	8%	5%	7%	8%	9%
FUND BALANCE						
Beginning Fund Balance	\$161,591	\$523,737	\$652,666	\$1,136,453	\$1,668,066	\$2,447,022
Change in Net Assets	\$362,146	\$328,929	\$283,787	\$531,613	\$778,956	\$994,419
ENDING FUND BALANCE	\$523,737	\$852,666	\$1,136,453	\$1,668,066	\$2,447,022	\$3,441,441
ENROLLMENT	108	200	319	417	491	566

Five Year Capital Budget

Computers and Materials	\$50,000	\$58,750	\$70,298	\$59,145	\$134,952	\$93,980
Classroom Furnishings and Supplies	\$77,000	\$42,500	\$73,645	\$74,263	\$72,666	\$81,599
Office Furnishings and Equipment	\$44,500	\$20,000	\$21,630	\$18,974	\$14,205	\$13,506
Renovation/Leasehold Improvements	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL CAPITAL BUDGET	\$181,500	\$129,250	\$175,573	\$160,383	\$231,824	\$199,086

APPENDIX F
Next Step/El Proximo Paso PCS

Background/Rationale	Eligibility based on Policy
<p>Next Step PCS requests an enrollment ceiling increase from 350 to 400 students for SY 2015-2016. Additionally, the school requests the following subsequent enrollment increases: 450 students in SY 2016-2017; and 500 students in SY 2017-2018 and each school year thereafter.</p> <p>The school was originally chartered in 1996 by the former District of Columbia Board of Education, and moved to PCSB’s jurisdiction in 2007. The school’s original charter was written to serve pregnant teenagers and teenage mothers. In 2008, the school amended its charter to primarily serve immigrant students who are also English Language Learners (“ELLs”). Presently, Next Step PCS provides adult education services to primarily ELL students between the ages of 16 and 24. PCSB renewed the school’s charter in 2011.</p> <p>According to the PCSB School Performance Reports from school years 2010-2011, 2011-2012, and 2012-2013, Next Step PCS met at least four of its five performance targets. The chart on page 4 of this proposal summarizes these determinations.</p>	<p><u>Access to a Facility</u> <input checked="" type="checkbox"/></p> <p>Next Step PCS operates in a single facility in Ward 1. Within that facility, the school reports that it “has the capacity to expand” its evening program. Additionally, the school is currently subleasing part of its facility to a third-party tenant, so in the event that tenant decides to vacate, Next Step PCS would have additional space to expand its daytime program as well.</p>
	<p><u>Enrollment History</u> <input checked="" type="checkbox"/></p> <p>The enrollment ceiling for SY 2014-2015 is 350 and the school has a current enrollment of 339 students between the ages of 16 and 24. In SY 2013-2014, 316 students were enrolled with an enrollment ceiling of 350. Also, in SY 2012-2013, the school had 277 students enrolled with an enrollment ceiling of 250.</p> <p>The school’s retention rate for SY 2013-2014 was 69%, and is based on the retention rate measurement for adult schools after the GED testing period. The school currently has 185 students on its waitlist for SY 2014-2015.</p>
	<p><u>Corrective Action</u> <input checked="" type="checkbox"/></p> <p>The school is not currently under any corrective action.</p>
	<p><u>Fiscal Management</u> <input checked="" type="checkbox"/></p> <p>According to a review completed by PCSB staff of the school’s most recent financial audit, no concerns were raised. PSCB staff found strong margin, surplus, and liquidity, and the school ended FY14 with \$2.4mm in net income. There were no audit findings from FY13.</p>
	<p><u>Accreditation Status</u> <input checked="" type="checkbox"/></p> <p>Next Step PCS is currently accredited through Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools (which also accredits adult programs).</p>
	<p><u>Academics</u> <input checked="" type="checkbox"/></p> <p>On the 2013-14 Adult Education PMF, 7 of 7 indicators were within or above the range of the floor and target. Two indicators had scores that exceeded the maximum target (<i>Entered Employment or Entered Postsecondary and Retained Employment or Entered Postsecondary</i>).</p>



Next Step PCS Enrollment Ceiling Increase Request

SUBMITTED BY: Julie Meyer, Executive Director, The Next Step Public Charter School
 SUBJECT: Increasing Enrollment Ceiling
 2. Click here to select type of charter amendment #2. (If applicable)
 DATE: 9/12/2014

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: 16 completed school years
- b) Grade levels served: ages 16-24
- c) Expiration date of the school's charter agreement: 2026

2. In 1-2 paragraphs, summarize the school's operational and academic performance history, including PMF scores and/or accountability plan results, and any notices of concerns, charter warnings, or corrective actions issued to the school b PCSB in the past five years.

The Next Step PCS CTNSPCS) has received no warnings or corrective actions in its history. The adult education PMF is still in pilot stage; INS scored 66.7% on the 2013-14 pilot. More important, the school has met five out of five Accountability Plan goals in three of the past four years and four out of five goals one year. Note that these accountability plan goals will become the school's official charter goals, subject to PCSB approval. TNSPCS also received unanimous approval for its second fifteen-year chapter in 2011 and a glowing review from the visiting re-accreditation team of the Mid-States Association in spring, 2014.

3. 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
	Current	Projected	Projected	Projected	Projected	Projected
LEA Total	339	350	400	450	500	500
Projected % - SPED	6%	6%	6%	6%	6%	6%
Projected% -ELL	80%	80%	75%	75%	75%	75%
#Campuses*	1	1	1	1	1	1



Part C: Non-Material Charter Amendment Request

***ONLY complete Part C if applying to amend one of the following:**

- Increasing Enrollment Ceiling;
- Articles of Incorporation and Bylaws;
- Operation of Additional Campuses (w/ no change to grade configurations);
- LEA Status for Special Education; or
- Voluntary Closure of a Campus or Grade Level(s)

**If applying to amend more than 1 of the above mentioned items, please duplicate this form and complete a separate request for each.*

Non-Material Amendment Request

The Next Step PCS submits to the DC Public Charter School Board ("PCSB") this request to amend the **Increasing Enrollment Ceiling** included in its charter by amending its enrollment ceiling. If approved, this amendment will be effective **8/1/2015**.

1. Explain the school's rationale for amending its enrollment ceiling.

TNSPCS has met enrollment targets every year, and will do so again this year. Demand for the school's program continues to be high and the waiting list is long. The city has an estimated 10,000 "disconnected youth," with only approximately 3000 seats available in educational programs. We have the capacity currently to expand our evening program. Should our tenant decide to move to their own quarters, we would also have more space during the daytime.

2. How will the new enrollment ceiling support or enhance the school's mission?

The new enrollment ceiling will allow TNS to serve more disconnected youth, including the large population of overage and under-credited English language learners who require a specialized program to compensate for poor academic backgrounds in their native language, as well as lack of English proficiency and significant life challenges. Having full-time day and part-time evening programs with English GED, Spanish GED and ESL components gives these students, many of whom have children and/or work, the scheduling as well as programmatic flexibility that they require and which can be difficult to obtain in other programs.

3. 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.

The ANC has approved a unanimous resolution supporting TNSPCS' enrollment ceiling increase. No concerns were raised, given that TNS students all take public transportation and most staff do, as

well. Staff are aware of plans to continue to grow the evening program and support expansion to the extent supported by our facility, as long as class sizes are kept small and student support services are robust. Few students live with their parents, as many students are adults.

4. If this request is for an additional campus, please describe all funds (including public and private) the school has earmarked for this new campus. (If not applicable, please write *N/A*.)

NA

5. If proposing an enrollment ceiling increase, summarize the school's enrollment history for the previous five years: (If not applicable, please write *N/A*.)

2013-14 316

2012-13 250 (277 audited; first year in new, larger facility)

2011-12 158

2010-11 144

2009-10 112

(a) The school's current enrollment: 340

(b) The school's current enrollment ceiling: 350

(c) The school's reenrollment rates: 69% "retention" rate [adult schools measured by post-testing rate]

(d) The number of students on the school's waiting list each year: 185 currently (fluctuates throughout the year)

APPENDIX G

ANC, Councilmember, DC Register and Website Notifications

Please use the links below to view the notices submitted to the public for each school's charter amendment petition to increase the school's enrollment ceiling for SY 2015-2016.

AppleTree Early Learning Public Charter School

<http://bit.ly/1uxcAYY>

Creative Minds International Public Charter School

<http://bit.ly/1z2QSLc>

DC Preparatory Academy Public Charter School

<http://bit.ly/1wA45Mk>

Ingenuity Prep Public Charter School

<http://bit.ly/10Z03kG>

Next Step/El Proximo Paso Public Charter School

<http://bit.ly/1E1U3k9>

Appendix E

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL

Executive Summary

AppleTree Early Learning Public Charter School has been in existence for six years. Based on the School Reform Act, §38-1802.13(a) (b)¹, AppleTree Early Learning Public Charter School is not a candidate for charter revocation. The school has not committed any known violations of the conditions, terms, standards or procedures set forth in the charter; has met the goals and student achievement expectations set forth in the charter; has engaged in generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement and is economically viable.

Charter Review Analysis

The following analysis of AppleTree Early Learning Public Charter School's charter addresses whether it is a candidate for revocation based on §38-1802.13(a) (b) of the School Reform Act:

- (1) Has the school 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? *No*.**

There is no evidence that AppleTree Early Learning Public Charter School has 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. The school has submitted Annual Reports in a timely manner; is governed by a Board of Trustees in a manner consistent with the law; has maintained the health and safety of its students; and has not committed any known violations related to the education of children with disabilities. The school is not under PCSB corrective action and had no compliance, governance or financial issues during the 2009-2010 school year. Additionally, the school passed the Preliminary Charter Review's compliance, governance, and financial standards based on data from the 2005-2009 school years.

¹ Pursuant to the School Reform Act, §38-1802.13(a) (b), a public charter school may be a candidate for revocation if the eligible chartering authority determines that the school: 1) Committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter, including violations relating to the education of children with disabilities; 2) Failed to meet the goals and student academic achievement expectations set forth in the charter; 3) Engaged in a pattern of non-adherence to generally accepted accounting principles; 4) Engaged in a pattern of fiscal mismanagement; or 5) Is no longer economically viable.

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL

- (2) **Has the school failed to meet the goals and student academic achievement expectations set forth in the charter?** *No.*

AppleTree Early Learning Public Charter School passed the Preliminary Charter Review in February 2010. AppleTree demonstrated progress on its internal assessments and has systems in place to further monitor student performance (see Student Outcomes Narrative).

Across all of the indicators, the Riverside campus scores were lower than those at the other campuses. This campus is comprised of all four-year-olds (Pre-Kindergarten students), nearly all of whom matriculated from the Amidon campus. While on average, the baseline assessment scores at Riverside are higher than those at other campuses, the end of year assessments show the least amount of growth. AppleTree recognizes the need to raise the level of instruction in order to support students' growth towards higher levels of achievement. AppleTree is committed to providing these supports and believe that with focused professional development and the addition of a pacing guide for Pre-Kindergarten, students at Riverside will achieve higher levels.

- (3) **Has the school engaged in a pattern of non-adherence to generally accepted accounting principles?**

Based on its interim financial reports and annual financial audits, Appletree PCS has adhered to GAAP. Key results of the FY10 financial audit are as follows:

Summary of Audit Results (GAS)

- The auditors' report expresses an unqualified opinion on the financial statements
- Financial statements conform to accounting principles generally accepted in the United States of America
- No deficiencies relating to the audit of the financial statements that were considered to be material weaknesses/ significant deficiencies were reported in the report of internal control over financial reporting
- No deficiencies relating to the audit of the financial statements that were considered to be material weaknesses/ significant deficiencies were reported on compliance and other matters based on an audit of financial statements performed in accordance with GAS
- No instances of noncompliance material to the financial statements were disclosed during the audit

Summary of prior audit findings and corrective action plan

- Not applicable as there were no prior findings

Other information

- The school incurred a \$46K decrease in net assets during the year
 - **Cumulative net asset surplus of \$458K**
 - **\$631K of cash at the end of the year**
 - **\$66K account receivable**
- Average cost per student = \$19,888

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL

- **Related party:** Appletree Institute for Education Innovation, Inc. AIEI supports the school a strategic partner and has made a commitment to fund any operating shortfalls of the school. The school leases its facilities from the Institute. As of June 30, 2010, the school's outstanding balance due to the Institute was \$0. The amount due to the Institute was \$160K at the conclusion FY2009.
- **Lease commitments:** The school's lease with the Institute commenced on June 15, 2006 and expires on June 14, 2016. The school has a renewal option of five years. The annual rent is equal to the facility allotment received from the DC Government and may vary from year to year. The minimum lease payments for future time-periods FY2011 through FY2015 are \$960K per annum.

Overall, Appletree PCS has been efficient in administering accounting policies which follow PCSB accounting guidelines.

Appletree PCS has submitted its annual audits to the PCSB in a timely fashion. Each of the school's audits (FY06-10) received an unqualified opinion.

(4) Has the school engaged in a pattern of fiscal mismanagement?

Based on the information available, PCSB believes that the Appletree PCS has solid fiscal management processes in place. The school's audit reports (FY06-FY10) reflect sound accounting and internal controls policies. The school has done an adequate good job submitting all necessary documents to PCSB for review when required. The school should continue to rely upon debt only when necessary. For the year ending June 30, 2010, the school's net assets decreased to \$458K down \$46K from its five-year high of \$504K the prior year. Additionally, the school's liquidity ratio of 1.78 is an indication that the school has rebound from its earlier liquidity challenges. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

(5) Is the school no longer economically viable?

The following table is a representation of the school's assets, liabilities and net assets at the conclusion of its last five fiscal periods (FY06 through FY10).

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL

APPLETREE PCS: 5-YEAR SFP ANALYSIS						
	2006	2007	2008	2009	2010	
Assets						
Current Assets:						
Cash	\$ 508	\$ 6,099	\$ 252,400	\$ 860,260	\$ 630,651	
Accounts receivable	\$ 1,947	\$ -	\$ 39,142	\$ 88,253	\$ 66,496	
Prepaid expenses	\$ 2,346	\$ 46,511	\$ 7,272	\$ 20,760	\$ 22,600	
Total Current Assets	\$ 4,801	\$ 52,610	\$ 298,814	\$ 969,273	\$ 719,747	
Fixed Assets						
PPE net	\$ 32,642	\$ 27,374	\$ 73,468	\$ 52,619	\$ 68,470	
Total NonCurrent Assets, net	\$ 32,642	\$ 27,374	\$ 73,468	\$ 52,619	\$ 68,470	
Other assets					\$ 73,000	
Total assets	\$ 37,443	\$ 79,984	\$ 372,282	\$ 1,021,892	\$ 861,217	
Liabilities and Net Assets						
Current liabilities						
Accounts payable	\$ 1,460	\$ 28,834	\$ 4,681	\$ 3,275	\$ 35,968	
Accrued payroll	\$ 16,389	\$ 38,910	\$ 206,357	\$ 213,487	\$ 291,554	
Deferred revenue	\$ -	\$ 67,751	\$ 170,469	\$ 141,195	\$ 76,181	
Due to related party	\$ 12,000	\$ 12,000	\$ -	\$ 160,224	\$ -	
Total current liabilities	\$ 29,849	\$ 147,495	\$ 381,507	\$ 518,181	\$ 403,703	
Long-term liabilities						
Note payable, non-current	\$ -	\$ -	\$ -	\$ -	\$ -	
Total liabilities	\$ 29,849	\$ 147,495	\$ 381,507	\$ 518,181	\$ 403,703	
Net Assets:						
Net Income	\$ (876)	\$ (75,105)	\$ 58,286	\$ 512,936	\$ (46,197)	
Beq. Net Assets	\$ 8,470	\$ 7,594	\$ (67,511)	\$ (9,225)	\$ 503,711	
Total Net Assets (Ending Net Assets)	\$ 7,594	\$ (67,511)	\$ (9,225)	\$ 503,711	\$ 457,514	
Total liabilities and net assets	\$ 37,443	\$ 79,984	\$ 372,282	\$ 1,021,892	\$ 861,217	
Long-term debt/ Total Equity ratio:						
	-	-	-	-	-	
Net-working capital:	\$ (25,048)	\$ (94,885)	\$ (82,693)	\$ 451,092	\$ 316,044	
Liquidity ratio:	0.16	0.36	0.78	1.87	1.78	

The schools total assets increased nearly 2700% from FY06 to FY09; primarily as a result of expansion. The school's liabilities continue to remain at appropriate levels conducive to a public charter school.

The following table is a representation of the school's revenues and expenditures over the last five fiscal periods (FY06 through FY10).

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL

APPLETREE PCS: 5-YEAR SOA ANALYSIS						
	2006	2007	2008	2009	2010	
Revenue:						
Support and revenue:						
Revenue:	\$ 618,896	\$ 749,782	\$ 2,618,630	\$ 3,644,915	\$ 3,533,723	
Total revenue	\$ 618,896	\$ 749,782	\$ 2,618,630	\$ 3,644,915	\$ 3,533,723	
Expenses:						
Personnel costs	\$ 453,998	\$ 567,064	\$ 1,566,382	\$ 1,925,688	\$ 2,322,127	
Direct Student costs	\$ 30,484	\$ 76,343	\$ 248,523	\$ 197,103	\$ 191,442	
Occupancy expenses	\$ 65,503	\$ 101,160	\$ 501,040	\$ 689,403	\$ 712,583	
General and administrative expenses	\$ 69,787	\$ 80,320	\$ 244,399	\$ 319,785	\$ 353,768	
Total expenses	\$ 619,772	\$ 824,887	\$ 2,560,344	\$ 3,131,979	\$ 3,579,920	
Net Income	\$ (876)	\$ (75,105)	\$ 58,286	\$ 512,936	\$ (46,197)	
Beginning Net Assets	\$ 8,470	\$ 7,594	\$ (67,511)	\$ (9,225)	\$ 503,711	
Total Net Assets (Year End Balance)	\$ 7,594	\$ (67,511)	\$ (9,225)	\$ 503,711	\$ 457,514	
Profit margin	0%	-10%	2%	14%	-1%	
Personnel costs/Total Revenue	73%	76%	60%	53%	66%	
School Program/Total Revenue	5%	10%	9%	5%	5%	
Occupancy expenses/Total Revenue	11%	13%	19%	19%	20%	
G&A expenses/Total Revenue	11%	11%	9%	9%	10%	

Appletree PCS has concluded two of its last three fiscal periods with positive net income balances. The school has been able to amass an adequate net asset reserve as a result of its recent budgetary successes (see table below). School leadership must look to grow the school's cash reserves to levels sufficient enough to cover three to six months of operating expenses.

Fiscal Period	2006	2007	2008	2009	2010
Net Income	\$ (876)	\$ (75,105)	\$ 58,286	\$ 512,936	\$ (46,197)
Net Assets	\$ 7,594	\$ (67,511)	\$ (9,225)	\$ 503,711	\$ 457,514

Appletree PCS has been able to successfully manage its working capital needs and has been able to generate positive working capital balances at the conclusion of each of the last two fiscal periods (see table below). The school has sufficient liquid assets as indicated by the FY10 year ending liquidity ratio of 1.78.

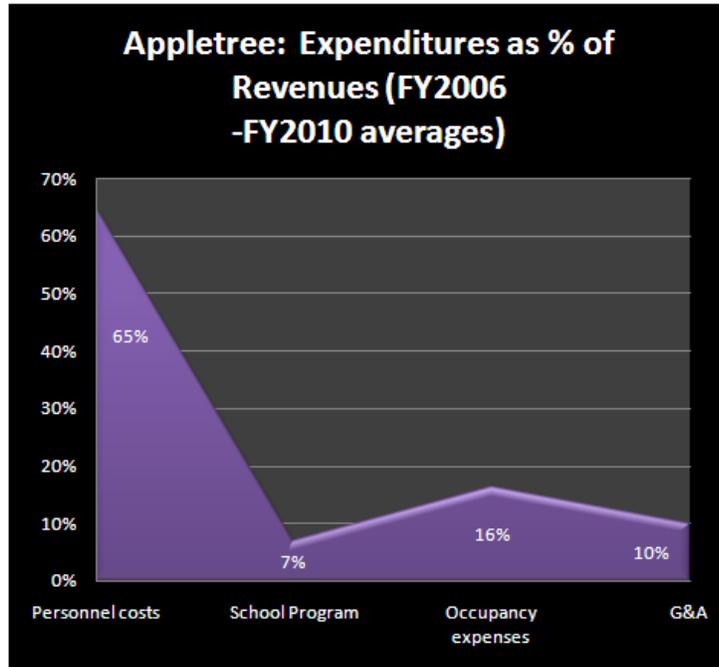
Fiscal Period	2006	2007	2008	2009	2010
Net Working Capital	\$ (25,048)	\$ (94,885)	\$ (82,693)	\$ 451,092	\$ 316,044
Liquidity ratio	0.16	0.36	0.78	1.87	1.78

Appletree PCS makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are somewhat out of line with industry comparables and PCSB financial metrics but not flagrantly. As indicated by the chart below, the school's four-year average salary and occupancy expenditures expressed as a percentage of total revenue are 65% and 16% respectively; PCSB established thresholds are 50% for salary and 25% for occupancy (75% when summed).

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL



Based on the information contained in the tables and charts above, PCSB staff concludes that Appletree PCS is economically viable and of sound fiscal health.

Appendix F



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CATEGORY LISTING

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AGENDAS/MINUTES/BOARD DECISIONS

February 28, 2011

Board Members in Attendance:

Mr. Don Soifer, Presiding; Mr. Will Marshall; Ms. Emily Bloomfield; Ms. Sara Mead; and Mrs. Josephine Baker (ex-officio)

Mr. Don Soifer called the meeting to order at 6:45pm.

Approval of the January Minutes

Mr. Don Soifer asked for a motion for the minutes from the January meeting. Mr. Will Marshall moved the motion. Ms. Sara Mead seconded, the motion was unanimously accepted, and the January minutes were approved.

Acknowledgement of Public Officials

No elected officials were present.

Administrative Committee

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

School Oversight Committee – Request to Operate in a New Location-Options Public Charter School

Representatives: Jeff Smith, Board of Directors; David Crawford, clinical director; Sharee Lawler, Advisory Neighborhood Commissioner

Mr. Clarence Parks from staff introduced the request to the Board for Options Public Charter School to establish an alternative site for students with severe emotional or discipline issues.

Mr. Jeff Smith spoke about the popularity of Options as a place for students who have disciplinary issues, until the state requested that Options take on more students.

Mr. Don Soifer asked if the influx of these new students is the reasoning for the increased number of reportable incidents. A representative from the school answered that that was indeed the reason for the increased number of reportable incidents at the school, and began reading into record Options new proposal for meeting the needs of these new students including their academic curriculum changes, behavior intervention plans, and therapy sessions with a psychiatrist.

Mr. Don Soifer asked that Options explain the details of the timeline for the move to the new site. A representative from Options replied that the proposed new site is not currently occupied by another party, but that it is furnished and ready for their occupation upon PCSB approval. Mr. Don Soifer asked if occupation could happen right away, depending on Board approval. The same representative from Options said that they are ready to move into the new location in a few days of Board approval.

Mr. Don Soifer asked about IDEA compliance and for a discussion about the manifestation of disability, and if Options' new plan would be compliant with IDEA and federal special education regulations. The same representative from earlier stated that yes, it is, and that they confirmed with the Office of the State Superintendent of Education (OSSE), who they collaborated with on this.

Mr. Don Soifer wanted clarification that the only students using the site would be the students that are being discussed- those students in the proposed 45 day plan, and whose needs are not being met in their current setting and require more wrap around services. A representative from the school replied that that was indeed the case.

Ms. Sara Mead asked if these students had been placed in the new site previously. A representative from the responded that these students had not been placed at the site previously. Ms. Sara Mead then asked where then were they placed. She was informed by a representative from the school that they were placed in a church across the street, a location that the Board had not approved. Representatives from Options apologized to the Board for placing students in a location not given previous Board approval and told the Board that they didn't know that they needed prior Board approval to operate in new locations.

Ms. Emily Bloomfield asked if the students are coming out of residential or day settings, and was told by representatives from the school that they are coming from a combination of



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settings. Ms. Emily Bloomfield stated that Options isn't providing a residential program for the kids who were in residential programs, and asked what they're doing to meet the needs of those students. A representative from the school answered that Options reviews each student's IEP, and that when students are moved from residential facilities into a situation where there are 300-400 students, that these students have difficulty in dealing with such a transition. Ms. Emily Bloomfield asked if the new setting is a combination of residential and standard settings, and was told by a representative from the school that Options was looking at the model of some DCPS schools where there are 10 students in each class, along with three adults. A representative from the school elaborated that the proposed facility is small and that there is no hallway and no stairwell for students to hide and cut class. The number of students in the facility would be quite small, and the way that they plan on moving the students would be restrictive, logistically speaking.

Ms. Emily Bloomfield asked if students sent there for disciplinary infractions have due process rights and if this location would increase the number of students at Options. She was informed that the students do have due process rights and that the move to the new location would not increase the number of students enrolled at Options.

Mr. David Crawford went into detail about each individual student's clinical behavior plans and the measures in place for formal and informal evaluation.

Ms. Emily Bloomfield asked how the school was financing the new location. A representative from the school answered that Options operates in a frugal manner as much as possible and is thus able to find the financing to operate this program.

Mr. Will Marshall asked how the state could ask them to take on more students. A representative from the school said that they had not reached their enrollment cap when the state took their action. Mr. Will Marshall asked what else Options has done to deal with the complaints stemming from their situation. A representative answered that they are doing more work to be involved with their ANC. The school's principal, Robert Allen, then approached the Board to address that issue.

Mr. Allen addressed the board discussing dismissal policies and how staff is dispersed blocks from the school itself to make sure dismissal is orderly. The school goes to police meetings to be responsive to their neighbors' concerns. Inside the school they have dedicated their dean to do nothing but mediations (208 of them thus far). It has resulted in a marked decline in aggression, but the numbers are still quite high. He added that Options also engages in home visits, and that he personally does door to door visits with community members to see how they're doing. He hands out his cell phone number to them as well.

Mr. Don Soifer asked for a clarification about a point related to parent appeals and if they are fully compliant with IDEA process and federal special education laws. A representative from the school answered that it is.

Mr. Don Soifer asked ANC Commissioner Sharee Lawler about parking. Commissioner Lawler is not from the proposed location, and could not speak to that issue. She said she is very pleased with her relationship with Options.

Mrs. Josephine Baker asked how they're doing their Race to the Top (RttT) responsibilities in addition to this current proposal. A representative from the school said that they're being monitored very closely by OSSE in regards to their RttT program.

Mr. Don Soifer asked for someone to address parking at the new location. A representative from the school answered that they've rented space from New Bethany Baptist Church.

Mr. Don Soifer asked if the new school would maintain the same hours as the current location. A representative from the school answered no, and that the new location would operate from 9am-2:45pm for academic courses, and at 2:45 students will receive counseling.

Ms. Emily Bloomfield moved the motion to approve the new location. Mr. Will Marshall seconded. All were in favor except for Ms. Sara Mead who opposed. Motion passed.

School Oversight Committee- Request to Delay Opening- DC Preparatory Academy Public Charter School Elementary School Campus

Representatives: None.

Ms. Kimberly Worthington from the staff introduced DC Preparatory Academy's request to open a consolidated elementary school in Ward 8 before the Board. Mr. Will Marshall moved to grant their request to delay. Ms. Sara Mead seconded. The motion passed unanimously.

School Oversight Committee - Charter Review – Capital City Public Charter School

Representatives: Karen Dresden, Head of School; Ms. Candace Crawford, Chair of Board

Ms. Kimberly Worthington introduced the review findings before the Board. Based on the School Reform Act, Capital City is not a candidate for charter revocation.

Ms. Karen Dresden began by stating the school's accomplishments in recent history including the start of an upper school and their DC CAS test scores. She also discussed what they're doing to address their challenges as well.

Ms. Candace Crawford spoke of the school's plans to expand programs and for new spaces to meet their expansion goals.

Mr. Don Soifer asked for a motion for continuance. Ms. Sara Mead moved for a motion, Ms. Emily Bloomfield seconded, and all were in favor. Charter continuance was granted.

School Oversight Committee – Charter Review - Paul Public Charter School
 Representatives: Jim Moss, Board Chair; Kimberly Spriggs; Sterling Ward, Board Member; Kathleen Geary, Board Member; Jami Dunham, Head of School; Danielle Singh, Head of Academics

Ms. Kimberly Worthington introduced the review findings before the Board. Based on the School Reform Act, Paul is not a candidate for charter revocation.

Ms. Jami Dunham gave a summary of Paul's gains and current academic status to the Board.

Ms. Danielle Singh discussed some of the school's changes from 2006 until now to make progress, and some of their continuing challenges.

Ms. Kimberly Spriggs spoke on Paul's financial status and their success in moving forward even with state funding shortfalls and enrollment changes. She also mentioned the possibility of adding a high school and exploring the feasibility of such a move.

Mr. Jim Moss spoke about how much of school leadership and their board is new and that the school is in a transition. He spoke of how the school's board has taken on greater responsibility in making AYP and finding avenues to make further progress and oversee that the school maintains sound fiscal standing.

Mr. Don Soifer asked for further info on re-enrollment and enrollment. Ms. Jami Dunham detailed how many of the schools in the area have transitioned from a k-5 into a k-8 model, and that as other schools are improving, parents are becoming savvier in terms of where they choose to send their kids, explaining the difficulties in enrollment and re-enrollment.

Mr. Don Soifer asked for a motion. Mr. Will Marshall moved for continuance, and Ms. Emily Bloomfield seconded. The motion was carried unanimously.

School Oversight Committee – Charter Review – Tree of Life Community Public Charter School
 Representatives: Carl Hampton, Board Chair; Patricia Williams, Executive Director; James Darrow, Board Member; Leonard Harvey, Business Manager

Ms. Susan Miller of the staff introduced the review findings before the Board. Based on the School Reform Act, Tree of Life is not a candidate for charter revocation.

Ms. Patricia Williams detailed to the Board about their initiatives and what Tree of Life is doing to make improvements.

Mr. James Darrow gave the Board a summary of Tree of Life's financial situation.

Mr. Don Soifer asked the school's representatives to speak to their progress in making AYP. Ms. Patricia Williams spoke to the achievement levels depending on grade level and strategies that they are employing to improve progress.

Mr. Don Soifer asked if they still have school buses and offer transportation. Ms. Patricia Williams said that they operate buses and transport approximately 70% of their students

Mr. Don Soifer asked about re-enrollment. Tree of Life stated that they reached close to 60% re-enrollment but would like it to be higher.

Ms. Emily Bloomfield asked if they reached their enrollment cap. Ms. Patricia Williams said that they meet their targets, but have never had to do a lottery.

Ms. Emily Bloomfield asked who their geographic competitors for enrollment are. Ms. Patricia Williams spoke to two schools that have either renovated or reopened.

Ms. Emily Bloomfield asked about the high rate of teacher turnover. Ms. Patricia Williams said that they're receiving a state grant and as a beneficiary of the New Schools Venture Fund, they're focusing on keeping teachers. Ms. Emily Bloomfield asked what she thinks their retention rate will look like. Ms. Patricia Williams said that they expect it to be high.

Mr. Don Soifer asked them to speak to their future plans and if they plan to fund academic gains financially. James Darrow spoke to their work to pay off loans to improve liquidity.

Mrs. Josephine Baker had concerns about their curriculum aligning with state standards and what they're doing to get it to a high level. Ms. Patricia Williams said that she didn't agree with board staff's assessment.

Mr. Will Marshall moved to grant continuance, and Ms. Sara Mead seconded. Mr. Will Marshall and Ms. Emily Bloomfield stated that Tree of Life has a long way to go to be where they want to see them. Charter continuance was approved unanimously.

School Oversight Committee – Charter Review – AppleTree Early Learning Public Charter School

Representatives: Ann Zummo Malone, Manager of Academic Programs; Jack McCarthy, Board Member; Russ Williams, Executive Director

Mr. Don Soifer pointed out that he has the proxy vote for Mr. Darren Woodruff and that he will be exercising it for AppleTree. Ms. Sara Mead is recusing herself from this vote because she

was a former member of this school's board.

Ms. Marissa Mikoy of staff introduced AppleTree's review findings before the Board. AppleTree is not a candidate for charter revocation.

Mr. Russ Williams read a third party, independent evaluation of the school's program. Mr. Jack McCarthy mentioned that they were awarded a federal Investing In Innovation grant.

Mr. Don Soifer asked why AppleTree was pursuing accreditation through Middle States. Ms. Ann Zummo Malone said that Middle States has a more robust self study.

A motion was moved, seconded and passed unanimously. Dr. Darren Woodruff was voted in by proxy by Mr. Don Soifer.

School Oversight Committee – Charter Review – Early Childhood Academy Public Charter School

Representatives: David Schreiber, Board Member; Wendy Edwards, Principal and Executive Director; Thann Ingraham, Vice Principal

Ms. Jacqueline Scott-English of the staff introduced Early Childhood Academy's review findings before the Board. The school is not a candidate for revocation.

Ms. Wendy Edwards gave a summary of the school's academic performance. Thann Ingraham gave a summary on their initiatives to make progress which includes personal learning communities, and extended learning day programs as well.

Mr. Don Soifer asked a question about financial process and about procurement and alleged incidences of non-reporting certain purchases and items over \$25,000. David Schreiber answered that such lapses are not acceptable to the school's board.

Mrs. Josephine Baker asked about their plans for facilities. Ms. Wendy Edwards answered that she been working for the last two years with Building Hope to find a facility that can house all of their classrooms. They have no capacity to grow in their current facilities. She added that the school has strong financials and have \$1.5 million in reserve and they want to use that to purchase a new property.

Ms. Emily Bloomfield asked about teacher retention. Ms. Wendy Edwards responded that they have lost 5 teachers: three for poor performance; one retired; and one was murdered.

A motion was moved by Mr. Will Marshall, seconded and passed unanimously.

School Oversight Committee – Charter Review – Howard University Middle School of Math and Science Public Charter School (HUMS2)

Representatives: Sue White, Head of School; Yohance Magubela, Chief Operating Officer

Ms. Kimberly Worthington introduced their review findings before the Board. HUMS2 is not a candidate for revocation.

Ms. Sue White introduced the four board members that were present. She also introduced staff.

Mr. Yohance Magubela spoke to the close relationship between the school and Howard University itself, including offering teacher's professional development from Howard's School of Education. Howard provides a computer for every student in school and another one with high speed internet for use at home.

Mr. Don Soifer asked them how they use data to guide efforts to improve quality of instruction for students. Mr. Yohance Magubela replied that they've hired a fulltime data specialist to work with teachers and administrators.

Ms. Sara Mead asked about Howard's instances of non compliance in terms of special education and the steps they are taking. Mr. Yohance Magubela stated that the school inherited incomplete files, began workshops and hired an inclusion teacher.

Ms. Josephine Baker asked about the areas that are limited in curriculum as identified in the Program Development Review (PDR). Ms. Sue White said that they've purchased curricula from Montgomery County, MD, and Arlington County, VA for science and hired a curriculum consultant.

Ms. Sara Mead moved to grant continuance. Ms. Emily Bloomfield seconded. The motion was unanimously approved.

School Oversight Committee – Charter Review – Bridges Public Charter School

Representatives: Olivia Smith, Principal and Director; Kate McGuin, Special Education Coordinator; Noelani Mussman; Betsy Centofati, Board Chair

Mr. Clarence Parks introduced the school's review findings before the Board. Bridges is not a candidate for charter revocation.

Ms. Olivia Smith summarized their school mission and their focus on children with special needs and preschoolers.

Ms. Kate McGuin gave a summary on their special education program

Ms. Betsy Centofati stated that the organizational structure is thin to help finance the pre k

program, but that they have won a grant from OSSE.

Mr. Don Soifer asked why they went through Middle States to be certified. Ms. Olivia Smith said that it was a better fit for them, as NAEYC accreditation would require them to change themselves programmatically.

Ms. Josephine Baker asked if they have plans to expand or if they want to remain at their small size. Ms. Betsy Centofati said that this is why they've undergone the feasibility study, so that they can see if they can grow in size.

Ms. Emily Bloomfield moved the motion that their charter be continued. Mr. Will Marshall seconded and it was agreed to unanimously.

School Oversight Committee – Charter Review – Potomac Lighthouse Public Charter School

Representatives: Keirston Woods, Board Chair; Raymond Richards, Principal

Ms. Keirston Woods introduced some of the staff and board members on hand.

Ms. Carolyn Trice of the staff introduced their review findings before the Board. Potomac Lighthouse is not a candidate for revocation.

Ms. Keirston Woods thanked the Board and staff for the feedback that they've received from the PDR. She gave a short summary of the school's history and academic plans for the future and finances.

Ms. Emily Bloomfield asked about keeping leadership in place. Mr. Raymond Richards says that he plans on staying at the school for some time.

Ms. Josephine Baker asked about the increase in performance and what they want to do to sustain it. Mr. Raymond Richards said that they using data to drive performance.

Ms. Emily Bloomfield moved for continuance, and Ms. Sara Mead seconded the motion. Continuance passed unanimously.

School Oversight Committee – Charter Review – YouthBuild Public Charter School

Representatives: Mark Jordan, Board Chair; Andrea Henson, Principal

Ms. Charlotte Cureton of staff introduced their review findings before the Board. She stated that they are not a candidate for charter revocation.

Ms. Andrea Henson gave a summary of school's enrollment, and how it has met goals of accountability and curriculum. Mr. Mark Jordan summarized the school's board history and governance and stated that the school is financially stable.

Ms. Emily Bloomfield asked about the school's pass rate on the GED and on attendance. Ms. Andrea Henson said that attendance was a big challenge last year and that they've created an "attendance counselor" and put procedures into place to deal with it, and are currently at an 80% attendance rate, and that they are using data driven instruction to focus on the GED.

The Motion was moved by Ms. Sara Mead, seconded, and agreed to unanimously. Dr. Darren Woodruff was voted in by proxy by Mr. Don Soifer. Mr. Will Marshall excused himself after the agenda item began.

Public Comment

None.

Mr. Don Soifer adjourned the meeting at 10:17 pm.



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Appendix G



May 23, 2014

Jack McCarthy, Board Chair
AppleTree Early Learning Public Charter School – Lincoln Park
138 12th Street NE
Washington, DC 20002

Dear Mr. McCarthy:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, 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 QSR during the 2013-14 school year for the following reason:

- School is eligible for a 10-year Charter Review during the 2014-15 school year

Qualitative Site Review Report

A QSR team conducted on-site review visits of AppleTree Early Learning Public Charter School–Lincoln Park (AppleTree PCS–Lincoln Park) between March 31 through April 11, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. Members of the QSR team conducted 30 to 45 minute observations in classrooms. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. The team also visited a board meeting in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

The QSR team's report is attached. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery. The QSR results for the school were exceptionally strong. Congratulations!

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at AppleTree PCS–Lincoln Park. Thank you for your continued cooperation as PCSB makes every effort to ensure that AppleTree PCS–Lincoln Park is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

AppleTree Early Learning Public Charter School – Lincoln Park (AppleTree PCS – Lincoln Park) serves 61 students in pre-kindergarten-3 (PK3) through pre-kindergarten-4 (PK4) and is part of a five campus pre-kindergarten network serving over 600 students. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) at all campuses because the school is eligible for a 10-year Charter Review during the 2014-15 school year.

The QSR team conducted observations over the course of a two-week window from March 31 through April 11, 2014. A team of two PCSB staff members (including a PCSB staff member with extensive special education experience) and one consultant conducted six observations of AppleTree PCS – Lincoln Park’s three classrooms. In each of the classrooms, there was a lead teacher, teaching assistant and teaching fellow. For the purpose of this report, an adult delivering instruction to children will be referred to as a “teacher.” All of the observations are based on the student-teacher interactions among all of the teaching staff in the classroom. The spirit of the QSR process is to observe the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR reflect what the QSR team observed in all learning environments within your school, including the one Special Education teacher observed in the inclusion and pull-out settings. The QSR team used Charlotte Danielson’s *Framework for Teaching* Rubric throughout the observations and observed classrooms primarily in the morning. In addition to this two-week window, a member of the QSR team also attended a Board of Trustees meeting in order to observe the school’s governance as it relates to fulfilling its mission and charter goals.

The QSR team scored 100% of the observations as “proficient” or “exemplary” in the Classroom Environment domain. Teachers created warm and caring classroom environments. Students worked collaboratively together in centers. Transitions from learning centers were seamless and required little to no mediation by the teachers. Student behavior was generally appropriate across classrooms. Teachers preempted misbehavior by moving around the classrooms, praising students for positive behavior, and responding gently to cases of misbehavior.

The QSR team scored 92% of the observations as “proficient” or “exemplary” for the Instructional Delivery domain. Teachers presented content clearly, using rich and sophisticated language while ensuring that students were following along. Teachers asked a combination of lower and higher order questioning to establish a knowledge base before pushing students to think more deeply. Students had ample opportunities to interact with each other at centers and completed a range of learning tasks, such as puzzles, art related to the theme of paleontology, dramatic play involving dinosaurs and observers, and reading at the class library. In small groups, teachers clearly presented lessons around rhyming words, phonemes, and letter sounds, assessing students individually to gauge knowledge.

The school has extensive strategies in place to meet the needs of all learners. The student-to-teacher ratio at this campus was approximately six-to-one, giving students access to individualized instruction where needed. The review team saw teachers continuously checking in with individual students and providing feedback. Teachers differentiated instruction by providing students with a range of centers and learning tasks, many of which focused on the theme of paleontology, which the students had been studying. Teachers leveraged students’ different learning styles, providing time for singing songs, tactile learning (as by drawing numbers in pretend sand), and visual learning (as by showing words on

flash cards and asking students to match the word with its beginning letter sound). There was one student identified as having a disability at this campus and the student's dedicated aid provided opportunities for this student to stay engaged in the general class setting and to be successful at the learning tasks.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes AppleTree PCS – Lincoln Park’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Review Visit.

Mission and Goals	Evidence
<p>Mission: The mission of AppleTree Early Learning PCS is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.</p>	<p>The QSR team observed robust evidence that AppleTree PCS – Lincoln Park is meeting its mission.</p> <p><i>Social and emotional foundations:</i> Teachers consistently emphasized social skills in interactions with students by modeling respectful behavior and by praising students for positive interactions with peers. One teacher had a conversation with a student about the difference between tattling on a child misbehaving but not harming anyone versus telling an adult when a student is putting himself or others in danger. A small group of students worked in a small “social skills” group where they learned about age-appropriate social skills and had the opportunity to practice and demonstrate what they learned.</p> <p>Teachers supported emotional development by (1) having students watch other students follow directions in a “Sit and Watch” chair in order to get the student back on track, (2) praising students for staying on task and paying attention to the teacher’s directions, and (3) allowing the students to choose their own activities during center time. Students demonstrated social and emotional proficiency as they transitioned smoothly from center to center and through the absence of serious misbehavior.</p> <p><i>Cognitive foundation:</i> Teachers supported students in building their cognitive foundation by</p>

Mission and Goals	Evidence
	<p>asking open-ended questions requiring students to think beyond memorization, to draw on background knowledge, and to explain their thinking. One teacher practiced rhyming words with a small group of students and asked students to explain how they knew that one word rhymed with another. In another observation the teacher asked a student the best place for sea creatures and the student responded, “a bed.” Rather than correct the student or dismiss the remark, the teacher proceeded to help the child rationalize why a bed would not be the best place for a sea creature.</p>
<p>PMF Goal #1: Student Progress – Academic Improvement over time <i>Effective instruction supporting student academic progress and achievement in reading and math.</i></p>	<p>Teachers presented literacy instruction by emphasizing isolated letter sounds, modeling combining sounds to form words, and leading small groups of students in practicing beginning, ending and medial sounds. Teachers worked with small groups to identify words in a group that rhymed and asked students to explain to peers how they knew that the words rhymed. During Morning Meeting students looked at the words of a song on a monitor as they sang. One teacher presented a lesson on phonemes to a small Guided Reading group. Teachers used advanced vocabulary with students across all observations.</p> <p>The QSR team predominantly saw literacy instruction during the observations, however the team noticed the integration of math concepts at various points during the observed lessons. A few teachers asked students to count as they transitioned from one activity to another.</p>
<p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to advanced levels of proficiency in reading and math</i></p>	<p>Teachers provided differentiated instruction in reading and assessed students to determine progress. Teachers pulled small, homogeneous groups of students to work at their skill-level and asked each student to demonstrate the particular skill that they were working on e.g., choosing pairs of rhyming words, identifying beginning, ending, and</p>

Mission and Goals	Evidence
	<p>medial sounds, and naming words that began with a certain sound. Teachers provided timely and constructive feedback to students and retaught when students had trouble answering questions. In one classroom in the Dramatic Play center, a student demonstrated knowledge of advanced vocabulary by telling an observer that he was an herbivore meaning, “I don’t eat meat!”</p> <p>The teachers generally used all time for instruction. One teacher asked students to count to 20 while she searched for a song they had requested to sing. The teacher gave the students a choice in how they wanted to count: doing jumping jacks, clapping their hands, or jumping. This teacher also asked students what day it was based on the date from yesterday, asking one student to explain this to the rest of the class. The teacher then had all of the students practice drawing the date in sand. The QSR team did not see differentiation or assessment beyond counting and practicing drawing numbers. One of the three members of the QSR team did not notice any math instruction.</p>
<p>PMF Goal # 3: Gateway – Outcomes in key subjects that predict future educational success <i>Promotion of reading proficiency by third grade and math proficiency by eighth grade</i></p>	<p>See evidence described in the reading and math goals above.</p>
<p>PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement <i>Culture of learning and support in the classrooms</i></p>	<p>Teachers promoted a strong culture of learning and support in classrooms. Teachers waited for all students to be ready to learn, making sure students’ heads were not on the table during small group and ensuring that students were tracking the teacher during whole group instruction. Teachers supported time on task, praising students as they followed directions, and gently refocused those students who were not.</p>

Mission and Goals	Evidence
	<p>Teachers provided a strong culture of support across classrooms. Teachers demonstrated genuine caring for students, asking them questions about life beyond school. Teachers asked students about their doctor's appointments and their family members. Teachers addressed students' individual needs. When a student entered the classroom with a hurt knee from the walk to school; a teacher attended to the student while the rest of the class began Morning Meeting. Teachers supported students by scaffolding instruction in small groups i.e., giving students an appropriate amount of time to answer challenging questions.</p>
Board Governance	<p>Two overlapping governing boards that attend one joint meeting oversee AppleTree Institute and AppleTree Early Learning Public Charter School. A PCSB staff member observed the board meeting on January 28, 2014. Both boards carried out business for both entities at this meeting. It was not clear which board members were on which board. At the January 28th board meeting, seventeen board members were in attendance and they voted for Cal Leonard (consultant from the New Schools Venture Fund) to join the board. It was unclear which board he joined, but all 17 members voted, which leads PCSB to believe he is part of the Institute's board but not the charter school's. On May 2, 2014, AppleTree clarified that the eleven members of the AppleTree Early Learning PCS Board are also on the AppleTree Institute board with other members. While on paper there is a distinction, in practice, there still appears to be a conflict of interest. Additionally while not in conflict with the School Reform Act, the board chair of the school is also the President and CEO of AppleTree Early Learning PCS, which is not a best practice.</p> <p>AppleTree Institute provides services to other DC public charter schools, including CLASS observation evaluations and has proposed to PCSB to conduct the CLASS observations for the AppleTree Early Learning PCS campuses. While the board meeting is divided into two</p>

Mission and Goals	Evidence
	<p>sections and the board chair stopped a vote on charter school finances during the AppleTree Institute portion of the meeting, acknowledging the PCSB observer, this division of the Board’s business is not enough to provide sufficient independence between the two entities to allow for AppleTree Institute to evaluate AppleTree Early Learning PCS.</p> <p>During the public charter school portion of the meeting, Anne Malone, Chief of Schools, reported on attendance goals and MySchoolDC applications. Ms. Malone also spoke on teacher retention and school culture. The board approved an amended budget and discussed the upcoming charter 10-year review.</p>

CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. The QSR team scored 100% of the observations as “proficient” or “exemplary” for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wide Rating	
<p>Creating an Environment of Respect and Rapport</p>	<p>The QSR team rated 100% of the observations as proficient or exemplary in Creating an Environment of Respect and Rapport, with the vast majority of these observations rated as exemplary! Teachers demonstrated caring and knowledge of students’ lives beyond school. Teachers respected students’ incorrect responses by helping students come to the correct answer on their own. Teachers promoted a warm and caring environment by greeting students when they entered the classroom and by having students greet each other during Morning Meeting.</p>	Exemplary	83%
	<p>Students exhibited respect for each other, working collaboratively in centers without mediation by the teachers. In one observation students demonstrated respect for their classmate who had a disability by not reacting negatively when the student called out of turn. Students showed respect for the teacher by listening, tracking, and following directions.</p>	Proficient	17%
	<p>The QSR team did not rate any observations as below proficient.</p>	Satisfactory	0%
		Limited	0%

¹ Teachers may be observed more than once by different review team members.

Classroom Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	<p>The QSR team rated 100% of the observations as proficient or exemplary in Establishing a Culture for Learning. Teachers demonstrated high regard for student ability, praising them for work on their song and for responses to questions about the date and about sea creatures, and saying, “You guys are so smart and you’re getting smarter every day!” Teachers explicitly told students how to show they were ready to learn, e.g., tracking the teacher, keeping their heads off their desks, keeping their hands to themselves in their laps, and sitting up on the carpet.</p>	Exemplary	33%
	<p>Teachers told students that they expected their best work, saying, “You are going to sing this song in your best voice.” Teachers recognized student effort in small groups as they asked each student a question related to the skill they were learning. Teachers said, “I like how you are repeating the words that you heard,” and “Nice job!” Students praised each other for good work, saying, “Super, good job!” and “You’re doing a great job!”</p> <p>Teachers were highly passionate and enthusiastic as they presented content to students related to word sounds and rhyming words. Students helped each other be successful in learning activities such as matching a picture to the beginning letter.</p>	Proficient	67%
	<p>The QSR team did not rate any observations as below proficient.</p>	Satisfactory	0%
		Limited	0%

Classroom Environment	Evidence Observed	School Wide Rating	
Managing Classroom Procedures	<p>The QSR team rated 100% of the observations as proficient or exemplary in Managing Classroom Procedures. Across all classrooms students transitioned smoothly without assistance from the teacher during center time. Teachers established routines and rituals effectively throughout all classrooms, as students quietly entered classrooms at the beginning of the day and sat on the carpet, walked up the stairs quietly with their hands on the railing for safety, and cleaned up from snack on their own. Students responded consistently to cues and transition techniques, such as, “Everybody stop, hands on top,” which caused all students to quiet down and raise hands to show they were listening.</p> <p>In one exemplary observation, a student led the transition to writing time; with little prompting from the teacher, the student told the group, “Put your Ws up.” The students chanted, “It’s writing time, it’s writing time!” Additionally, teachers effectively used a bell to get students to stop and listen to directions for the next transition. Teachers ensured that no instructional time was lost in transitions, encouraging students to count to a certain number while moving to the next activity.</p>	Exemplary	33%
		Proficient	67%
	The QSR team did not rate any observations as below proficient.	Satisfactory	0%
		Limited	0%

Classroom Environment	Evidence Observed	School Wide Rating	
Managing Student Behavior	<p>The QSR team rated 100% of the observations as proficient or exemplary in Managing Student Behavior. In half of the observations, student behavior was entirely appropriate with no evidence of misbehavior. Standards of conduct throughout classrooms were well established. Teachers monitored student behavior effectively and gently, moving around the classroom to use proximity to get students back on track, entering conversations at learning centers to note what students were doing, praising artwork, noticing writing, and acting as the audience during Dramatic Play.</p>	Exemplary	50%
	<p>In one observation a teacher used a subtle technique to help the student with a disability understand appropriate times to whisper or be loud; the teacher carried pictures with examples (e.g., inside voice, loud, and whisper) of the behavior most appropriate at any given time. If the student yelled out during a quiet activity or circle time, the teacher would point to one of the pictures to indicate that the student should whisper or use an inside voice.</p>	Proficient	50%
	<p>In instances of misbehavior teachers responded effectively by telling students, “It is not time to be laying on the floor.” A teacher also asked a student to go to the “Sit and Watch” chair to learn from other students who were following directions. Teachers acknowledged students for appropriate behavior, calling on students with a “nice quiet hand.”</p>	Satisfactory	0%
	<p>The QSR team did not rate any observations as below proficient.</p>	Limited	0%

INSTRUCTIONAL DELIVERY

This table summarizes the school’s performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below “proficient” to be under the standard of quality expected of DC charter schools. The QSR team scored 92% of the observations as “proficient” or “exemplary” for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	<p>The QSR team rated 100% of the observations as proficient or exemplary in Communicating with Students. Teachers explained content clearly, using advanced vocabulary, particularly around the paleontology theme. Explanations of content were error-free and age-appropriate. Teachers were explicit in describing the purpose for learning, particularly in small groups where students learned about phonemes, rhyming words, and parts of the word and their sounds.</p>	Exemplary	17%
	<p>Students consistently demonstrated their understanding of the learning task as they worked in small groups and centers. With little to no mediation from the teacher, students read in the library center, completed art work related to their dinosaur theme, participated in dramatic play by pretending they were dinosaurs, and worked puzzles on their own or with peers. Teachers invited students to explain content to the class and to small groups. Teachers also asked students to draw on their background knowledge about sea creatures to tell their peers where sea creatures lived. Students demonstrated their understanding of learning tasks as they responded appropriately during small group lessons and story time.</p>	Proficient	83%
	<p>The QSR team did not rate any observations as below proficient.</p>	Satisfactory	0%
		Limited	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Questioning and Discussion Techniques	<p>The QSR team rated 83% of the observations as proficient in Using Questioning and Discussion Techniques. Teachers generally used a mix of open-ended and single-path questions, inviting students to think and offer multiple possible answers after establishing their base knowledge. Teachers asked students to brainstorm a list of words that began with a certain sound, types of sea creatures, and ways that they could greet fellow students.</p>	Exemplary	0%
	<p>Teachers asked open-ended questions during story time related to students' prior knowledge of dinosaurs as well as questions related to the plot of the book. Students extended the discussion by asking their own higher order questions, like why dinosaurs lived before humans. During snack time teachers walked around the classroom, asking students what they were learning and if their snacks were healthy, prompting students to freely discuss with both teachers and peers.</p> <p>Teachers called on all students, including a student with a speech delay and students who did not volunteer to participate. Discussions among students happened organically throughout centers.</p>	Proficient	83%
	<p>The review team rated 17% of the observations as below proficient in Using Questioning and Discussion Techniques. In one observation students had little opportunity to respond directly to one another. During one activity, only a few students consistently responded to the teacher's questions.</p>	Satisfactory	17%
		Limited	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
Engaging Students in Learning	<p>The QSR team rated 100% of the observations as proficient or exemplary in Engaging Students in Learning, with the majority rated as exemplary. Student engagement was universally high across classrooms. Teachers gave students hands-on learning tasks at centers allowing them to manipulate letter cubes, play with plastic dinosaurs, build using blocks, create art projects, practice writing their names on sentence strips, and write their name on the board next to their idea.</p>	Exemplary	67%
	<p>Students had choice in learning tasks as teachers permitted them to move around learning centers with little mediation. Students changed grouping patterns at centers, sometimes transitioning to another center with a student they had been working with previously or joining a new group of students at a different center. The pacing of lessons was effective, as teachers continuously rotated small groups to their tables during center time, ensuring that students had enough time for other centers.</p>	Proficient	33%
	<p>During a read aloud in a whole group setting, a student with a disability had an individual book and the student's dedicated aid remained at the student's side to support engagement by pointing out key pictures and asking general questions about the story. The student demonstrated engagement by calling out the names of the dinosaurs that other students were discussing.</p>	Satisfactory	0%
	<p>The QSR team did not rate any observations as below proficient.</p>	Limited	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Assessment in Instruction	<p>The QSR team rated 83% of the observations as proficient or exemplary in Using Assessment in Instruction. Teachers monitored student understanding continuously in small groups, rotating many small groups through targeted work with the teacher during center time. During the small group instruction, teachers asked each student to respond to questions in order to gauge understanding.</p>	Exemplary	17%
	<p>Teachers provided timely feedback and scaffolding. Teachers praised the students for correct answers and persistence and helped students get to the correct answers when needed. In one observation of a small group doing targeted work on social skills, the teacher asked each student to say one thing that he or she learned and every student was able to do so.</p> <p>Students commented on each other's work in a group that was tracing letters with markers. Students had the opportunity to assess themselves as they scored their own bingo cards, working on letter and sound tasks.</p>	Proficient	66%
	<p>The QSR team rated 17% of the observations as below proficient in Using Assessment in Instruction with no observations rated as limited. One teacher monitored student understanding using only one method by asking students globally to help spell certain words on a flip chart in front of the class. It was unclear which students were able to sound out the words and which students may have needed additional practice.</p>	Satisfactory	17%
		Limited	0%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
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: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
Communicating with Students	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.



May 23, 2014

Jack McCarthy, Board Chair
AppleTree Early Learning PCS – Oklahoma Ave
330 21st Street, NE
Washington, DC 20002

Dear Mr. McCarthy:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, 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 QSR during the 2013-14 school year for the following reason:

- School is eligible for a 10-year Charter Review during the 2014-15 school year

Qualitative Site Review Report

A QSR team conducted on-site review visits of AppleTree Early Learning PCS – Oklahoma Ave between March 31 and April 11, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. Members of the QSR team conducted 30 to 45 minute observations in classrooms. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. The team also visited a board meeting in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

The QSR team's report is attached. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery. The QSR results for the school were exceptionally strong. Congratulations!

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at AppleTree Early Learning PCS – Oklahoma Ave. Thank you for your continued cooperation as PCSB makes every effort to ensure that AppleTree Early Learning PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

AppleTree Early Learning Public Charter School – Oklahoma Ave (AppleTree PCS – Oklahoma Ave) serves approximately 160 students in pre-kindergarten - 3 (PK3) through pre-kindergarten - 4 (PK4) and is part of a five campus pre-kindergarten network serving over 600 students. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) at all campuses because AppleTree PCS is eligible for a 10-year Charter Review during the 2014-15 school year.

The QSR team conducted observations over the course of a two-week window, from March 31 - April 11, 2014. A team of two PCSB staff members (including a PCSB staff member with extensive special education experience) and one consultant conducted 12 observations. In each of the classrooms at AppleTree PCS- Oklahoma Ave, there was a lead teacher, teaching assistant, and teaching fellow. All of the observations were based on the student-teacher interactions among all of the teaching staff in the classroom. For the purpose of this report, an adult delivering instruction to students will be referred to as a “teacher.” The spirit of the QSR process is to observe the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR reflect what the QSR team observed in all learning environments within the school, including the one Special Education teacher observed in an inclusion setting. In some instances the review team observed a teacher twice. The QSR team used Charlotte Danielson’s *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In addition to this two-week window, a member of the QSR team also attended a Board of Trustees meeting in order to observe the school’s governance as it relates to fulfilling its mission and charter goals.

The QSR team rated 79% of the observations as proficient or above in the domain of Classroom Environments. The highest rated component within the Classroom Environments domain was Establishing a Culture for Learning with 100% of observations rated as proficient or exemplary. The teachers communicated the importance of learning and questions from many students indicated a desire to understand and explore the content. The lowest rated component in this domain was Managing Student Behavior, where 67% of observations were proficient or exemplary. At times the teachers’ response to student misbehavior was inconsistent or unnecessarily harsh.

The QSR team rated 85% of the observations as proficient or above in the Instructional Delivery domain. The highest rated components within this domain were Communicating with Students, Using Discussion and Questioning Technique, and Engaging Student in Learning, with 92% of observations scoring proficient or exemplary in all three components. Teachers clearly communicated what the students were learning and incorporated a wide range of vocabulary when talking with the students. The lowest scoring component in this domain was Using Assessment in Instruction with 67% of observations scoring proficient or above. During a small number of observations, the teachers globally assessed understanding without giving specific feedback to students.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes AppleTree Early Learning PCS – Oklahoma Ave’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Review Visit.

Mission and Goals	Evidence
<p>Mission: The mission of AppleTree Early Learning PCS is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.</p>	<p>AppleTree PCS – Oklahoma Ave is meeting the mission of the school. The daily schedule provides the foundation to provide young children with the social, emotional, and cognitive foundations that will help them succeed in school. During the day students have time for small group/center activities, outdoor play, read aloud, journals, gross motor skills, and songs. Teachers adhere to the daily schedule and students know and understand the routines. Students transition through the activities with little loss of instructional time. Teachers maximize transitions by asking students to count, sing songs, or discuss alphabet letters while moving between activities.</p> <p><i>Social and emotional foundations:</i> Teachers consistently implement the school’s mission during all activities. To provide students with the social foundation to succeed in school, teachers help students work together, share, and cooperate. Teachers discussed these components with students using stories, questions, and one-on-one time. One teacher read a book about sharing and then led the class through questions and a discussion about how to share supplies and how to cooperate with others.</p> <p>All classrooms at AppleTree PCS – Oklahoma Ave also focused on providing an emotional foundation to enable students to succeed. One common theme in all observations was teachers asking the students if something was a “big deal” or “little deal.” For example a teacher would ask the class, “Is it a big deal or a little deal if I don’t have a</p>

Mission and Goals	Evidence
	<p>chance to call on you to answer the question right now?” The students would shout, “Little deal!” In addition to teachers discussing emotional learning with students, students also had a “Sit and Watch” chair and Feeling Center to go to when frustrated. Sometimes the teacher would direct the student to either station to calm down. In one PK4 classroom, a student went to the Feeling Center (a mat off to one side of the room) and took out the Feelings Journal where he sketched his feelings and then returned to the activity.</p> <p><i>Cognitive foundation:</i> To provide students with the cognitive foundation to succeed, AppleTree PCS – Oklahoma Ave has implemented a challenging curriculum to engage all students. Literacy and mathematics skills were incorporated throughout the day as students work on theme projects. Many students studied paleontologists and fossils during the two-week observation window. Students accessed the thematic unit on dinosaurs and paleontologists through writing, singing, centers, and class discussions Teachers provided a variety of activities and increased level of choice to keep students engaged and focused on the learning tasks.</p>
<p>PMF Goal # 1: Student Progress – Academic Improvement over time <i>Effective Instruction supporting student academic progress and achievement in reading and math.</i></p>	<p>The teachers incorporated developmentally appropriate reading and math instruction into all activities of the day. During morning meetings students graphed the weather, practiced the sounds from the letters of the week, discussed the day and the month of the year, and talked about the numbers of the week. Students also sang songs they chose and had the opportunity to “get the wiggles out” while dancing.</p> <p>Pre-literacy skills were infused throughout the day. Read Aloud time enabled the teacher to dissect a book in many ways. Teachers asked questions about the sequence of events and conducted pictures walks. In rooms where students had evidently read the book a few times, the</p>

Mission and Goals	Evidence
	<p>teachers asked about the main characters, setting, and character traits. Students practiced singing songs that focused on letters, sounds, and a variety of vocabulary terms during song time and practiced letters or words during journal time.</p> <p>The school has implemented effective instruction in math to support students' academic progress. Teachers incorporated math instruction throughout the day including songs that were focused on numbers and counting. However, the math instruction was not as structured as the literacy instruction. One teacher asked students to hold a thumb up if they like the paleontologist song and directed one student to count the thumbs. The class then compared that number to the number of students who liked the bear hunt song.</p>
<p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to advanced levels of proficiency in reading and math.</i></p>	<p>Teachers had multiple opportunities to differentiate learning for students throughout the day in both reading and math instruction. Generally, students worked in leveled groups in all classrooms and the teachers rotated through, differentiating instruction by spending more time with students who needed more attention.</p> <p>The teachers wrote notes throughout the lessons, assessing and tracking the skills of the students during most observations.</p>
<p>PMF Goal #3: Gateway – Outcomes in key subjects that predict future educational success <i>Promotion of reading proficiency by third grade and math proficiency by eighth grade</i></p>	<p>See evidence described in goals #1 and #2 above.</p>
<p>PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement</p>	<p>The school has created a culture of learning and support in the classrooms. In addition to the literacy, mathematics, social, and</p>

Mission and Goals	Evidence
<p><i>Culture of learning and support in the classrooms</i></p>	<p>emotional skills discussed under the school’s implementation of its mission and goals #1 and #2, the curriculum allows students to explore arts, social studies, scientific inquiry, communication, physical development, and approaches to learning. As evidence that the school has incorporated the multiple early childhood domains into the daily activities observers saw teachers encourage students to use a variety of materials, including scissors, glue, construction paper, colored pencils, and crayons. During center time activities such as water tables, sand tables, toy tools, and painting helped to incorporate the learning theme. Students uncovered fossils with paintbrushes and toy pliers and gently moved them to the museum or painted the landscape in which dinosaurs lived during the week of archeology and paleontology.</p>
<p>Board Governance</p>	<p>Two overlapping governing boards that attend one joint meeting oversee AppleTree Institute and AppleTree Early Learning Public Charter School. A PCSB staff member observed the board meeting on January 28, 2014. Both boards carried out business for both entities at this meeting. It was not clear which board members were on which board. At the January 28th board meeting, seventeen board members were in attendance and they voted for Cal Leonard (consultant from the New Schools Venture Fund) to join the board. It was unclear which board he joined, but all 17 members voted, which leads PCSB to believe he is part of the Institute’s board but not the charter school’s. On May 2, 2014, AppleTree clarified that the eleven members of the AppleTree Early Learning PCS Board are also on the AppleTree Institute board with other members. While on paper there is a distinction, in practice, there still appears to be a conflict of interest. Additionally while not in conflict with the School Reform Act, the board chair of the school is also the President and CEO of AppleTree Early Learning PCS, which is not a best practice.</p>

Mission and Goals	Evidence
	<p>AppleTree Institute provides services to other DC public charter schools, including CLASS observation evaluations and has proposed to PCSB to conduct the CLASS observations for the AppleTree Early Learning PCS campuses. While the board meeting is divided into two sections and the board chair stopped a vote on charter school finances during the AppleTree Institute portion of the meeting, acknowledging the PCSB observer, this division of the Board’s business is not enough to provide sufficient independence between the two entities to allow for AppleTree Institute to evaluate AppleTree Early Learning PCS.</p> <p>During the public charter school portion of the meeting, Anne Malone, Chief of Schools, reported on attendance goals and MySchoolDC applications. Ms. Malone also spoke on teacher retention and school culture. The board approved an amended budget and discussed the upcoming charter 10-year review.</p>

CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. The QSR team scored 79% of the observations as “proficient” or “exemplary” for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wide Rating	
<p>Creating an Environment of Respect and Rapport</p>	<p>The QSR Team rated 75% of the observations proficient or exemplary in Creating an Environment of Respect and Rapport. In these classrooms teachers referred to students as “friends” and supported students through high-fives and praise, such as “Good job!” and “You are an awesome girl!” Teachers consistently responded to and redirected disrespectful behavior.</p>	Exemplary	25%
	<p>Students initiated a compliment to another student who had been working hard or behaving positively in a few observations. One teacher awarded stars because everyone participated in the activity.</p>	Proficient	50%
	<p>In 25% of the observations, teachers either exhibited a lack of warmth or used harsh tones when interacting with students. In one observation the teacher used a harsh tone with interacting with a student and the student’s body language indicated feelings of hurt. Another teacher was particularly impatient when working with small groups, saying, “Just write it down.” and “I told you to write it here.”</p>	Satisfactory	17%
		Limited	8%
<p>Establishing a Culture for Learning</p>	<p>The QSR team rated 100% of the observations as proficient or exemplary in Establishing a Culture for Learning. All teachers communicated the importance of learning to students, saying, “It is important that we all learn this, it will help us be good at other things.” and, “That is good, you all knew it. Students, can we do</p>	Exemplary	25%

¹ Teachers may be observed more than once by different review team members.

Classroom Environment	Evidence Observed	School Wide Rating	
	<p>one more?” Teachers expected effort and participation from all students. Students responded by being persistent and completed high quality work. Students were excited to share their work with the teacher and other students.</p>	Proficient	75%
	<p>The QSR team scored 0% of the observations as below proficient.</p>	Satisfactory	0%
		Limited	0%
Managing Classroom Procedures	<p>The QSR Team rated 75% of the observations proficient or exemplary in Managing Classroom Procedures. Teachers used countdowns, claps, or bells to quickly transition students. Instructional time was maximized due to the efficient routines and procedures.</p>	Exemplary	33%
	<p>During one observation students were acting out a bear hunt with the music. When the teacher needed them to lower their voices and focus on her, she said, “Please catch a bubble.” Another teacher indicated she needed quiet for a task and students put their fingers to their lips.</p> <p>When teachers signaled the change of an activity, the students took the initiative to distribute and collect materials needed for the next lesson.</p>	Proficient	42%
	<p>In 25% of the observations, transitions and routines functioned unevenly resulting in lost instructional time. For example, one uneven transition occurred when some students left the carpet while others waited for the teacher to excuse them.</p>	Satisfactory	25%
		Limited	0%

Classroom Environment	Evidence Observed	School Wide Rating	
Managing Student Behavior	<p>The QSR Team rated 67% of the observations proficient or exemplary in Managing Student Behavior. Standards of conduct were established and the teachers' response to misbehavior was effective and consistent in these classrooms. Teachers praised positive behavior. Teachers directed students who were not following directions to sit in the "Sit and Watch" chair to learn from other students who were on task and behaving appropriately. Students also knew they could go to the "Feeling Center" if they needed to calm down.</p> <p>In a few observations student behavior was entirely appropriate and there was no evidence of student misbehavior. Even in these exemplary instances, teachers still monitored student behavior, at times without speaking, just moving about the classroom.</p>	Exemplary	17%
		Proficient	50%
	<p>In 33% of the observations, the teachers' response to student misbehavior was inconsistent and sometimes very harsh. In a few classrooms it appeared that the teacher struggled with how to maintain positive behavior for some students. When one student hit another student with her pencil, the teacher yelled at the student, "We don't do that." When the student would not apologize, the teacher ignored the student for approximately 10 minutes. In another instance when a student refused to go to the "Sit and Watch" chair, the teacher pulled her over. The student refused to sit down the teacher and student argued until the teacher left.</p>	Satisfactory	33%
		Limited	0%

INSTRUCTIONAL DELIVERY

This table summarizes the school’s performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below “proficient” to be under the standard of quality expected of DC charter schools. The QSR team scored 85% of the observations as “proficient” or “exemplary” for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team rated 92% of the observations proficient or exemplary in Communicating with Students. Teachers clearly stated the purpose of the lesson and used challenging, age-appropriate vocabulary in all classrooms. The teachers’ explanation of the content was clear which invited student participation and thinking. Teachers also incorporated additional vocabulary when reading books to the class, such as “cooperate,” “compromise,” “museum,” and “illustrate.” Teachers modeled vocabulary and then invited students to use the new words in sentences.	Exemplary	25%
	The QSR team scored fewer than 10% of the observations as below proficient.	Proficient	67%
		Satisfactory	8%
	Limited	0%	
Using Questioning and Discussion Techniques	The QSR team rated 92% of the observations as proficient in Using Questioning and Discussion Techniques with none scoring exemplary. In these classrooms teachers used open-ended questions inviting students to discuss multiple possible answers. For example teachers asked students, “What words start with our letters of the week?” and, “How can a dinosaur	Exemplary	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>defend itself?” Teachers then used students’ responses to continue the discussion. Students had the opportunity to write their name next their responses when brainstorming.</p> <p>Student discussions also occurred during small group and center time. These discussions were related to the activity and to the thematic unit. One group of students was playing with measuring tapes and toy dinosaurs. The students were discussing how long each dinosaur was and comparing lengths of the dinosaurs.</p>	Proficient	92%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	8%
		Limited	0%
Engaging Students in Learning	<p>The QSR team rated 92% of the observations as proficient or exemplary in Engaging Students in Learning. Virtually all students were highly engaged in the lessons in many classrooms. Students had extensive choice in how they completed tasks and the materials and resources supported the learning goals. Students actively worked on completing graphic organizers, writing their own ideas, designing their own artwork, and creating their own play experiences. Additionally the pacing of the lessons provided the time needed for students to be intellectually engaged.</p>	Exemplary	33%
		Proficient	58%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	8%
		Limited	0%
Using Assessment in Instruction	<p>The QSR team rated 67% of the observations proficient in Using Assessment in Instruction. Teachers posed questions, monitored student progress by taking notes, and provided accurate, specific feedback in many classrooms.</p>	Exemplary	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
	Teachers circulated throughout all of the centers to monitor student learning and offer feedback on tasks. During small-group instruction teacher elicited evidence of individual student understanding letters, sounds, and the structure of the story.	Proficient	67%
	The QSR team rated 33% of the observations below proficient. In some observations teachers made global statements for feedback, such as “Does anyone have a question?” One teacher focused on behavior instead of monitoring the students’ learning. One teacher only asked questions to the left side of the group and did not address any to the students on the right.	Satisfactory	25%
		Limited	8%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
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: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
Communicating with Students	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
<p>Using Assessment in Instruction</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>



May 23, 2014

Jack McCarthy, Board Chair
AppleTree Early Learning Public Charter School – Southeast
2017 Savannah Terrace SE
Washington, DC 20020

Dear Mr. McCarthy:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, 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 QSR during the 2013-14 school year for the following reason:

- School is eligible for a 10-year Charter Review during the 2014-15 school year

Qualitative Site Review Report

A QSR team conducted on-site review visits of AppleTree Early Learning Public Charter School – Southeast (AppleTree PCS – Southeast) between March 31 and April 11, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. Members of the QSR team conducted 30 to 45 minute observations in classrooms. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. The team also visited a board meeting in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

The QSR team's report is attached. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery. The QSR results for the school were exceptionally strong. Congratulations!

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at AppleTree PCS – Southeast. Thank you for your continued cooperation as PCSB makes every effort to ensure that AppleTree PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

AppleTree Early Learning Public Charter School – Southeast (AppleTree PCS – Southeast) serves students in pre-kindergarten - 3 (PK3) and pre-kindergarten - 4 (PK4) at the Douglas Knoll and Parklands facilities located in Southeast Washington, DC. Both facilities contain PK3 and PK4 classrooms. The school serves 74 students in PK3 through PK4 and is part of a five campus pre-kindergarten network serving over 600 students. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) at both the Douglas Knoll and Parklands facilities in April 2014 because AppleTree PCS is eligible for a 10-year Charter Review during 2014-15.

The QSR team conducted observations over a two-week window from March 31 through April 11, 2014. A team of one PCSB staff member and one consultant conducted observations of eight classrooms, four at each facility. In each of the classrooms, there was a lead teacher, teaching assistant, and teaching fellow. For the purpose of this report, an adult delivering instruction to students will be referred to as a “teacher.” The spirit of the QSR process is to identify the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR are thus reflective of what the QSR teams observed in all learning environments. Members of the QSR team visited the school on multiple days throughout this two-week window and saw classes in the morning and in the afternoon. In some instances the QSR team may have observed one teacher twice. In addition to this two-week window, a PCSB staff member attended the January 28, 2014 Board of Trustees meeting in order to observe the school’s governance as it relates to fulfilling its mission and charter goals.

AppleTree PCS’s mission is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school. The QSR team saw evidence that the school is fulfilling its mission and meeting its goals throughout AppleTree PCS – Southeast. Students participated in frequent social interaction during the observations. Teachers asked open-ended questions and students discussed what they learned with peers. In several observations teachers worked in small groups and gave students individualized instruction and feedback. Students also tried to solve their own conflicts with teacher guidance.

The QSR team rated 84% of classroom observations as proficient or above in the Classroom Environment domain. The highest rated component within the Classroom Environment domain was Establishing a Culture for Learning with 100% of classroom observations rated as proficient or exemplary. Teachers expressed a high regard for students’ abilities. Additionally teachers recognized and expected student effort. Routines and procedures were well established and students transitioned smoothly, even without teacher direction in a couple cases. The lead teachers, teaching assistants, and teaching fellows worked in tandem to monitor student behavior and encourage positive interactions.

The QSR team scored 66% of the observations as proficient or above in the Instructional Delivery domain. The highest rated component within the Instructional Delivery domain was Using Questioning/Prompts and Discussion Techniques with 75% of the observations scoring proficient. Teachers asked questions that prompted students to give a variety of answers in almost all of the observations. In several cases teachers

encouraged student to build on peers' responses. Students were consistently engaged in learning tasks, and teachers provided choice in the learning for students. Teachers presented content to small groups of students and modeled how to complete learning tasks. In the observations scoring below proficient, teachers asked primarily recall questions and did not use appropriate vocabulary or pacing in the lessons.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes AppleTree PCS’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the QSR Visit.

Mission and Goals	Evidence
<p>Mission: The mission of AppleTree Early Learning PCS is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.</p>	<p>The QSR team observed evidence that AppleTree PCS – Southeast is carrying out its mission.</p> <p><i>Social and emotional foundation:</i> There was evidence that the school provides students with a social foundation. The students played and worked together in every observation. Teachers reminded students how to share appropriately, when necessary, and the students were generally comfortable completing tasks with each other. The QSR team also observed teachers using a “Sit and Watch” chair. Students were directed to sit in this chair and watch other students who were following directions.</p> <p>The classroom environments allowed students to celebrate each other’s successes. Teachers encouraged students to keep trying when they made a mistake. In one classroom where parents visited, the students told the parents about how they learned to tell whether things were a “big deal” or a “little deal,” as it related to how they learned to address issues that arose in class.</p> <p><i>Cognitive foundation:</i> The QSR team saw evidence that the school provides a cognitive foundation. Teachers asked open-ended questions and created opportunities for students to express their thinking. Students received small group instruction where teachers targeted questions and feedback to students individually. Teachers assessed students individually on skill development.</p>

Mission and Goals	Evidence
<p>PMF Goal # 1: Student Progress – Academic Improvement over time <i>Effective Instruction supporting student academic progress and achievement in reading and math.</i></p>	<p>Teachers instructed students in phonics where students learned about letter sounds and rhyming words. Classroom activities included students practicing the sounds that individual letters and letter pairings made as well as choosing the rhyming words in a poem. Students also explored literacy within the centers instruction through a variety of activities.</p> <p>Teachers worked with students on counting and foundational numeracy. The QSR team observed students doing various counting activities from singing along with a counting video to counting to a certain number in order to be dismissed to snack. Counting numbers were posted on the stairs and in the hallways for students to practice.</p>
<p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to advanced levels of proficiency in reading and math.</i></p>	<p>Students worked in small groups with a teacher in the majority of observations. Teachers gave students individual attention in the small groups and assessed their work in real-time. In a few observations teachers also gave students feedback on their work quickly and guided students to make adjustments.</p> <p>When students were in the whole group setting, teachers asked open-ended questions and encouraged different approaches to responding. One teacher asked the class what they knew about dinosaurs. Students gave answers ranging from their size to their diet to their time period. The teacher reminded the class about a book they had read on dinosaurs when students ran out of ideas.</p>
<p>PMF Goal #3: Gateway – Outcomes in key subjects that predict future educational success <i>Promotion of reading proficiency by third grade and math proficiency</i></p>	<p>See evidence described in goals #1 and #2 above.</p>

Mission and Goals	Evidence
<i>by eighth grade</i>	
<p>PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement <i>Culture of learning and support in the classrooms</i></p>	<p>Teachers promoted a culture of learning and support in classrooms by creating warm and welcoming environments for students in which students help one another. Teachers greeted students and talked to them at eye level. Teachers encouraged students to celebrate peers after a student volunteered to do a job or give an answer. In one observation of a class at Outdoor Play, students rushed in to help when a classmate fell down on the playground. Additionally, teachers gave students strategies to talk to their peers rather than just intervening to solve the dispute when students had disagreements.</p> <p>Please refer to the Classroom Environment domain of Establishing a Culture for Learning for additional information.</p>
Board Governance	<p>Two overlapping governing boards that attend one joint meeting oversee AppleTree Institute and AppleTree Early Learning Public Charter School. A PCSB staff member observed the board meeting on January 28, 2014. Both boards carried out business for both entities at this meeting. It was not clear which board members were on which board. At the January 28th board meeting, seventeen board members were in attendance and they voted for Cal Leonard (consultant from the New Schools Venture Fund) to join the board. It was unclear which board he joined, but all 17 members voted, which leads PCSB to believe he is part of the Institute’s board but not the charter school’s. On May 2, 2014, AppleTree clarified that the eleven members of the AppleTree Early Learning PCS Board are also on the AppleTree Institute board with other members. While on paper there is a distinction, in practice, there still appears to be a conflict of interest. Additionally while not in conflict with the School Reform Act, the board chair of the school is also the President and CEO of AppleTree Early Learning PCS, which is not a best practice.</p>

Mission and Goals	Evidence
	<p>AppleTree Institute provides services to other DC public charter schools, including CLASS observation evaluations and has proposed to PCSB to conduct the CLASS observations for the AppleTree Early Learning PCS campuses. While the board meeting is divided into two sections and the board chair stopped a vote on charter school finances during the AppleTree Institute portion of the meeting, acknowledging the PCSB observer, this division of the Board’s business is not enough to provide sufficient independence between the two entities to allow for AppleTree Institute to evaluate AppleTree Early Learning PCS.</p> <p>During the public charter school portion of the meeting, Anne Malone, Chief of Schools, reported on attendance goals and MySchoolDC applications. Ms. Malone also spoke on teacher retention and school culture. The board approved an amended budget and discussed the upcoming charter 10-year review.</p>

CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. The QSR team scored 84% of the observations as “proficient” or “exemplary” for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wide Rating	
<p>Creating an Environment of Respect and Rapport</p>	<p>The QSR team scored 88% of the observations as proficient in Creating an Environment of Respect and Rapport. Teachers and students generally had positive interactions throughout the observations. In the rare instances when students behaved disrespectfully toward each other, teachers responded quickly and students changed their behavior. Several teachers connected with students by getting down on the carpet and working with students on their level. In a couple of observations parents visited the classroom for family engagement day. They were welcomed by the teachers and students and invited to explore the classroom and participate in activities.</p>	Exemplary	0%
	<p>Teachers and students engaged in positive interactions through actions and words. Students asked teachers for help with tying shoes and opening snack bags by regularly saying “please” and “thank you.” Students called classmates by their first names when speaking to each other. Teachers also used hand motions and signals such as clapping hands, smiling faces, and high fives when students met or exceed expectations to indicate feelings.</p>	Proficient	88%
	<p>Observations scoring below proficient had inconsistent interactions between teachers and students. In one instance a teacher loudly reproached a student for eating out of the trashcan at the end of snack time, which caused the other students to tease that student. The teacher did not redirect the teasing.</p>	Satisfactory	12%
		Limited	0%

¹ Teachers may be observed more than once by different review team members.

Classroom Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	<p>The QSR team scored 100% of the observations as proficient or exemplary in Establishing a Culture for Learning. Teachers encouraged students to try their best and expressed belief in students’ ability to do good work. Teachers continued to work with students who struggled to come up a correct response. Two students took the initiative to correct themselves when they answered a question incorrectly.</p>	Exemplary	12%
	<p>Teachers recognized students for high quality work in the classroom. They gave students high-fives after responses and encouraged the students to congratulate classmates on good work. Students gave a classmate high-fives as he returned to his seat from the board without any prompting in one observation. Teachers also made frequent comments like, “You guys are so smart.”</p>	Proficient	88%
	<p>The QSR team scored none of the observations below proficient.</p>	Satisfactory	0%
		Limited	0%
Managing Classroom Procedures	<p>The QSR team scored 75% of the observations as proficient or exemplary in Managing Classroom Procedures. The classrooms in these observations had established procedures that students executed consistently well. No instructional time was lost during transitions because students knew what to do and did it efficiently. One teacher sang a short song to remind students that one minute remained in the activity, then students cleaned up and prepared to transition on their own. Another teacher rang a bell, and all of the students froze in place to</p>	Exemplary	25%

Classroom Environment	Evidence Observed	School Wide Rating	
	<p>wait for the next direction.</p> <p>Students initiated classroom procedures in two of the observations; they knew exactly what do and did it without any assistance from the teachers. In the art center the students took charge of putting on smocks, getting out paper and paintbrushes, and starting to paint while the teacher assigned other students to centers across the room.</p>	Proficient	50%
	<p>The observations that scored less than proficient lost instructional time due to uneven transitions. Teachers had established routines, but they were not consistently enforced or followed. For example a teacher had nametags for students to hang next to the centers they wished to attend to help with overcrowding. Each center only had four hangers so that no more than four students could work at each center at a time. The students, however, moved freely between centers without moving their nametags causing two centers to become overcrowded and chaotic. In another observation the teacher called on students to choose a center, but once the students chose a center, they did not move to the center immediately. This delay disturbed the other students waiting to be called.</p>	Satisfactory	25%
		Limited	0%
Managing Student Behavior	<p>The QSR team scored 75% of the observations as proficient or exemplary in Managing Student Behavior. Student behavior in these observations was generally appropriate. In the few instances when students did not behave appropriately, teachers swiftly responded to the behaviors and students corrected the issues. A student in one observation tossed a toy car into the air and the teacher immediately approached the student, picked up the toy, and told the student that she would hold it for the student. The student refocused on the lesson without further distractions.</p>	Exemplary	0%
		Proficient	75%
		Satisfactory	25%

Classroom Environment	Evidence Observed	School Wide Rating	
	<p>In two observations teachers did not implement standards for student conduct consistently. A teacher in one observation attempted to keep track of poor student conduct saying, “The next time I ask, you’re going to Sit and Watch,” but the teacher did not have a clear system to keep track of the misbehavior so that when the student misbehaved again, s/he was not sent to the “Sit and Watch” chair. Another teacher did not administer consequences consistently sending one student to the “Sit and Watch” chair for refusing to work with the small group while ignoring other students who were exhibiting similar behavior.</p>	Limited	0%

INSTRUCTIONAL DELIVERY

This table summarizes the school’s performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below “proficient” to be under the standard of quality expected of DC charter schools. The QSR team scored 66% of the observations as “proficient” or “exemplary” for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored 63% of the observations as proficient or exemplary in Communicating with Students. Teachers in these observations articulated the purpose of the activity to students and students repeated back to her or to one another. Teachers gave explanations using age-appropriate language and clear directions causing students to engage with the learning activities appropriately and without needing clarification. One teacher modeled a color identification activity for students, and all of the students did it correctly. A teacher in another observation stopped at intentional places in a read aloud to ask questions that pushed students to recall details, make predictions, and use predictive text features.	Exemplary	0%
		Proficient	63%
	In the observations scoring below proficient, teachers gave directions, which required students to ask clarifying questions in order to do the activities. One teacher gave directions to the whole group on how to do a rhyming words activity; however, every time a new student came up to the chart paper to do the activity, the student asked what to do. One teacher used vocabulary in a poem that was too advanced for the students, so she ended up skipping some words and students became confused.	Satisfactory	37%
		Limited	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Questioning and Discussion Techniques	<p>The QSR team scored 75% of observations as proficient in Using Questioning and Discussion Techniques. Teachers asked open-ended questions and welcomed multiple approaches to answering questions. All of the observations scoring proficient included teachers asking students questions like “What words start with the letter N?” and “Tell me what you mean by ‘big’,” which prompted students to share ideas and talk freely. One teacher asked students to respond by adding on to what their classmates had said.</p>	Exemplary	0%
	<p>Teachers encouraged student participation. The students were generally eager to answer questions and almost every student raised a hand to be called on after every question. When a student was not getting to the answer quickly in one observation, the teacher waited, allowing the student to collect his thoughts and respond.</p>	Proficient	75%
	<p>In the observations rated below proficient, students did not have opportunities to discuss what they were learning. Teachers asked recall questions about the content, but students were not invited to respond to each other or expand responses beyond the expected answer. Two students in one observation answered the majority of questions asked.</p>	Satisfactory	25%
		Limited	0%
Engaging Students in Learning	<p>The QSR team scored 63% of the observations as proficient or exemplary in Engaging Students in Learning. Teachers used activities that kept almost all students intellectually engaged throughout the observation. In several observations students worked in centers where they were able to take multiple approaches to tasks. Students had significant choice and were able to move freely between centers without teacher direction or waiting for peers to be</p>	Exemplary	13%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>done. Additionally teachers used a variety of materials and resources when working with small and whole groups of students. Virtually all students in the observations scoring proficient or above enthusiastically engaged in the lesson.</p>	Proficient	50%
	<p>The QSR team scored 37% of the observations as below proficient. Students did not have opportunities to be fully engaged in these observations. Teachers primarily modeled the work without including students or students watched their peers solve problems without an invitation to comment.</p>	Satisfactory	37%
	<p>Some teachers did not call on the students who were distracted or sitting improperly, causing only students who could sit quietly to fully participate in the learning task. Some students had trouble keeping the pace with a video of a song, which resulted in about half of the students not participating in that activity.</p>	Limited	0%
Using Assessment in Instruction	<p>The QSR team scored 63% of the observations as proficient in Using Assessment in Instruction. Teachers gave students feedback on the activities and their learning. One teacher monitored students as they created patterns with connecting cubes, allowed students to try out different patterns, and gave them immediate feedback to help them adjust if they made an error. In two observations teachers assessed students individually where students isolated the number of phonemes in given terms. Teachers also assessed students on using pictures of “rare words,” where students produced the name of each picture.</p>	Exemplary	0%
		Proficient	63%
	<p>In the observations scoring below proficient, teachers did not consistently provide feedback to students. One teacher watched students working in centers but made no attempt to give students feedback when they were not</p>	Satisfactory	25%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>completing the activities at the center properly according to the instructions. Another teacher attempted to assess students' understanding by asking them to identify words and sounds, but the teacher gave students the answer before they could respond.</p>	Limited	12%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
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: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
Communicating with Students	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
Using Assessment in Instruction	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>



May 23, 2014

Jack McCarthy, Board Chair
AppleTree Early Learning PCS – Southwest
330 21st Street, NE
Washington, DC 20002

Dear Mr. McCarthy:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, 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 QSR during the 2013-14 school year for the following reason:

- School is eligible for a 10-year Charter Review during the 2014-15 school year

Qualitative Site Review Report

A QSR team conducted on-site review visits of AppleTree Early Learning Public Charter School – Southwest (AppleTree PCS-Southwest) between March 31, 2014 – April 11, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. Members of the QSR team conducted 30 to 45 minute observations in classrooms. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. The team also visited a board meeting in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

The QSR team's report is attached. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery. The QSR results for the school were exceptionally strong. Congratulations!

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at AppleTree PCS. Thank you for your continued cooperation as PCSB makes every effort to ensure that AppleTree PCS – Southwest is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures

cc: School Leader

EXECUTIVE SUMMARY

AppleTree Early Learning Public Charter School - Southwest (AppleTree PCS - Southwest) serves 74 students in pre-kindergarten-3 (PK3) through pre-kindergarten-4 (PK4) and is part of a five campus pre-kindergarten network serving over 600 students. Both facilities contain PK3 and PK4 classrooms. The mission of AppleTree PCS is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school. DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) because AppleTree PCS is eligible for a 10-year Charter Review during the 2014-15 school year.

The QSR team conducted observations over the course of a two-week window, from March 31 through April 11, 2014. A team of one PCSB staff member and one consultant conducted observations of all four classrooms. In each of the classrooms, there was a lead teacher, teaching assistant and teaching fellow. For the purpose of this report, an adult delivering instruction to students will be referred to as a “teacher.” All of the observations are based on the student-teacher interactions among all of the teaching staff in the classroom. The spirit of the QSR process is to observe the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR reflect what the QSR team observed in all learning environments within your school. The QSR team used Charlotte Danielson’s *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In addition to this two-week window, a member of the QSR team also attended a Board of Trustees meeting in order to observe the school’s governance as it relates to fulfilling its mission and charter goals.

The QSR team scored 100% of the observations as proficient or exemplary for the Classroom Environment domain. The students and teaching staff were extremely kind and respectful to one another. The students were focused on their learning and the teachers maintained high expectations for behavior and work completion. The students understood the routines and procedures well and helped facilitate them in the classrooms. The QSR team rated two of the observations as exemplary in the Managing Classroom Procedures component. Throughout all of the observations, every minute of instruction was maximized with opportunities for extending learning material. As the students lined up for their mid-morning snack, the teacher asked students math questions and reading comprehension questions about stories they had previously read. There were very few instances of student misbehavior. The teachers dealt with student misbehavior in a fair manner and maintained the students’ dignity. The classrooms were colorful and print-rich with numerous samples of student work displayed.

The QSR team scored 100% of the observations as proficient for the Instructional Delivery domain. In each of the classrooms, there was a common instructional theme observed as well as a similar classroom schedule for centers, small group instruction, and whole group activities. The communication with students by all of the teaching staff was thorough and clear. In many instances it was unclear who the lead teacher, teaching assistant, and teaching fellow were in the classrooms. The teachers asked open-ended questions inviting students to think and offer multiple possible answers. The students also had some choice in how learning tasks were completed during whole group instruction and while they were in learning centers.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes AppleTree’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Review Visit.

Mission and Goals	Evidence
<p>The mission of AppleTree PCS is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.</p>	<p>There was evidence of the school implementing its mission to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school.</p> <p><i>Social and emotional foundations:</i> Students managed their feelings and behaviors and also worked cooperatively in their small groups. The students had healthy interactions with their classmates and were not observed having many behavioral issues. The teaching staff modeled the appropriate behavior that they wanted to see from students and redirected students’ misbehavior in a positive manner. Teachers used a “Sit and Watch” chair for students who were having trouble following directions. A student would sit and learn from other students who were on task and behaving appropriately. Some of the students hugged the teaching staff when they entered the classrooms.</p> <p><i>Cognitive foundation:</i> The students had classroom jobs and actively participated in all components of the lesson. The students were excited about what they were learning and completed a variety of instructional activities cooperatively and independently during the observations. The students practiced emergent reading and writing skills in all of the classrooms observed.</p>

Mission and Goals	Evidence
<p>PMF Goal # 1: Student Progress – Academic Improvement over time <i>Effective Instruction supporting student academic progress and achievement in reading and math.</i></p>	<p>AppleTree students explored literacy and math using whole group instruction, small group instruction, and learning centers. During all of the classroom observations, nearly all of the instruction was aligned to the theme of dinosaurs. Most of the reading passages and instruction were focused on stories or poems about dinosaurs. Students learned how to break down phonemes and identified sight words during small group instruction.</p> <p>Students could choose between several learning centers. Students were able to participate in activities they were interested in completing such as building an excavation site, designing a dinosaur museum, or reading books about dinosaurs in the library. During one of the small groups, students learned emergent writing skills as they practiced writing letters to their dinosaur pen pals. Students also worked on identifying letters and practicing writing their name.</p> <p>Although explicit math instruction was not observed, students in one of the centers worked on identifying and writing two and three digit numbers on their whiteboards. Students also used counter blocks to count the number of sounds within a word.</p>
<p>PMF Goal #2: Student Achievement – Meeting or exceeding academic standards <i>Moving students to advanced levels of proficiency in reading and math.</i></p>	<p>There were several examples of the teachers differentiating reading instruction to move students to advanced levels of proficiency. The teachers varied the level of questioning and support of students during small group rotations.</p> <p>During one of the observations, all of the students learned sight words beginning with the letter F. The teacher differentiated the level of support to students by having one group engage in extra practice identifying sight words. The teachers were able to individually assess student learning through questioning and observation. During two classroom observations students were assessed individually using the</p>

Mission and Goals	Evidence
	Every Child Readiness Curriculum (ECR). Teachers also assessed students using pictures of “rare words.” Students were expected to tell the name of each picture.
<p>PMF Goal #3: Gateway – Outcomes in key subjects that predict future educational success</p> <p><i>Promotion of reading proficiency by third grade and math proficiency by eighth grade</i></p>	See evidence described in goals #1 and #2 above.
<p>PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement</p> <p><i>Culture of learning and support in the classrooms</i></p>	<p>There are three teaching staff members in each classroom responsible for student learning. Each adult played an integral role in the classroom instruction. The teachers worked hard to ensure that students were on task throughout the observation and that students moved through transitions quickly. The schedule for the day was posted in each class with student pictures and times prominently labeled to indicate each activity.</p> <p>The students appeared to enjoy learning in the classrooms. The students willingly participated in activities and were often heard laughing while working with their peers or during a read-aloud about dinosaurs. The teachers frequently communicated learning and behavior expectations to students. The students often responded positively to their requests.</p>
Board Governance	Two overlapping governing boards that attend one joint meeting oversee AppleTree Institute and AppleTree Early Learning Public Charter School. A PCSB staff member observed the board meeting on January 28, 2014. Both boards carried out business for both entities at

Mission and Goals	Evidence
	<p>this meeting. It was not clear which board members were on which board. At the January 28th board meeting, seventeen board members were in attendance and they voted for Cal Leonard (consultant from the New Schools Venture Fund) to join the board. It was unclear which board he joined, but all 17 members voted, which leads PCSB to believe he is part of the Institute's board but not the charter school's. On May 2, 2014, AppleTree clarified that the eleven members of the AppleTree Early Learning PCS Board are also on the AppleTree Institute board with other members. While on paper there is a distinction, in practice, there still appears to be a conflict of interest. Additionally while not in conflict with the School Reform Act, the board chair of the school is also the President and CEO of AppleTree Early Learning PCS, which is not a best practice.</p> <p>AppleTree Institute provides services to other DC public charter schools, including CLASS observation evaluations and has proposed to PCSB to conduct the CLASS observations for the AppleTree Early Learning PCS campuses. While the board meeting is divided into two sections and the board chair stopped a vote on charter school finances during the AppleTree Institute portion of the meeting, acknowledging the PCSB observer, this division of the Board's business is not enough to provide sufficient independence between the two entities to allow for AppleTree Institute to evaluate AppleTree Early Learning PCS.</p> <p>During the public charter school portion of the meeting, Anne Malone, Chief of Schools, reported on attendance goals and MySchoolDC applications. Ms. Malone also spoke on teacher retention and school culture. The board approved an amended budget and discussed the upcoming charter 10-year review.</p>

CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. The QSR team scored 100% of the observations as “proficient” or “exemplary” for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 100% of the observations as proficient. The teachers and students had positive, respectful interactions with one another. The teachers’ words and actions set the tone for the classroom and conveyed that they cared about the students. The students spoke positively to one another and used first names. When students danced or celebrated, the teachers gleefully clapped along. The teachers encouraged students to actively listen to one another and were warm and caring when communicating expectations to students.	Exemplary	0%
		Proficient	100%
	The QSR team did not rate any observations as below proficient.	Satisfactory	0%
		Limited	0%
Establishing a Culture for Learning	The QSR team scored 100% of the observations as proficient. The teachers had high expectations for all students. In all of the classrooms, the teacher reviewed the schedule for the day along with all of the learning tasks. The teacher explained all activities and expectations for all centers and stations. One of the teachers reminded students to do their best in the writing center. The students in self-guided centers worked independently. The teacher used a calendar and symbols to help students generate appropriate responses for questions posed and action statements given.	Exemplary	0%
		Proficient	100%
	The QSR team did not rate any observations as below proficient.	Satisfactory	0%

¹ Teachers may be observed more than once by different review team members.

Classroom Environment	Evidence Observed	School Wide Rating	
		Limited	0%
Managing Classroom Procedures	The QSR teamed rated 100% of the observations as proficient. The teachers had established procedures and routines that ensured a smoothly running classroom and allowed for the efficient use of time. The transitions in student classrooms were seamless and required relatively no teacher involvement. Some of the teachers used a Smart TV to call small groups of students to the table for instruction and intervention. Other teachers circulated the classroom and assisted students as needed in various centers. The students were able to transition without direction or intervention from the teachers. Students also retrieved materials and resources as needed (e.g., markers, crayons, and books).	Exemplary	50%
		Proficient	50%
	The QSR team did not rate any observations as below proficient.	Satisfactory	0%
		Limited	0%
Managing Student Behavior	The QSR team rated 100% of the observations as proficient. The teachers effectively monitored and responded to student behavior. The classrooms had a “time out” / “time to myself” chair for students to sit in while they reflected on their actions. The teachers and students used community language to encourage students to be in control of their actions and behaviors and to manage their feelings saying things like - “It’s a little deal,” “We can handle this,” and “Remember, be kind to others.” While there were very few instances of student misbehavior – some students only became upset when centers were full or resources were taken. The teachers quickly redirected these students and reintegrated them into the lesson.	Exemplary	0%
		Proficient	100%
	The QSR team did not rate any observations as below proficient.	Satisfactory	0%
		Limited	0%

INSTRUCTIONAL DELIVERY

This table summarizes the school’s performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below “proficient” to be under the standard of quality expected of DC charter schools. The QSR team scored 100% of the observations as “proficient” for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team rated 100% of the observations as proficient. The teachers effectively communicated the lesson and expectations for learning to students. The teachers often shared the lesson purpose as well as the scope and sequence of the daily activities. The teachers often shared the purpose of the story or any assessments prior to the start of the activity. The teachers used accurate syntax and a rich vocabulary for students. During story time the teachers used imaginative language to pique the students’ interest. There were strong expectations for learning. The classrooms were joyful, and students moved throughout a variety of activities with high levels of engagement.	Exemplary	0%
		Proficient	100%
	The QSR team did not rate any observations as below proficient.	Satisfactory	0%
		Limited	0%
Using Questioning and Discussion Techniques	The QSR team scored 100% of the observations as proficient. Teachers used questioning and discussion techniques to deepen student understanding. The teachers asked a variety of questions to students with various levels of difficulty. Questions were posed to students during story time, centers, and while assessments were taking place. Nearly all students were given opportunities to participate in class conversations. The questions were engaging and charged students with recalling details, connecting ideas, and making predictions. When students were asked to share what they knew about some of the story themes, they often made text-to-self connections.	Exemplary	0%
		Proficient	100%

Instructional Delivery	Evidence Observed	School Wide Rating	
	The QSR team did not rate any observations as below proficient.	Satisfactory	0%
		Limited	0%
Engaging Students in Learning	The QSR team scored 100% of the observations as proficient. Students were intellectually engaged in assignments. Teachers provided learning tasks that required high levels of student thinking. All of the students participated in each learning center. The small group instruction was well paced and afforded appropriate time for deep learning and synthesis of content.	Exemplary	0%
	The learning centers and small group instruction were comprised of activities and learning opportunities that allowed students to experiment with manipulatives and develop basic reading and writing skills. The teachers used a variety of materials and resources when working with small and whole groups of students. The teachers also used timers to measure time on task and time spent completing tasks and assessments.	Proficient	100%
	The QSR team did not rate any observations as below proficient.	Satisfactory	0%
		Limited	0%
Using Assessment in Instruction	The QSR team scored 100% of the observations as proficient. Teachers effectively used assessment to monitor student learning. See goal #2 for evidence of assessment and differentiation during observations.	Exemplary	0%
		Proficient	100%
	The QSR team did not rate any observations as below proficient.	Satisfactory	0%
		Limited	0%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
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: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
Communicating with Students	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.



May 23, 2014

Jack McCarthy, Board Chair
AppleTree Early Learning Public Charter School-Columbia Heights
2750 14th Street, NW
Washington, DC 20009

Dear Mr. McCarthy:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, 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 QSR during the 2013-14 school year for the following reason:

- School eligible for a 10-year Charter Review during 2014-15 school year

Qualitative Site Review Report

A QSR team conducted on-site review visits of the Columbia Heights campus of AppleTree Early Learning Public Charter School-Columbia Heights (AppleTree PCS-Columbia Heights) between March 31 and April 11. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. Members of the QSR team conducted 30 to 45 minute observations in classrooms. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. The team also visited a board meeting in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

The QSR team's report is attached. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery. The QSR results for the school were exceptionally strong. Congratulations!

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at AppleTree PCS-Columbia Heights. Thank you for your continued cooperation as PCSB makes every effort to ensure that Apple Tree PCS-Columbia Heights is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

AppleTree Early Learning Public Charter School–Columbia Heights (AppleTree PCS–Columbia Heights) serves approximately 150 students in pre-kindergarten-3 (PK3) through pre-kindergarten-4 (PK4) and is part of a five campus pre-kindergarten network serving over 600 students. DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) at all campuses in April 2014 because AppleTree PCS is eligible for a 10-year Charter Review during the 2014-15 school year.

The QSR team conducted observations over the course of a two-week window from March 31 through April 11, 2014. A team of two PCSB staff members including PCSB’s Special Education Specialist and one consultant conducted 13 observations. In each of the classrooms at AppleTree PCS–Columbia Heights, there was a lead teacher, teaching assistant, and teaching fellow. For the purpose of this report, an adult delivering instruction to students will be referred to as a “teacher.” All of the observations were based on the student-teacher interactions among all of the teaching staff in the classroom. The spirit of the QSR process is to identify the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR are thus reflective of what the QSR team observed in all learning environments within your school where students with disabilities are being serviced, including the one Special Education teacher observed in the inclusion setting. In some instances the review team may have observed a teacher twice. The QSR team used Charlotte Danielson’s *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In addition to this two-week window, a member of the QSR team also attended a Board of Trustees meeting in order to observe the school’s governance as it relates to fulfilling its mission and charter goals.

The QSR team scored 87.5% of the observations as proficient or exemplary for the Classroom Environment domain. The highest rated component within the Classroom Environment domain was Managing Student Behavior with 100% of observations rated as proficient or exemplary. The teachers and staff exhibited patience and skilled management of students’ individual behavior. Teachers also encouraged sharing and respect between students. The lowest rated component in this domain was Establishing a Culture for Learning, where 67% of observations were proficient or exemplary. In a few isolated observations, teachers were not engaged with the students during center time and exhibited a low level of energy for the work.

The QSR team scored 85% of the observations as proficient or exemplary for the Instructional Delivery domain. The highest rated component within this domain was Communicating with Students, with 92% of observations scoring proficient or exemplary. Teachers clearly communicated expectations for learning, directions, and procedures to the students through oral and written communication. The lowest scoring components in this domain were Using Discussion and Questioning Techniques, Engaging Students in Learning, and Using Assessment in Instruction with 83% of observations scoring proficient or exemplary in all three components. In a small number of observations, teachers did not pace the lessons well or adjust the lessons based on the student responses or participation level.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes AppleTree PCS–Columbia Heights’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Review Visit.

Mission and Goals	Evidence
<p>Mission: The mission of AppleTree Early Learning PCS is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.</p>	<p>The QSR team observed evidence that AppleTree–PCS Columbia Heights is carrying out its mission. Teachers and staff structure the classroom environment and instruction to support the students’ social, emotional, cognitive, and motor development.</p> <p><i>Social and emotional foundations:</i> Discussions between teachers and students and between students themselves encouraged social and language development. Students worked together in groups during center time, while teachers facilitated other students putting on puppet shows in one observation.</p> <p>Teachers used behavior charts and the “Sit and Watch” chair to help students learn how to regulate their own behavior. A few students sat in this chair for a short while if they had trouble participating or engaging in a class activity. After certain activities, the teacher put stickers on the behavior chart and highlighted appropriate behavior.</p> <p>One particular area of the classroom setting highlighted the school’s focus on emotional development. Each classroom had a “calm down station.” The calm down station contained a beanbag or comfortable chair. Charts posted on the wall listed various emotions: happy, sad, excited, angry, etc. Each label had an accompanying face expressing the emotion. The area also contained a mirror. Students could go to the center to calm down.</p>

Mission and Goals	Evidence
	<p>The QSR team observed teachers helping students who were upset and needed extra attention. Teachers helped crying students calm down by encouraging the students to take deep breaths, leaving the room with them briefly to get water, and speaking softly to them.</p> <p><i>Cognitive foundations</i> Teachers led reading, writing, and math instruction in whole and small groups. Teachers used language and math manipulatives to introduce concepts. Students engaged in hands-on learning in structured environments such as teacher-led small groups and less structured environments such as free play in the block center or sand table. Common centers among the classrooms included a writing center, art studio, investigation location, construction zone, exploration station, library, dramatic play/puppet theater, etc. Each center reflected the current academic thematic unit. During this two-week window, the thematic unit was dinosaurs and excavation.</p>
<p>PMF Goal # 1: Student Progress – Academic Improvement over time <i>Effective Instruction supporting student academic progress and achievement in reading and math</i></p>	<p>Teachers worked with students in small groups to blend sounds, read sight words, and write in journals about the thematic unit. Students also read books about dinosaurs in the library center. Teachers read books aloud in a whole group setting, stopping to ask the students about the book and engage them in a discussion about the topic.</p> <p>Teachers introduced addition in a whole group setting. The teachers used small dinosaur toys to provide a visual representation of the numbers in the equation. Teachers also delivered math instruction in small groups using laminated placemats for counting and adding. Students used manipulatives to solve math problems.</p>
<p>PMF Goal #2: Student Achievement – Meeting or exceeding</p>	<p>Teachers worked with some students individually to support more</p>

Mission and Goals	Evidence
<p>academic standards <i>Moving students to advanced levels of proficiency in reading and math</i></p>	<p>independent reading and writing. Teachers also modeled writing in a whole group setting while differentiating levels of what the students could do. Some students were encouraged to draw a picture and explain it while others were asked to label their drawings in their journals.</p> <p>Teachers also led small group math instruction and presented different levels of problems to different groups of students. Students also had opportunities to work independently.</p>
<p>PMF Goal #3: Gateway – Outcomes in key subjects that predict future educational success <i>Promotion of reading proficiency by third grade and math proficiency by eighth grade</i></p>	<p>See evidence described in goals #1 and #2 above.</p>
<p>PMF Goal #4: Leading Indicators – Predictors of future student progress and achievement <i>Culture of learning and support in the classrooms</i></p>	<p>Teachers prepared and delivered structured lessons while communicating the purpose and importance of the content. Teachers held high expectations for students and encouraged independence. Students were encouraged to write a number on the board before being dismissed from the rug to start center work. Students showed pride in their work by concentrating on completing a task and sharing the result with the class e.g., sharing journal writing from the author’s chair.</p>
<p>Board Governance</p>	<p>Two overlapping governing boards that attend one joint meeting oversee AppleTree Institute and AppleTree Early Learning Public Charter School. A PCSB staff member observed the board meeting on January 28, 2014. Both boards carried out business for both entities at this meeting. It was not clear which board members were on which board. At the January 28th board meeting, seventeen board members were in attendance and they voted for Cal Leonard (consultant from the New Schools Venture Fund) to join the board. It was unclear which</p>

Mission and Goals	Evidence
	<p>board he joined, but all 17 members voted, which leads PCSB to believe he is part of the Institute's board but not the charter school's. On May 2, 2014, AppleTree clarified that the eleven members of the AppleTree Early Learning PCS Board are also on the AppleTree Institute board with other members. While on paper there is a distinction, in practice, there still appears to be a conflict of interest. Additionally while not in conflict with the School Reform Act, the board chair of the school is also the President and CEO of AppleTree Early Learning PCS, which is not a best practice.</p> <p>AppleTree Institute provides services to other DC public charter schools, including CLASS observation evaluations and has proposed to PCSB to conduct the CLASS observations for the AppleTree Early Learning PCS campuses. While the board meeting is divided into two sections and the board chair stopped a vote on charter school finances during the AppleTree Institute portion of the meeting, acknowledging the PCSB observer, this division of the Board's business is not enough to provide sufficient independence between the two entities to allow for AppleTree Institute to evaluate AppleTree Early Learning PCS.</p> <p>During the public charter school portion of the meeting, Anne Malone, Chief of Schools, reported on attendance goals and MySchoolDC applications. Ms. Malone also spoke on teacher retention and school culture. The board approved an amended budget and discussed the upcoming charter 10-year review.</p>

CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. The QSR team scored 87.5% of the observations as “proficient” or “exemplary” for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wide Rating	
<p>Creating an Environment of Respect and Rapport</p>	<p>The QSR team scored 92% of the observations as exemplary or proficient in Creating an Environment of Respect and Rapport. Teacher and student interactions were warm and respectful. Teachers encouraged sharing and helped students cooperate as needed.</p>	Exemplary	8%
	<p>One exemplary observation involved a teacher pulling a child aside to talk about some things happening outside of school. This exchange was discreet and carried out calmly in a caring manner.</p>	Proficient	83%
	<p>The QSR team scored fewer than 10% of the observations as below proficient.</p>	Satisfactory	8%
		Limited	0%
<p>Establishing a Culture for Learning</p>	<p>The QSR team scored 83% of the observations as proficient in Establishing a Culture for Learning. Students exhibited a determination to stick with tasks and obtain correct answers in small groups. Teachers maintained high expectations for students and encouraged them to keep trying. Students who were having trouble blending some sounds continued to practice and were rewarded with praise after accomplishing the task.</p>	Exemplary	0%
		Proficient	83%
	<p>The QSR team scored 17% of the observations below proficient in Establishing a Culture for Learning. In a few isolated observations, staff members were not</p>	Satisfactory	17%

¹ Teachers may be observed more than once by different review team members.

Classroom Environment	Evidence Observed	School Wide Rating	
	engaged in the work with students and missed opportunities to facilitate exploration and learning. In a small number of observations, the teachers' energy and observed commitment to the work was relatively low.	Limited	0%
Managing Classroom Procedures	The QSR team scored 83% of the observations as proficient in Managing Classroom Procedures. Teachers used management techniques to gain students' attention, give instructions, highlight appropriate behavior, and transition students throughout the day. Examples include turning the lights off and on, using special calling voices, and positive reinforcement.	Exemplary	0%
	Students used wooden sticks with their names on them to move from center to center. In order to join a new center, students looked to see if there was an open space indicated by a free Velcro piece outside of the center. Each student would stick his or her stick on that Velcro piece and participate in the center. The students took their sticks with them as they freely moved around the room. Students understood the expectations and managed their movement without teacher redirection.	Proficient	83%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	8%
		Limited	0%
Managing Student Behavior	The QSR team scored 100% of the observations as exemplary or proficient in Managing Student Behavior. Teachers managed student behavior with patience and understanding. They used behavior charts and the "Sit and Watch" chair when appropriate. Teachers placed stickers on the behavior charts to highlight appropriate behavior and talked about each student's behavior as they placed the	Exemplary	8%

Classroom Environment	Evidence Observed	School Wide Rating	
	<p>stickers next to the names. The “Sit and Watch” chair was used sparingly. The few students who sat in it were there for a brief time before they reentered the class activity.</p> <p>Teachers handled crying students in a calm manner with soft voices. Some were briefly removed from the room to get a drink. Teachers encouraged students to take deep breaths and explain why they were upset.</p>	Proficient	92%
	<p>The QSR team did not score any of the observations as below proficient.</p>	Satisfactory	0%
		Limited	0%

INSTRUCTIONAL DELIVERY

This table summarizes the school’s performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below “proficient” to be under the standard of quality expected of DC charter schools. The QSR team scored 85% of the observations as “proficient” or “exemplary” for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	The QSR team scored 92% of the observations proficient in Communicating with Students. Teachers clearly stated the purpose of the lessons and repeated the purpose throughout the lesson as needed. Teachers communicated directions to students and modeled instructional tasks. Teachers embedded ways to gauge student understanding of the material such as asking students to give a thumbs up if they understood or agreed with another student’s answer.	Exemplary	0%
	The QSR team scored fewer than 10% of the observations as below proficient.	Proficient	92%
		Satisfactory	8%
	Limited	0%	
Using Questioning and Discussion Techniques	The QSR team scored 83% of the observations as proficient in Using Questioning and Discussion Techniques. Students participated in discussions in whole group and small group settings during all of the observations. Teachers paused during read alouds to ask higher-level questions, encourage students to predict the next part of the book, and engage in discussions. During a whole group math lesson, the teacher called on different students to participate in solving an equation. Students arranged small dinosaurs to fit the equation and took turns writing answers to the equations on the board.	Exemplary	0%
	The QSR team scored 17% of the observations as below proficient in Using Questioning and Discussion Techniques. In a small number of observations,	Proficient	83%
		Satisfactory	17%

Instructional Delivery	Evidence Observed	School Wide Rating	
	teachers were not encouraging students to respond to the material.	Limited	0%
Engaging Students in Learning	The QSR team scored 83% of the observations as exemplary or proficient in Engaging Students in Learning. Instructional lessons were aligned to learning expectations. Students were highly engaged in classroom activities. Teachers encouraged participation in whole group by having students act out some dinosaur actions such as pouncing. Students participated in the “dino-pokey,” which was a variation of the hokey pokey but with dinosaur body parts such as a tail.	Exemplary	8%
		Proficient	75%
	The QSR team scored 17% of the observations as below proficient in Engaging Students in Learning. The pacing of the lessons was not appropriately aligned to abilities of the students. In one observation the lesson moved too quickly for a few students. The teacher repeatedly moved on to the question when a student was not able to answer correctly instead of helping the students work out the solution.	Satisfactory	17%
		Limited	0%
Using Assessment in Instruction	The QSR team scored 83% of the observations as exemplary or proficient in Using Assessment in Instruction. The team observed ongoing assessment and feedback. Teachers posed numerous questions to elicit student responses during whole and small group instruction. Teachers repeated aspects of the lesson such as putting sounds together to form a word when a student did not arrive at the correct answer. Teachers also moved to more challenging tasks depending on student responses. When students finished a set of addition problems during small group work, the teacher moved on to more difficult equations with bigger numbers.	Exemplary	8%
		Proficient	75%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 17% of the observations below proficient. Teachers did not always adjust instruction based on the needs of the students. During one observation of small group math instruction, the teacher focused more on finishing the addition activity than making sure students had complete understanding. The teacher did not adjust the task by breaking the problem down for the students who were getting wrong answers.</p>	Satisfactory	17%
		Limited	0%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
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: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
Communicating with Students	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix H



AppleTree Early Learning Public Charter School--Amidon
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	Pursuant to the School Reform Act of 1995 (Sec 38-1802.06) as amended, a charter school may not limit enrollment based on student's race, color, religion and other factors. The request for potty training violates open enrollment and must be removed from the application and resubmitted to the PCSB.
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	



AppleTree Early Learning Public Charter School--Amidon
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Compliant	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Compliant	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	N/A for AppleTree
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	N/A for AppleTree
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Non-Compliant	One more current parent board member is needed (currently there is 1), but make sure to keep the odd number composition.
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	



AppleTree Early Learning Public Charter School--Columbia Heights
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	Pursuant to the School Reform Act of 1995 (Sec 38-1802.06) as amended, a charter school may not limit enrollment based on student's race, color, religion and other factors. The request for potty training violates open enrollment and must be removed from the application and resubmitted to the PCSB.
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	



AppleTree Early Learning Public Charter School--Columbia Heights
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Non-Compliant	AppleTree is in progress of obtaining an updated Certificate of Occupancy for the Columbia Heights campus.
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Compliant	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	N/A for AppleTree
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	N/A for AppleTree
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Non-Compliant	One more current parent board member is needed (currently there is 1), but keep the odd number composition.
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	



AppleTree Early Learning Public Charter School--Douglass Knoll
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	Pursuant to the School Reform Act of 1995 (Sec 38-1802.06) as amended, a charter school may not limit enrollment based on student's race, color, religion and other factors. The request for potty training violates open enrollment and must be removed from the application and resubmitted to the PCSB.
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	



AppleTree Early Learning Public Charter School--Douglass Knoll
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Compliant	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Compliant	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	N/A for AppleTree
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	N/A for AppleTree
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Non-Compliant	One more current parent board member is needed (currently there is 1), but keep the odd number composition.
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	



AppleTree Early Learning Public Charter School--Lincoln Park
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	Pursuant to the School Reform Act of 1995 (Sec 38-1802.06) as amended, a charter school may not limit enrollment based on student's race, color, religion and other factors. The request for potty training violates open enrollment and must be removed from the application and resubmitted to the PCSB.
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	



AppleTree Early Learning Public Charter School--Lincoln Park
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Compliant	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Compliant	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	N/A for AppleTree
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	N/A for AppleTree
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Non-Compliant	One more current parent board member is needed (currently there is 1), but keep the odd number composition.
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	



AppleTree Early Learning Public Charter School--Oklahoma Avenue
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	Pursuant to the School Reform Act of 1995 (Sec 38-1802.06) as amended, a charter school may not limit enrollment based on student's race, color, religion and other factors. The request for potty training violates open enrollment and must be removed from the application and resubmitted to the PCSB.
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	



AppleTree Early Learning Public Charter School--Oklahoma Avenue
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Non-Compliant	AppleTree is in progress of obtaining an updated Certificate of Occupancy for the Oklahoma Avenue campus.
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Compliant	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	N/A for AppleTree
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	N/A for AppleTree
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Non-Compliant	One more current parent board member is needed (currently there is 1), but keep the odd number composition.
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	



AppleTree Early Learning Public Charter School-- Parklands
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	Pursuant to the School Reform Act of 1995 (Sec 38-1802.06) as amended, a charter school may not limit enrollment based on student's race, color, religion and other factors. The request for potty training violates open enrollment and must be removed from the application and resubmitted to the PCSB.
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	



AppleTree Early Learning Public Charter School-- Parklands
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Non-Compliant	AppleTree is in progress of obtaining an updated Certificate of Occupancy for the Parklands campus.
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Compliant	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	N/A for AppleTree
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	N/A for AppleTree
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Non-Compliant	One more current parent board member is needed (currently there is 1), but keep odd number composition.
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	



AppleTree Early Learning Public Charter School - Riverside
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



AppleTree Early Learning Public Charter School - Riverside
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	N/A	



AppleTree Early Learning Public Charter School - Riverside
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



AppleTree Early Learning Public Charter School--Riverside
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	Pursuant to the School Reform Act of 1995 (Sec 38-1802.06) as amended, a charter school may not limit enrollment based on student's race, color, religion and other factors. The request for potty training violates open enrollment and must be removed from the application and resubmitted to the PCSB.
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	



AppleTree Early Learning Public Charter School--Riverside
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Compliant	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Compliant	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	N/A for AppleTree
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	N/A for AppleTree
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Non-Compliant	One more current parent board member is needed (currently there is 1), but keep odd number composition.
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	



AppleTree Early Learning Public Charter School - Amidon
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



AppleTree Early Learning Public Charter School - Amidon
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	In Progress	School has filed an application for an updated Certificate of Occupancy with DCRA.
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	N/A	



AppleTree Early Learning Public Charter School - Amidon
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



AppleTree Early Learning Public Charter School - Douglas Knoll
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



AppleTree Early Learning Public Charter School - Douglas Knoll
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	N/A	



AppleTree Early Learning Public Charter School - Douglas Knoll
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



AppleTree Early Learning Public Charter School - Lincoln Park
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



AppleTree Early Learning Public Charter School - Lincoln Park
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	N/A	



AppleTree Early Learning Public Charter School - Lincoln Park
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



AppleTree Early Learning Public Charter School - Oklahoma Ave.
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



AppleTree Early Learning Public Charter School - Oklahoma Ave.
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	N/A	



AppleTree Early Learning Public Charter School - Oklahoma Ave.
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



AppleTree Early Learning Public Charter School - Parklands
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



AppleTree Early Learning Public Charter School - Parklands
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	In Progress	School has filed an application for an updated Certificate of Occupancy with DCRA.
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	N/A	



AppleTree Early Learning Public Charter School - Parklands
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



AppleTree Early Learning Public Charter School - Riverside
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



AppleTree Early Learning Public Charter School - Riverside
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	N/A	



AppleTree Early Learning Public Charter School - Riverside
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



AppleTree Early Learning PCS – Columbia Heights
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Discipline 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	



AppleTree Early Learning PCS – Columbia Heights
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	



AppleTree Early Learning PCS – Columbia Heights
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)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	



AppleTree Early Learning PCS – Oklahoma Ave
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Discipline 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	



AppleTree Early Learning PCS – Oklahoma Ave
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	



AppleTree Early Learning PCS – Oklahoma Ave
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)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	



AppleTree Early Learning PCS – Southeast
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Discipline 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	



AppleTree Early Learning PCS – Southeast
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	



AppleTree Early Learning PCS – Southeast
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)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	



AppleTree Early Learning PCS – Southwest
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Discipline 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	



AppleTree Early Learning PCS – Southwest
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	



**AppleTree Early Learning PCS – Southwest
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)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	



AppleTree Early Learning PCS - Lincoln Park
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Discipline 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	



AppleTree Early Learning PCS - Lincoln Park
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)	IN PROGRESS	Certificate load is not equal or greater to the number of students plus staff that could be in the building on a given day. School is applying for an updated Certificate with DCRA
	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 (N/A)	



AppleTree Early Learning PCS - Lincoln Park
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)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Appretree Early Learning PCS*

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	Compliant	7/25/14	✓
School Calendar	Compliant	7/25/14	✓
Quarterly Financial Statements - 4th	Compliant	7/31/14	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/15/14	✓
Auditor Engagement Letter	Compliant	8/15/14	✓
Annual Report SY2013-2014	Compliant	9/5/14	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/14	✓
Accreditation	Compliant	10/10/14	✓
Board Roster	Compliant	10/10/14	✓
Child Find Policy	Compliant	10/10/14	✓
Employee Handbook: Employment Policies	Compliant	10/10/14	✓
Litigation Proceedings Calendar	Compliant	10/10/14	✓
Student Handbook	Compliant	10/10/14	✓
Board Meeting Approved Minutes	Compliant	10/24/14	✓
Quarterly Financial Statements - 1st	Compliant	10/31/14	✓
Audited Financial Statements	Compliant	11/3/14	✓
Audited Financial Statements - FAR Data Entry Form	Compliant	11/7/14	✓
Certificate of Insurance	Compliant	11/21/14	✓

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *AppleTree Early Learning PCS - Columbia Heights*

Requirement	Compliance Status	Due	On Time
Fire Drills	Compliant	7/25/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/1/14	✓
Basic Business License	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	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	✓
Fire Drills	Compliant	12/5/14	✓

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *AppleTree Early Learning PCS - Lincoln Park*

Requirement	Compliance Status	Due	On Time
Fire Drills	Compliant	7/25/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/1/14	✓
Basic Business License	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	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	✓
Fire Drills	Compliant	12/5/14	✓

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *AppleTree Early Learning PCS - Oklahoma Ave*

Requirement	Compliance Status	Due	On Time
Fire Drills	Compliant	7/25/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/1/14	✓
Basic Business License	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	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	✓
Fire Drills	Compliant	12/5/14	✓

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *AppleTree Early Learning PCS - Southeast*

Requirement	Compliance Status	Due	On Time
Fire Drills	Compliant	7/25/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/1/14	✓
Basic Business License	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	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	✓
Fire Drills	Compliant	12/5/14	✓

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *AppleTree Early Learning PCS - Southwest*

Requirement	Compliance Status	Due	On Time
Fire Drills	Compliant	7/25/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/1/14	✓
Basic Business License	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	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	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	11/21/14	✓
Fire Drills	Compliant	12/5/14	✓

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	<p>Calendar must include the following:</p> <ul style="list-style-type: none"> -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 <p>*If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p>
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	<p><u>Fire drill schedule</u></p> <ul style="list-style-type: none"> -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	<p><u>2013-14 Annual Report includes:</u></p> <ul style="list-style-type: none"> -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	<p>Board makeup must include:</p> <ul style="list-style-type: none"> -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) * <p><i>*Adult schools may use alumnae or adult students to satisfy the parent requirement</i></p>
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
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 <i>*Should confirm staff's understanding of their obligation for reporting sexual abuse of student.</i>

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: <ul style="list-style-type: none"> • 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 <i>*All volunteers working more than 10 hrs/ week must have background checks</i>
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: <ul style="list-style-type: none"> *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	<p>Discipline Policy</p> <ul style="list-style-type: none"> -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 <p>Attendance Policy</p> <ul style="list-style-type: none"> -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) <p>Safeguard of Student Information Policy--aligns with FERPA regulations</p>
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	<p>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</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>
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

Appendix I



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	AppleTree Early Learning Public Charter School
Final Percentage Rating:	90%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – N/A Indicator 9 – N/A Indicator 10 – N/A Indicator 11 – not in compliance Indicator 12 – N/A Indicator 13 – N/A 	0
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> All data are valid and reliable and submitted timely 	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	<ul style="list-style-type: none"> LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit 	N/A
3b	Dispute resolution findings (student and/or LEA level)	<ul style="list-style-type: none"> No dispute resolution complaints were filed against the LEA. 	N/A

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points 	3.5 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle 	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely 	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup • The LEA did not serve students in this category 	N/A N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> The LEA did not receive any findings of noncompliance from FFY 2009 that were due for correction in FFY 2010 	N/A
Total Number of Points Earned + Additional Points			13.50
Total Possible Points from Applicable Elements			15
Percentage of Points from Applicable Elements			90%



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	AppleTree Early Learning Public Charter School
Final Percentage Rating:	90%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – N/A Indicator 9 – N/A Indicator 10 – N/A Indicator 11 – not in compliance Indicator 12 – N/A Indicator 13 – N/A 	0
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> All data are valid and reliable and submitted timely 	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	<ul style="list-style-type: none"> LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit 	N/A
3b	Dispute resolution findings (student and/or LEA level)	<ul style="list-style-type: none"> No dispute resolution complaints were filed against the LEA. 	N/A

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points 	3.5 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle 	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely 	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup • The LEA did not serve students in this category 	N/A N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> The LEA did not receive any findings of noncompliance from FFY 2009 that were due for correction in FFY 2010 	N/A
Total Number of Points Earned + Additional Points			13.50
Total Possible Points from Applicable Elements			15
Percentage of Points from Applicable Elements			90%



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2011 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Apple Tree Early Learning Center PCS
Final Percentage Rating:	71%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination	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)	<ul style="list-style-type: none"> • Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – Not in compliance • Indicator 12 – N/A • Indicator 13 – N/A 	0	1
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> • All data are submitted timely 	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> • Less than 75% of reviewed student files in compliance 	0	2
3b	Dispute resolution findings	<ul style="list-style-type: none"> • No dispute resolution complaints were filed against the LEA 	N/A	N/A

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points 	3.5 (average points)	4 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2011 grants cycle 	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely 	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup 	0	0

8	Evidence of correction of findings of noncompliance, including progress toward full compliance	<ul style="list-style-type: none"> Less than 90% of noncompliance corrected within one year after the identification of the noncompliance 	0	2
Total Number of Points Achieved			13.50	
Total Possible Points from Applicable Elements			19.00	
Percentage of Points Achieved from Applicable Elements			71%	



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2012 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	AppleTree Early Learning Center Public Charter School
Final Percentage Rating:	106%
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)	<ul style="list-style-type: none"> • Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – compliant • Indicator 12 – N/A • Indicator 13 – N/A 	1	1
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> • All data are submitted timely 	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> • LEA did not receive a report in FFY 2012 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	<p>LEA has 26-50 students with IEPs</p> <ul style="list-style-type: none"> • No dispute resolution complaints were filed against the LEA or 0-4 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – • 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 	4	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2012 grants cycle 	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely 	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> The LEA was not issued any findings of noncompliance from FFY 2012 that were due for correction in FFY 2013 	N/A	N/A
		<ul style="list-style-type: none"> BONUS: LEA has no longstanding noncompliance from FFY 2011, 2010 and 2009 	1	
Total Number of Points Achieved				18
Total Possible Points from Applicable Elements				17
Percentage of Points Achieved from Applicable Elements				106%

Appendix J

AppleTree Early Learning Center PCS

2011-2012 LEA Compliance Monitoring Report



Date of Notification:
December 30, 2011

All Corrections Due by:
June 29, 2012

Prepared by:
OSSE Quality Assurance & Monitoring Unit

LEA Directions for Compliance Monitoring Workbook

Compliance Summary

Step 1: Review the compliance summary.

The purpose of the compliance summary is to provide the LEA with a summary of the quantitative data collected during the on-site visit.

For any item in which an LEA has noncompliance, additional files will be reviewed in order to verify that systemic changes have occurred and that the LEA is now correctly implementing the regulatory requirement. The files that will be reviewed to verify that systemic change has occurred will not be the files that were reviewed during the on-site visit.

Student Level Noncompliance

Step 2: Review all student level noncompliance.

All instances of noncompliance must be corrected at an individual student level.

Step 3: After all student level noncompliance has been corrected, sign and date the student level form.

When corrections have been made for all items of noncompliance for each student, the appropriate administrator (Chief Executive Officer/Head of School) must sign and date the student level tracking sheet.

Step 4: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all individual student noncompliance has been corrected and also sign the form.

LEA Level Noncompliance

Step 5: Review all LEA level noncompliance.

For any LEA having less than 80% compliance total for each item on the Compliance Summary report, LEA level corrective actions must also be completed. The LEA must also complete the LEA Action Log, specifying how correction was made. The compliance percentage is calculated by dividing the total number of students found compliant by the total number of student files reviewed.

Step 6: After all LEA level noncompliance has been corrected, sign and date the LEA level form. When corrections have been made for each item of noncompliance, the appropriate administrator (Chief Executive Officer/Head of School) must sign and date the form for each item.

Step 7: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the actions have been completed. Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all LEA level corrective actions have been completed and also sign the form.

Additional Corrective Actions

Step 8: Review Section 4.1 - Additional LEA Corrections

This section provides a summary of qualitative data collected during the on-site visit. Based on a review of additional information and/or interviews, OSSE may identify additional noncompliance. If applicable, identified noncompliance and required corrective action is outlined in Section 4.1.

When corrections have been made, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all corrective actions have been completed.

Certification Page

Step 9: Sign and date Certification.

Upon completion of ALL student level and LEA level corrective actions, the appropriate LEA administrator (Chief Executive Officer/Head of School) responsible for ensuring that corrections have been made must sign and date the certification form.

Submission

Step 10: Submit the Certification form and all signature pages of the report.

Submit the Certification page and ALL signature pages to:

Mary Boatright, Acting Director of Quality Assurance & Monitoring

OSSE, Department of Special Education

810 First Street, NE, 5th Floor

Washington, DC 20002

AppleTree Early Learning Center PCS
2011-2012 LEA Compliance Monitoring Report

Date of Notification: **December 30, 2011**

All Corrections Due By: **June 29, 2012**

2011-2012 Individual Student

Compliance Criteria:

2011-2012 LEA Review

Compliance Criteria:

80% or above

100%

Individual Student File Review							
Part C to Part B Transition							
Question	Legal Reference	N =	Yes	No	NA	Percentage	
C2B 1: LEA Attended Transition Planning Conference	\$300.124(c)	16	6	4	6	60.00%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
Initial Evaluations and Reevaluations							
IEV 2: Parent Provided Procedural Safeguards	\$300.504(a)(1)	16	3	12	1	20.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEV 3: Parent Consent Prior to Initial Evaluation	\$300.300(a)	16	13	3		81.25%	Not Correctable at Student Level, No Additional Actions Required
IEV 4: Variety of Assessments Used to Gather Relevant Information	\$300.304	16	16	0		100.00%	Criteria Met
REV 5: Parent Consent Prior to Reevaluation	\$300.300(c) (1)	16	0	0	16	NA	NA
REV 6: IEP Team Review of Existing Data	\$300.305	16	0	0	16	NA	NA
REV 7: Variety of Sources Used to Determine Continued Eligibility	\$300.306(c)	16	0	0	16	NA	NA

IEP Development							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
IEP 8: Parent Invited to IEP Meeting	\$300.322(a)	16	15	1	0	93.75%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 9: General Education Teacher Attended IEP Meeting	\$300.321(a), \$300.321(e)	16	8	5	3	61.54%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
IEP 10: LEA Designee Attended IEP Meeting	\$300.321(a), \$300.321(e)	16	13	3		81.25%	Not Correctable at Student Level, No Additional Actions Required
IEP 11: IEP Contains Measurable Annual Goal(s)	\$300.320(a) (2)(i)	16	16	0		100.00%	Criteria Met
IEP 12: IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE	\$300.320(a) (2)(i)(B)	16	16	0	0	100.00%	Criteria Met
IEP 13: IEP Contains Description of How Progress Towards Related Services Will Be Measured	\$300.320(a)(3)	16	16	0	0	100.00%	Criteria Met
IEP 14: IEP Documents ESY Was Considered	\$300.106(a)(2)	16	16	0		100.00%	Criteria Met
IEP 15: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	\$300.320(a)(1)	16	16	0		100.00%	Criteria Met
IEP 16: Student Informed of Transfer of Rights When Reaching Age of Majority	\$300.320(c)	16	0	0	16	NA	NA
IEP 17: IEP Team Considered Concerns of the Parents	\$300.324(a)	16	11	5	0	68.75%	Individual Student Corrections and LEA Corrective Actions Must Be Completed

Least Restrictive Environment							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
LRE 18: Supplemental Aids and Services Used Before Removal From Regular Education	\$300.114(a)(2)(ii)	16	2	3	11	40.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
LRE 19: Consideration of Harmful Effects	\$300.116(d)	16	7	9		43.75%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
Discipline							
DIS 20: Manifestation Determination	\$300.530(e)	16	16	0	0	100.00%	Criteria Met
DIS 21: IEP Team Considered Use of Positive Behavioral Interventions/Supports/Strategies	\$300.324(a)(2)	16	16	0	0	100.00%	Criteria Met
Data Verification							
DAT 22: Student Name Same as Reported in SEDS	\$300.211	16	16	0		100.00%	Criteria Met
DAT 23: Date of Birth Same as Reported in SEDS	\$300.211	16	12	4		75.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
DAT 24: Primary Disability Same as Reported in SEDS	\$300.211	16	16	0		100.00%	Criteria Met
DAT 25: Placement Same as Reported in SEDS	\$300.211	16	16	0		100.00%	Criteria Met
DAT 26: Initial Evaluation Date Same as Reported in SEDS	\$300.211	16	12	4	0	75.00%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 27: Reevaluation Date Same as Reported in SEDS	\$300.211	16	0	0	16	NA	NA
DAT 28: IEP Development Date Same as Reported in SEDS	\$300.211	16	14	2	0	87.50%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
DAT 29: IEP Implementation Date Same as Reported in SEDS	\$300.211	16	15	1	0	93.75%	Individual Student Corrections Must Be Completed Where Noncompliance Identified

LEA Level Review

Data Verification									
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions		
DAT 30: LEA Entered All Students Referred to Special Education into SEDS	\$300.211	1	1	0		100.00%	Criteria Met		
Dispute Resolution									
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions		
DSP 31: LEA Implements HODs in Timely Manner	\$300.600(e)	1	0	0	1	NA	NA		
DSP 32: LEA Provides Information to OSSE Regarding State Complaints	OSSE State Complaint Policy	1	0	0	1	NA	NA		
DSP 33: LEA Timely Implements Corrective Actions	\$300.600(e)	1	0	0	1	NA	NA		
Access to Instructional Materials									
NIM 34: LEA Provision of Instructional Materials	\$300.172	1	0	0	1	NA	NA		
Fiscal									
FIS 35: LEA Policy/Procedure Governing Budgets	\$80.20	1	1	0		100.00%	Criteria Met		
FIS 36: LEA Has Procurement Policy/Procedure to Ensure Contractors Perform in Accordance of Contract/Purchase Order	§§80.36(b)(1), (b)(2)	1	1	0	0	100.00%	Criteria Met		
FIS 37: LEA Policies/Procedures to Ensure Expenditure Approval in IDEA RW	OSSE GAN	1	1	0		100.00%	Criteria Met		
FIS 38: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	\$80.23	1	1	0		100.00%	Criteria Met		

Fiscal							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
FIS 39: LEA Retention of Financial Records for 5 Years	\$80.42 GEPA	1	1	0		100.00%	Criteria Met
FIS 40: LEA Controls in Place to Protect Assets Over \$5,000	\$80.32	1	1	0	0	100.00%	Criteria Met
FIS 41: LEA Code of Conduct For Employees Administering Contracts	\$80.36(b)	1	1	0		100.00%	Criteria Met
FIS 42: LEA Accounting Record to Ensure Federal Funds Are Not Co-Mingled	\$80.20	1	1	0		100.00%	Criteria Met
FIS 43: LEA Accurately Tracks IDEA Expenditures, Including Set-Asides	\$80.20	1	1	0		100.00%	Criteria Met
FIS 44: LEA Appropriately Charges Salaries to IDEA Grant Programs	OMB Circular A-87	1	0	0	1	NA	NA
FIS 45: LEA Tracks Personnel Supported by IDEA Grant Funds	OMB Circular A-87	1	0	0	1	NA	NA
FIS 46: LEA Has Source Documentation for Items For Which It Purchased and Sought Reimbursement from IDEA Funds	\$80.20(b)(6)	1	1	0		100.00%	Criteria Met
FIS 47: LEA Followed Procurement Procedures	\$80.36	1	0	1	0	0.00%	LEA Corrective Actions Must Be Completed
FIS 48: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	\$80.20 OMB Circular A-87	1	0	1		0.00%	LEA Corrective Actions Must Be Completed
FIS 49: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	\$80.20 OSSE GAN	1	1	0	0	100.00%	Criteria Met

FIS 50: LEA Correctly Procures, Utilizes and Charges Construction Expenses	OMB Circular A-87	1	0	0	1	NA	NA
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Fiscal							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
FIS 51: LEA Utilizes IDEA Funds for Providing CEIS	\$300.226 \$300.646	1	0	0	1	NA	NA
FIS 52: LEA Properly Tracks Students Who Receive CEIS	\$300.226(d)	1	0	0	1	NA	NA
FIS 53: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	\$300.134	1	0	0	1	NA	NA
FIS 54: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	\$300.134	1	0	0	1	NA	NA
FIS 55: LEA Reduction of Expenditures for the Education of Students with Disabilities	\$300.203	1	0	0	1	NA	NA

AppleTree Early Learning Center PCS
2011-2012 Compliance Monitoring: Tracking the Correction of Student Level Citations

Date of Notification: **December 30, 2011**

All Corrections Due By: **June 29, 2012**

Directions for Correcting IDEA Individual Student Noncompliance Citations

Step 1: OSSE Compliance Monitor must enter all individual student citations on the 3.1 - Individual NC page, which will populate this report. Once all student names are entered, a paper copy of this form (as part of the entire report) will be provided to the LEA so that the correction of individual student noncompliance can be tracked and recorded by the LEA.

Step 2: The LEA is required to correct all instances of noncompliance for each student where noncompliance was identified. LEA Validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to OSSE. This page must be signed with the name and date of the LEA Validator.

Corrective Action Code:

- 0 = Correction not yet made
- 1 = Correction has been made as required for this student
- 2 = Student no longer enrolled in LEA
- 3 = Student no longer receives special education services
- 4 = Student no longer in school (graduation, dropout, deceased)

Step 3: LEA Validator must submit this completed form and other evidence (as required) to OSSE Compliance Monitor.

Step 4: OSSE Compliance Monitor must verify that the findings of noncompliance have been corrected as per the LEA report. OSSE Compliance Monitor must include his/her name and date of verification when all noncompliance has been verified as corrected.

LEA Action Log

LEA Action Log

Verification of Correction			
Signature of LEA Validator	Date of Signature	Signature of OSSE Validator	Date of Signature

Part C to Part B Transition

Question from File Review	C2B 1: LEA Attended Transition Planning Conference	Corrective Actions	Not correctable at the student level.
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Initial Evaluations and Reevaluations

Question from File Review	IEV 2: Parent Provided Procedural Safeguards			Corrective Actions	Provide a copy of procedural safeguards to parents.			
	Student Demographic Information	School			LEA Verification of Correction	OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
2578707554	Kailey	Argueta	Columbia Heights					
3125392694	Karron	Baker	Douglas Knoll					
3446308857	Zavier	Bell	Columbia Heights					
3916897332	Brian	Cunningham	Columbia Heights					
6680663425	Luke	Donohue	Amidon					
7226739591	Nigel	Gbekie	Columbia Heights					
5809874954	Elijah	Graham	Columbia Heights					
9038750113	Jacob	Hodges	Parklands					
3196543403	Nash	Kolian	Columbia Heights					
6998932537	Lauren	Ricks	Riverside					
6068632539	Edward	Tippins	Amidon					
2792424140	Isael	Villatoro	Columbia Heights					
Question from File Review	IEV 3: Parent Consent Prior to Initial Evaluation			Corrective Actions	Not correctable at the student level.			

Question from File Review	IEV 4: Variety of Assessments Used to Gather Relevant Information			Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.			
Student Demographic Information		School						
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	REV 5: Parent Consent Prior to Reevaluation			Corrective Actions	Not correctable at the student level.			
Question from File Review	REV 6: IEP Team Review of Existing Data			Corrective Actions	Using existing data, reconvene the IEP team to re-determine eligibility and the educational needs of the student.			
Student Demographic Information		School						
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	REV 7: Variety of Sources Used to Determine Continued Eligibility			Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.			
IEP Development								
Question from File Review	IEP 8: Parent Invited to IEP Meeting			Corrective Actions	Reconvene IEP meeting and invite parent(s).			
2578707554	Kalley	Argueta	Columbia Heights					
Question from File Review	IEP 9: General Education Teacher Attended IEP Meeting			Corrective Actions	Not correctable at the student level.			

Question from File Review	IEP 10: LEA Designee Attended IEP Meeting			Corrective Actions	Not correctable at the student level.			
Question from File Review	IEP 11: IEP Contains Measurable Annual Goal(s)			Corrective Actions	Reconvene the IEP meeting to develop measurable goals.			
Student Demographic Information	School			LEA Verification of Correction	OSSE Verification of Correction			
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	IEP 12: IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE.			Corrective Actions	Reconvene the IEP meeting to develop measurable related services goals.			
Student Demographic Information	School			LEA Verification of Correction	OSSE Verification of Correction			
Question from File Review	IEP 13: IEP Contains Description of How Progress Towards Related Services Will Be Measured			Corrective Actions	Reconvene the IEP meeting to develop a description of how progress will be measured.			
Student Demographic Information	School			LEA Verification of Correction	OSSE Verification of Correction			
Question from File Review	IEP 14: IEP Documents ESY Was Considered			Corrective Actions	IEP Team must convene to determine appropriate amount of compensatory education.			
Student Demographic Information	School			LEA Verification of Correction	OSSE Verification of Correction			
Question from File Review	IEP 15: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities			Corrective Actions	Reconvene IEP meeting to discuss how disability affects involvement and progress in general curriculum.			
Student Demographic Information	School			LEA Verification of Correction	OSSE Verification of Correction			
Question from File Review	IEP 16: Student Informed of Transfer of Rights When Reaching Age of Majority			Corrective Actions	Obtain and file documentation of notification to student.			
Student Demographic Information	School			LEA Verification of Correction	OSSE Verification of Correction			

Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review				IEP 17: IEP Team Considered Concerns of the Parents	Corrective Actions	Obtain and file documentation of consideration of parental concerns.		
Student Demographic Information				School	LEA Verification of Correction	OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
3446308857	Zavier	Bell	Columbia Heights					
3916897332	Brian	Cunninghar	Columbia Heights					
3196543403	Nash	Kolian	Columbia Heights					
6998932537	Lauren	Ricks	Riverside					
3426601984	Cole	Rodgers	Lincoln Park					
7498136399	Marquis	Watson	Oklahoma Avenue					
Question from File Review				LRE 19: Consideration of Harmful Effects	Corrective Actions	Reconvene IEP team within 30 days of report and include documentation of the consideration of harmful effects in the justification section of the	LEA Verification of Correction	OSSE Verification of Correction
Student Demographic Information				School	LEA Verification of Correction	OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
6998932537	Lauren	Ricks	Riverside					
3426601984	Cole	Rodgers	Lincoln Park					
3125392694	Karon	Baker	Douglas Knoll					

Least Restrictive Environment (LRE)

LRE 18: Supplemental Aids and Services Used Before Removal From Regular Education

Corrective Actions

Implement student specific supplementary aids and services in the classroom for six (6) weeks and reconvene IEP team to consider if the placement is the LRE for the student.

3446308857	Zavier	Bell	Columbia Heights						
3916897332	Brian	Cunninghar	Columbia Heights						
7226739591	Nigel	Gbekie	Columbia Heights						
5809874954	Elijah	Graham	Columbia Heights						
9038750113	Jacob	Hodges	Parklands						
3196543403	Nash	Kolian	Columbia Heights						
6068632539	Edward	Tipkins	Amidon						
7498136399	Marquis	Watson	Oklahoma Avenue						

Discipline

Question from File Review	DIS 20: Manifestation Determination			Corrective Actions	IEP team must convene to determine if manifestation determination is necessary and if compensatory education is appropriate.				
Student Demographic Information		School							
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
Question from File Review	DIS 21: IEP Team Considered Use of Positive Behavioral Interventions/Supports/Strategies			Corrective Actions	Reconvene IEP team within 30 days of report to consider the use of positive behavior supports and behavioral interventions and other strategies to address behavior including developing a BIP.				
Student Demographic Information		School							
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	

Data Verification

Question from File Review	DAT 22: Student Name Same as Reported in SEDS			Corrective Actions	Find and correct student name in file or in STARS/OLAMS/Proactive..				
Student Demographic Information		School							
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
Student Demographic Information		School							
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	

Question from File Review		DAT 23: Date of Birth Same as Reported in SEDS			Corrective Actions		Find and correct date of birth in file or in STARS/OLAMS/Proactive.				
Student Demographic Information		School			Corrective Action Code		LEA Verification of Correction		OSSE Verification of Correction		Date of Correction
Student ID	First Name	Last Name	Attendance Center			Signature of LEA Validator	Date of Correction	Signature of OSSE Validator		Date of Verification	
3125392694	Karon	Baker	Douglas Knoll								
5809874954	Elijah	Graham	Columbia Heights								
9038750113	Jacob	Hodges	Parklands								
2792424140	Isael	Villatoro	Columbia Heights								
Question from File Review		DAT 24: Primary Disability Same as Reported in SEDS			Corrective Actions		Find and correct primary disability in file or in SEDS.				
Student Demographic Information		School			Corrective Action Code		LEA Verification of Correction		OSSE Verification of Correction		Date of Correction
Student ID	First Name	Last Name	Attendance Center			Signature of LEA Validator	Date of Correction	Signature of OSSE Validator		Date of Verification	
Question from File Review		DAT 25: Placement Same as Reported in SEDS			Corrective Actions		Find and correct placement in file or in SEDS.				
Student Demographic Information		School			Corrective Action Code		LEA Verification of Correction		OSSE Verification of Correction		Date of Correction
Student ID	First Name	Last Name	Attendance Center			Signature of LEA Validator	Date of Correction	Signature of OSSE Validator		Date of Verification	
Question from File Review		DAT 26: Initial Evaluation Date Same as Reported in SEDS			Corrective Actions		Find and correct initial evaluation date in file or in SEDS.				
Student Demographic Information		School			Corrective Action Code		LEA Verification of Correction		OSSE Verification of Correction		Date of Correction
Student ID	First Name	Last Name	Attendance Center			Signature of LEA Validator	Date of Correction	Signature of OSSE Validator		Date of Verification	
3446308857	Zavier	Bell	Columbia Heights								
5809874954	Elijah	Graham	Columbia Heights								
9038750113	Jacob	Hodges	Parklands								

6068632539	Edward	Tipkins	Amidon						
Question from File Review	DAT 27: Reevaluation Date Same as Reported in SEDS			Corrective Actions	Find and correct date of reevaluation in file or in SEDS.				
Student Demographic Information				School					
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
5809874954	Elijah	Graham	Columbia Heights						
9038750113	Jacob	Hodges	Parklands						
Discipline									
Question from File Review	DAT 29: IEP Implementation Date Same as Reported in SEDS			Corrective Actions	Find and correct date of IEP implementation in file or in SEDS.				
Student Demographic Information				School					
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
5809874954	Elijah	Graham	Columbia Heights						

3.1 - Individual NC

Student Demographic Information				File Review Items (X = Noncompliance)														File R					
Student ID	Student Last	Student First	School	C2B 1	IEV 2	IEV 3	IEV 4	REV 5	REV 6	REV 7	IEP 8	IEP 9	IEP 10	IEP11	IEP 12	IEP 13	IEP 14	IEP 15	IEP 16	IEP 17	LRE 18	LRE 19	
2578707554	Argueta	Kalley	Columbia Heights	X	X						X	X											
3125392694	Baker	Karon	Douglas Knoll	X	X							X											X
3446308857	Bell	Zavier	Columbia Heights		X																	X	X
3916897332	Cunningham	Brian	Columbia Heights	X	X								X									X	X
6680663425	Donohue	Luke	Amidon		X																		X
7226739591	Gbekie	Nigel	Columbia Heights		X							X	X										X
5809874954	Graham	Elijah	Columbia Heights		X							X											X
9038750113	Hodges	Jacob	Parklands		X																		X
3196543403	Kolian	Nash	Columbia Heights	X	X								X									X	X
5328093477	Oliver	Jackson	Oklahoma Avenue																				X
6998932537	Ricks	Lauren	Riverside		X							X										X	X
3426601984	Rodgers	Cole	Lincoln Park																			X	X
6371097169	Thomas	Emily	Columbia Heights																				
6068632539	Tipkins	Edward	Amidon		X																		X
2792424140	Villatoro	Isael	Columbia Heights		X																		X
7498136399	Watson	Marquis	Oklahoma Avenue																			X	X
Total Number of Students with Noncompliance for Each Item				4	12	3	0	0	0	0	1	5	3	0	0	0	0	0	0	0	5	3	9

3.1 - Individual NC

Student Demographic Information				Review Items (X = Noncompliance)											Total Number of Noncompliant Items for Each Student
Student ID	Student Last	Student First	School	DIS 20	DIS 21	DAT 22	DAT 23	DAT 24	DAT 25	DAT 26	DAT 27	DAT 28	DAT 29		
2578707554	Argueta	Kaley	Columbia Heights											4	
3125392694	Baker	Karon	Douglas Knoll				X							5	
3446308857	Bell	Zavier	Columbia Heights							X				4	
3916897332	Cunningham	Brian	Columbia Heights											5	
6680663425	Donohue	Luke	Amidon											1	
7226739591	Gbekie	Nigel	Columbia Heights											5	
5809874954	Graham	Elijah	Columbia Heights				X			X			X	7	
9038750113	Hodges	Jacob	Parklands				X						X	5	
3196543403	Kollan	Nash	Columbia Heights											6	
5328093477	Oliver	Jackson	Oklahoma Avenue											0	
6998932537	Ricks	Lauren	Riverside											4	
3426601984	Rodgers	Cole	Lincoln Park											2	
6371097169	Thomas	Emily	Columbia Heights											1	
6068632539	Tippins	Edward	Amidon						X					3	
2792424140	Villatoro	Isael	Columbia Heights				X							2	
7498136399	Watson	Marquis	Oklahoma Avenue											2	
Total Number of Students with Noncompliance for Each Item				0	0	0	4	0	0	4	0	2	1		

2011-2012 Compliance Monitoring: Tracking LEA Corrections to Address LEA Level Citations

AppleTree Early Learning Center PCS

Date of Notification: **December 30, 2011**

All Corrections Made By: **June 29, 2012**

Individual Student IEP Review

Part C to Part B Transition

2011-12 Criteria: 80%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
C2B 1: LEA Attended Transition Planning Conference	60.00%	LEA director, special education coordinator and Dean of Students must demonstrate that OSSE Part C to Part B transition guidance has been received. Provide documentation of above to OSSE.				

C2B 1: LEA Action Log:

<p align="center">Initial Evaluations and Reevaluations</p>						
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IEV 2: Parent Provided Procedural Safeguards	20.00%	Randomly select 10 additional initial IEP files, document procedural safeguards (PS) provided in all cases. If not, provide copies of PS to all parents of students with initial evaluation in the past 12 months. Provide documentation of above to OSSE.				
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IEV 2: LEA Action Log:

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Initial Evaluations and Reevaluations

		Verification of Correction		Verification of Correction		
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEV 3: Parent Consent Prior to Initial Evaluation	81.25%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEV 3: LEA Action Log: No Action Required.						
IEV 4: Variety of Assessments Used to Gather Relevant Information	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEV 4: LEA Action Log: No Action Required.						
REV 5: Parent Consent Prior to Reevaluation	NA	NA	No signature required.	No date required.	No signature required.	No date required.
REV 5: LEA Action Log: No Action Required						

2011-12 Criteria: 80%	LEA Total	Corrective Actions	Verification of Correction LEA Signature	Verification of Correction LEA Date	Verification of Correction OSSE Signature	Verification of Correction OSSE Date
REV 6: IEP Team Review of Existing Data	NA	NA	No signature required.	No date required.	No signature required.	No date required.
REV 6: LEA Action Log: No Action Required						
REV 7: Variety of Sources Used to Determine Continued Eligibility	NA	NA	No signature required.	No date required.	No signature required.	No date required.
REV 7: LEA Action Log: No Action Required						
IEP Development						
IEP 8: Parent Invited to IEP Meeting	93.75%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 8: LEA Action Log: No Action Required.						

2011-12 Criteria: 80%	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 9: General Education Teacher Attended IEP Meeting	61.54%	At least three LEA administrators must attend training regarding the proper development of IEPs. Provide documentation of the above to OSSE.				
IEP 9: LEA Action Log:						
IEP 10: LEA Designee Attended IEP Meeting	81.25%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 10: LEA Action Log:						
No Action Required.						
IEP 11: IEP Contains Measurable Annual Goal(s)	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 11: LEA Action Log:						
No Action Required.						

		Verification of Correction		Verification of Correction		
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 12: IEP Contains Measurable Annual Related Services Goal(s) in Areas of ST, PT, OT, Counseling or APE.	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 12: LEA Action Log: No Action Required.						
IEP 13: IEP Contains Description of How Progress Towards Related Services Will Be Measured	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 13: LEA Action Log: No Action Required.						
IEP 14: IEP Documents ESY Was Considered	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 14: LEA Action Log: No Action Required.						

2011-12 Criteria: 80%		LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
				LEA Signature	LEA Date	OSSE Signature	OSSE Date
LRE 18: Supplemental Aids and Services Used Before Removal From Regular Education		40.00%	LEA admin and school staff must receive TA for implementing supplementary aids and services in the reg ed environment and review OSSE's LRE toolkit by the LEA director, special ed coordinator and Dean of Students. Provide documentation of above to OSSE.				
LRE18: LEA Action Log:							
LRE 19: Consideration of Harmful Effects		43.75%	LEA must develop and implement a plan to ensure harmful effects are considered prior to placement decisions and complete a review of OSSE's LRE toolkit by the LEA director, special ed coordinator and Dean of Students. Provide documentation of above to OSSE.				
LRE 19: LEA Action Log:							

Discipline

		Verification of Correction		Verification of Correction		
		LEA Signature	LEA Date	OSSE Signature	OSSE Date	
2011-12 Criteria: 80%	LEA Total	Corrective Actions				
DIS 20: Manifestation Determination	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DIS 20: LEA Action Log:		No Action Required.				
DIS 21: IEP Team Considered Use of Positive Behavioral Interventions/Supports/Strategies	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DIS 21: LEA Action Log:		No Action Required.				
Data Verification						
DAT 22: Student Name Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 22: LEA Action Log:		No Action Required.				
		Verification of Correction		Verification of Correction		

2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 23: Date of Birth Same as Reported in SEDS	75.00%	Train personnel responsible for data entry of special education data. Provide documentation of the above to OSSE.				
DAT 23: LEA Action Log:						
DAT 24: Primary Disability Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 24: LEA Action Log:						
No Action Required.						
DAT 25: Placement Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 25: LEA Action Log:						
No Action Required.						

			Verification of Correction	Verification of Correction		
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 26: Initial Evaluation Date Same as Reported in SEDS	75.00%	Train personnel responsible for data entry of special education data. Provide documentation of the above to OSSE.				
DAT 26: LEA Action Log:						
DAT 27: Reevaluation Date Same as Reported in SEDS	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DAT 27: LEA Action Log:						
No Action Required						
DAT 28: IEP Development Date Same as Reported in SEDS	87.50%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 28: LEA Action Log:						
No Action Required.						

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 80%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 29: IEP Implementation Date Same as Reported in SEDS	93.75%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 29: LEA Action Log: No Action Required.						
LEA Level Review						
			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 30: LEA Entered All Students Referred to Special Education into SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 30: LEA Action Log:						

Discipline				Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date	
DSP 31: LEA implements HODS in Timely Manner	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.	
DSP 31: LEA Action Log: No Action Required							
DSP 32: LEA Provides Information to OSSE Regarding State Complaints	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.	
DSP 32: LEA Action Log: No Action Required							
DSP 33: LEA Timely Implements Corrective Actions	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.	
DSP 33: LEA Action Log: No Action Required							

				Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date	
FIS 36: LEA Has Procurement Policy/Procedure to Ensure Contractors Perform in Accordance of Contract/Purchase Order	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
FIS 36: LEA Action Log: No Action Required.							
FIS 37: LEA Policies/Procedures to Ensure Expenditure Approval in IDEA RW	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
FIS 37: LEA Action Log: No Action Required.							
FIS 38: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.	
FIS 38: LEA Action Log: No Action Required.							

		Verification of Correction		Verification of Correction		
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 39: LEA Retention of Financial Records for 5 Years	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 39: LEA Action Log: No Action Required.						
FIS 40: LEA Controls in Place to Protect Assets Over \$5,000	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 40: LEA Action Log: No Action Required.						
FIS 41: LEA Code of Conduct For Employees Administering Contracts	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 41: LEA Action Log: No Action Required.						

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 42: LEA Accounting Record to Ensure Federal Funds Are Not Co-Mingled	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 42: LEA Action Log: No Action Required.						
FIS 43: LEA Accurately Tracks IDEA Expenditures, Including Set-Asides	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 43: LEA Action Log: No Action Required.						
FIS 44: LEA Appropriately Charges Salaries to IDEA Grant Programs	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 44: LEA Action Log: No Action Required						

		Verification of Correction		Verification of Correction		
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 45: LEA Tracks Personnel Supported by IDEA Grant Funds	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 45: LEA Action Log: No Action Required						
FIS 46: LEA Has Source Documentation for Items For Which It Purchased and Sought Reimbursement from IDEA Funds	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 46: LEA Action Log: No Action Required.						
FIS 47: LEA Followed Procurement Procedures	0.00%	The LEA must submit invoices to OSSE for allowable expenditures that equate to amount deemed disallowable; and include invoices/proof of payment documentation for all items included in next RW. Provide documentation of the above to OSSE.				
FIS 47: LEA Action Log:						

2011-12 Criteria: 100%		LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
				LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 48: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities		0.00%	The LEA must review/revise policies/procedures to ensure compliance with local/fed regs; submit invoices to OSSE for allowable expenditures equating to amount deemed disallowable; include invoices/proof of payment docs for all items included in next RW.				
FIS 48: LEA Action Log:							
FIS 49: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW		100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 49: LEA Action Log:							
No Action Required.							
FIS 50: LEA Correctly Procures, Utilizes and Charges Construction Expenses		100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 50: LEA Action Log:							
No Action Required.							

		Verification of Correction		Verification of Correction		
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 51: LEA Utilizes IDEA Funds for Providing CEIS	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 51: LEA Action Log: No Action Required						
FIS 52: LEA Properly Tracks Students Who Receive CEIS	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 52: LEA Action Log: No Action Required						
FIS 53: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 53: LEA Action Log: No Action Required						

			Verification of Correction		Verification of Correction	
2011-12 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 54: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 54: LEA Action Log: No Action Required						
FIS 55: LEA Reduction of Expenditures for the Education of Students with Disabilities	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 55: LEA Action Log: No Action Required						

2011-2012 Compliance Monitoring: Tracking Additional LEA Corrections to Address LEA Level Citations

AppleTree Early Learning Center PCS

Date of Notification: December 30, 2011 **All Corrections Made By:** June 29, 2012

Additional LEA Corrective Actions					
Area of Correction	LEA Additional Corrections	Corrective Actions	Verification of Correction		OSSE Date
			LEA Signature	LEA Date	
FAPE in the LRE	Yes	See below.			

OSSE Comments:
 AppleTree PCS reported that it employs a full inclusion program. Students are placed into classes by age. Students are educated within the general education environment. Teachers push-in educational services within general education classrooms or provide pull-out services if required by a child's IEP. A three-teacher instructional model is utilized within each classroom, which includes a lead teacher, teaching fellow, and teaching assistant.

AppleTree PCS has adopted a Response-to-Intervention (RTI) program to offer students early intervention. Academic and behavior data are collected on every student on Tier 1 for approximately two months. If a student does not make progress, the Student Support Team (SST) and parent(s) meet to identify additional supports. Tier 2 interventions are implemented for approximately six weeks. If those interventions are not successful, the team will convene to identify additional interventions that may be implemented for another four to six weeks. Tier 3 interventions are implemented if no progress is made. Tier 3 includes a referral for special education evaluation, additional testing, and additional data collection.

The RTI program is implemented parallel to AppleTree PCS's curriculum, Every Child Ready (ECR). This curriculum program, developed by the AppleTree Institute, includes instruction in language and literacy, mathematics, science, social studies, social emotional development, creative arts, and gross motor skill development.

AppleTree PCS indicated that it ensures that initial evaluations and reevaluations are completed with the appropriate timelines by utilizing a tracking system. The LEA also requires the special education manager to send e-mail alerts to staff members 30 and 60 days prior to relevant deadlines. As a result of a determination by the U.S. Department of Education that the District of Columbia “needs intervention” based in part on the District’s noncompliance in the area of evaluation timelines, OSSE is required to report on the State’s compliance with initial evaluation and reevaluation timelines for designated reporting periods. Based on the data provided for these reporting periods, AppleTree PCS did not have any untimely initial evaluations or reevaluations.

Pursuant to 34 CFR §300.116(d), in determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency must ensure that in selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs. OSSE’s review of 16 student records showed that in 43.75% of the records, IEPs did not consider any potential harmful effect on the child or on the quality of services that he or she needs. In order to correct this noncompliance, within 90 days of the date of this report, AppleTree PCS must convene IEP meetings for these students and ensure that specific and individualized discussion of the least restrictive environment and potential harmful effects takes place and is documented. DCPS must ensure that the documentation is uploaded into SEDS within five business days.

AppleTree PCS explained that its program is designed to provide students with IEP services within the regular education environment. Specifically, special education teachers and related service providers “push-in” services to support students with disabilities by providing the required service within the general education environment. AppleTree PCS also indicated that special education teachers and related services providers may also provide “pull-out” services outside of the general education environment, when required by the student’s IEP.

The IDEA regulations at 34 CFR §300.115(a) require that each public agency ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. AppleTree PCS indicated that it offers students placement in regular education environments and regular education environments with supplemental aids and services. The LEA reported its “full inclusion” program is offered to students with IEPs. AppleTree PCS reported that they have never placed a student in an alternative setting.

The requirement for an LEA to offer a continuum of alternative placements includes the responsibility to make available instruction in regular education classes, special education classes, special education schools, home and hospital settings. AppleTree's practice of limiting education for students with disabilities to the regular education environment represents noncompliance with 34 CFR §300.115(a). In order to correct this noncompliance, at least two AppleTree staff members, including the Executive Director and the Director of Special Education, must attend the OSSE training SP-6, Least Restrictive Environment and Inclusionary Practices: Planning for Student Success, at the first available date in the 2011 – 2012 school year. Alternatively, AppleTree PCS may ensure that these staff members attend, with the prior approval of the Director of Compliance & Monitoring, a nationally or locally recognized program on the least restrictive environment. Documentation of the LEA's attendance must be forwarded to OSSE by the date indicated on the front of this report or within two weeks following completion of the course, whichever is earlier.

AppleTree PCS reported that it uses the District of Columbia Standards of Learning to determine the academic requirements that students must meet at the end of each school year. The LEA indicated that special education teachers use data sheets to track service delivery to special education students and record progress toward the mastery of IEP goals in progress reports. Progress on IEP goals is reviewed quarterly. As a supplement to goals listed on a student's IEP, regular and special education teachers develop Student Support Plans (SSPs). These SSPs target specific IEP goals from each goal area. The LEA reported that interventions are applied and data collected according to the SSPs, and progress toward the goals is reviewed by the regular and special education teachers on a quarterly basis.

AppleTree PCS provides speech-language services, physical therapy, occupational therapy, and psychological services. The majority of related services are delivered through push-in and pull-out of the general education classroom. The method of service delivery is dependent upon the stage of the skill or goal; the service provider might begin with the pull-out method until there is more confidence exhibited by the student, which is measured by the student's ability to perform the skill around his or her peers. Occupational services are usually delivered by push-out method to reinforce the general educational curriculum with sensory activities. AppleTree PCS indicated that it ensures that related services are being implemented by requiring related service providers to complete service trackers through the Special Education Data System (SEDS). Service trackers are reviewed by special education coordinators and the special education manager to ensure service delivery in accordance with students' IEPs. AppleTree PCS reported the related services are rescheduled when the related service provider is absent, but are not rescheduled if a student is absent for service. OSSE's January 5, 2010 Related Services Policy details the minimum requirements for rescheduling make-up sessions when they occur due to the provider's absence or the child's absence. An IEP team must consider the impact of a provider's absence or a child's absence on the child's progress and performance, and determine appropriate next steps to ensure the provision of a free appropriate public education (FAPE) and that the child continues to progress towards meeting the annual goals in his or her IEP. If the IEP team believes that the missed session(s) may be deemed a denial of FAPE, the LEA must ensure that missed session(s) are available to the child and that make-up session(s) are conducted in the timeliest manner possible. In order to ensure that missed related services are being rescheduled and delivered, by the date listed on the front of this report, AppleTree PCS must submit to OSSE a copy of its related services policy, including procedures for rescheduling missed services consistent with OSSE's January 5, 2010 Related Services Policy.

As a part of OSSE's responsibility to ensure that LEAs are providing related services in accordance with student IEPs, OSSE reviewed student attendance records from AppleTree PCS in conjunction with service tracking forms from SEDS and student IEPs in order to align documented service delivery for each student receiving related services from August 22, 2011 to September 23, 2011. Pursuant to 34 CFR §300.323(c)(2), each public agency must ensure that as soon as possible following the development of the IEP, specialized instruction and related services are made available to the child in accordance with the child's IEP. Of the 16 students whose files were reviewed during the on-site visit, 16 have related services indicated on their IEPs. Speech-language services were required for 16 students; however, only one student received all the prescribed speech-language services indicated on their IEP, four students received a portion of prescribed hours and 11 students did not receive any of the speech-language services prescribed on their IEPs.

Occupational therapy services were required for six students; however, no students received all the prescribed occupational therapy services indicated on their IEPs. Physical therapy was required for two students; however only one student received all the prescribed physical therapy services indicated on their IEP and one student did not receive any of their prescribed physical therapy services.

AppleTree PCS's failure to make available related services in accordance with student IEPs represents noncompliance with 34 CFR §300.323(c)(2). In order to correct this noncompliance, within 60 days of the date listed on the front of this report, AppleTree PCS must provide documentation to OSSE that either the related services were actually provided although not uploaded into SEDS or the related services missed for each of these students from August 22, 2011 to September 23, 2011 have been subsequently provided. AppleTree PCS must also ensure that documentation for all related services is uploaded into SEDS. AppleTree PCS may request a list of students identified in the above categories from its designated OSSE State contact.

The IDEA at 34 CFR §300.124(c) requires each affected LEA to participate in transition planning conferences for students transitioning from Part C to Part B arranged by the designated lead agency. Three students enrolled in the LEA had transitioned from Part C. There was no documentation in the students' files to indicate that AppleTree PCS was required to attend or had attended the transition conferences for these students. Therefore OSSE does not make a finding that AppleTree PCS failed to comply with the requirements in 34 CFR §300.124(c). However, AppleTree PCS staff members were unable to explain a clear process for ensuring attendance at early childhood transition planning conferences when required. OSSE suggests that AppleTree PCS develop written procedures related to early childhood transition planning conferences which include designation of an individual responsible for coordinating the LEA's attendance and procedures to meet required timelines.

AppleTree PCS reported that students learn and practice the LEA's school rules during the first three weeks of the school year. The LEA indicated that when a student exhibits inappropriate behavior they receive a warning and are placed in 'Sit and Watch'. AppleTree PCS reported that the purpose of 'Sit and Watch' is to prompt a student to observe classmates exhibiting appropriate behaviors. If a student's behavior is not corrected by the 'Sit and Watch' intervention, the student is placed in the 'Calm Down' space, an area within the classroom where students attempt to regulate their emotions. AppleTree PCS reported that there are additional 'Calm Down' spaces designated in the main offices and other rooms within the LEA. AppleTree PCS reported that it also utilizes non-violent crisis intervention, a program that trains teachers to use techniques to support students and de-escalate potentially aggressive behavior. The LEA indicated that all teachers are trained to utilize these techniques by a certified trainer from the Crisis Intervention Institute.

Pursuant to 34 CFR §300.530(d)(1)(ii), a child with a disability who is removed for more than 10 consecutive school days from the child's current placement as the result of behavior determined not to be a manifestation of the child's disability, or who is removed as the result of behavior involving possession of a weapon; possession, use or sale of illegal drugs; or the infliction of serious bodily injury upon another person while at school, on school premises, or at a school function; must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. In addition, the IDEA at 34 CFR §300.530(f)(1) requires that where an IEP Team determines at a manifestation determination meeting that the child's conduct was a manifestation of a child's disability, the IEP Team must either conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, or if a behavioral intervention plan has already been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior. Most Apple Tree PCS staff members were unable to accurately describe the purpose of and relationship between functional behavioral assessments (FBAs), behavioral intervention plans (BIPs), and manifestation determinations. OSSE recommends that AppleTree PCS staff members attend training regarding the development and implementation of FBAs, BIPs, and manifestation determinations.

LEA Action Log: FAPE in the LRE

Area of Correction	LEA Additional Corrections	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
Dispute Resolution	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:

AppleTree PCS reported that the special education manager is primarily responsible for ensuring that due process complaints, State complaints and mediation requests are responded to in a timely manner. In FFY 2009 (July 1, 2009 – June 30, 2010), no due process complaints or State complaints were filed against AppleTree PCS and OSSE did not receive any requests for mediation with the LEA. In FFY 2010 (July 1, 2010 – June 30, 2011), no due process complaints or State complaints were filed against AppleTree PCS and OSSE did not receive any requests for mediation with the LEA. OSSE suggests that AppleTree PCS develop a written plan for compliance with dispute resolution requirements and timely implementation of hearing officer determinations, settlement agreements, mediation agreements and corrective actions resulting from State complaints.

LEA Action Log: Dispute Resolution

No action required.

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			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Data	Yes	See below.				

OSSE Comments:

Pursuant to 34 CFR §300.600(d) and 300.601(b), the State must monitor the LEAs located in the State using quantifiable indicators including collecting valid and reliable data. AppleTree PCS reported that data meetings are held once a week with the curriculum specialist. The LEA indicated that it uses data as a basis for determining the effectiveness of RTI supports and interventions and as a basis of increasing or decreasing support for students. AppleTree PCS also reported that data is utilized within the classroom to modify lesson plans, assist classroom teachers in meeting students' academic and behavioral needs, and guiding conversations between regular education teachers, related service providers and special education teachers regarding supports needed to assist students in progressing academically and behaviorally.

During the on-site visit, OSSE compared data in school records and data in SEDS. OSSE's review of student records showed that the initial evaluation date in the student's file did not match the initial evaluation date in SEDS in 75% of files; the birthdate in the student's file did not match the date in SEDS in 75% of files; and the IEP development date in the student's file did not match the date in SEDS in 87.50% of files. These inconsistencies constitute noncompliance with 34 CFR §300.600(d) and 300.601(b). In order to correct this noncompliance, AppleTree PCS must complete the required actions in the area listed in the Student-Level and LEA-Level Corrective Action sections of this report.

LEA Action Log: Data

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		Verification of Correction		Verification of Correction		
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Fiscal	Yes	See below.				

OSSE Comments:

AppleTree PCS is required to comply with the fiscal requirements outlined in IDEA, Education Department General Administration Regulations (EDGAR), and applicable Office of Management and Budget (OMB) Circulars.

AppleTree PCS was able to provide OSSE with policies and procedures directly related to IDEA grant funds pertaining to: (1) preparation and approval of budgets and budget amendments; (2) proper recording of expenditures made with federal funds; (3) internal controls for developing and awarding contracts; (4) submission of IDEA Reimbursement Workbooks (RW) that have been approved by staff that are familiar with federal regulations; (5) obligation and reimbursement of federal funds within the approved grant period; (6) retention of financial records and relevant supporting documentation for the required time period; (7) protection of assets costing more than five thousand dollars; and (8) maintenance of a code of conduct for employees involved in the administration of contracts.

While AppleTree PCS provided policies and procedures governing the preparation and approval of budgets and budget amendments for all funds, OSSE recommends that AppleTree PCS expand upon its policy language to include how the development of grant budgets and spending plans are incorporated into the grant application (development) process. The current policy outlines the overall budgeting process but does not account for the development of IDEA grant budgets and spending plans. Additionally, while AppleTree PCS provided documentation showing the federal regulations staff are familiar with in approving IDEA Reimbursement Workbooks, OSSE recommends that the LEA develop a written approval process policy. Likewise, while AppleTree PCS reported it seeks reimbursement for IDEA funds all at once, OSSE recommends that the LEA create a budget tracker so they are able to track expenditures to the budget.

As a requirement of the monitoring visit, OSSE required AppleTree PCS to provide documentation supporting approximately 35 percent of the expenditures for which the LEA sought IDEA grant reimbursements. This sample included reimbursement from FFY 2010 Section 611 and Section 619 annual funds. The sample size included reimbursements totaling \$7,135.97. AppleTree PCS provided the required supporting documentation for the sampled items. From this documentation, OSSE determined that the LEA obligated costs within the correct grant period and after the Phase I application was approved; that the LEA sought reimbursement for expenditures in the RW only after it actually paid the expense; that the LEA purchased and received the items it sought reimbursement for in the IDEA RW; that the LEA followed procedures consistent with IDEA, EDGAR and OMB Circular A-87 to ensure that IDEA funds were expended only for allowable activities; and that the LEA correctly paid and retains invoices for the expenditures it included in its IDEA RW.

The EDGAR regulations at 34 CFR §80.36 outline procurement standards and procedures for developing and awarding contracts for services, supplies and materials. To document compliance with these regulations, the LEA provided a copy of a contract with a vendor; however, the contract was valid from August 24th, 2011 – August 23rd, 2012 and the invoices for which the LEA sought reimbursement were from April and May 2011, respectively. Additionally, the copy of the contract submitted to OSSE did not have the signature of the Executive Director. Although AppleTree PCS has policies and procedures in place to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders, OSSE strongly recommends that AppleTree PCS follows its own policies and procedures and review all of its current contracts to ensure that the LEA has valid agreements in place for contractors providing special education and related services.

Certification of 2011-2012 Plan Completion

AppleTree Early Learning Center PCS

Notice of Certification: The completion of this page by an LEA representative certifies that all data submitted are true, correct, complete and done in full compliance with all applicable state and federal rules and regulations to the best of his/her knowledge and belief.

All corrections due by: **June 29, 2012**

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name: _____

LEA Representative Position: _____

LEA Representative Signature: _____

Date of Completion: _____

All LEA Level Corrective Actions have been Completed

Certified by:

LEA Representative Name: _____

LEA Representative Position: _____

LEA Representative Signature: _____

Date of Completion: _____

Appendix K

Initial Evaluation Student Noncompliance: Quarter 3 (October 1, 2012-December 31, 2012)

Agency: **AppleTree Early Learning Center PCS**
 Initial Release Date: **5/17/2013**
 Date of Notification: **7/15/2013**
 Days Remaining: **N/A**
 Date of Verification: **2/24/2014**

The percent compliant = $\#C / (\#C + \#NC)$ Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Initial Evaluation						
Timely Completion of Initial Evaluation <i>300.301(c)</i>	1	1	0	0	100.00%	Complete the evaluation and upload into SEDS.

Appendix L

APPLETREE EARLY LEARNING
PUBLIC CHARTER SCHOOL

FINANCIAL STATEMENTS AND
AUDITORS' REPORT

JUNE 30, 2011 AND 2010

STANFIELD & PHILLIPS, LLC

CERTIFIED PUBLIC ACCOUNTANTS

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL

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INDEPENDENT AUDITORS' REPORT

The Board of Trustees

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL

We have audited the accompanying statements of financial position of APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL (School) as of June 30, 2011 and 2010 and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the management of the School. Our responsibility is to express an opinion on the financial statements based on our audits. The prior year summarized comparative information has been derived from the School's 2010 financial statements and, in our report dated October 11, 2010 we expressed an unqualified opinion on those financial statements

We conducted our audits in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2011 and 2010 and the changes in net assets and its cash flows for the years then ended, in conformity with U.S. generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 29, 2011 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audits.

Our audits were performed for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying schedule of functional expenses on page 10 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole


Rockville, Maryland
September 29, 2011

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
 STATEMENTS OF FINANCIAL POSITION
 JUNE 30, 2011 AND 2010

ASSETS	<u>2011</u>	<u>2010</u>
Unrestricted cash and cash equivalents	\$ 608,102	\$ 630,651
Restricted cash and cash equivalents (NOTE 3)	<u>2,518,695</u>	<u>-</u>
Total cash and cash equivalents	3,126,797	630,651
Accounts receivable	94,243	66,496
Prepaid expenses	59,610	22,600
Property and equipment, net (NOTE 4)	2,577,374	68,470
Bond issue costs, net (NOTE 5)	<u>319,380</u>	<u>73,000</u>
 TOTAL ASSETS	 <u>\$ 6,177,404</u>	 <u>\$ 861,217</u>

LIABILITIES AND NET ASSETS

LIABILITIES		
Accounts payable	\$ 476,256	\$ 35,968
Accrued expenses	355,050	291,554
Deferred revenue	122,278	76,181
Bonds payable (NOTE 6)	<u>3,535,000</u>	<u>-</u>
Total Liabilities	<u>4,488,584</u>	<u>403,703</u>
NET ASSETS		
Unrestricted	1,688,820	359,825
Temporarily restricted	<u>-</u>	<u>97,689</u>
Total Net Assets	<u>1,688,820</u>	<u>457,514</u>
 TOTAL LIABILITIES AND NET ASSETS	 <u>\$ 6,177,404</u>	 <u>\$ 861,217</u>

See auditor's report and accompanying notes to financial statements

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2011
WITH COMPARATIVE TOTALS FOR 2010

	2011		2010
	UNRESTRICTED	TEMPORARILY RESTRICTED	TOTAL
REVENUE AND OTHER SUPPORT			
Per pupil appropriations	\$ 5,024,489	-	\$ 5,024,489
Federal entitlements and other grants	1,219,806	500,425	1,720,231
Program revenue	225,402	-	225,402
Contributions (NOTE 11)	11,971	-	11,971
TOTAL REVENUE AND OTHER SUPPORT	6,481,668	500,425	6,982,093
NET ASSETS RELEASED FROM RESTRICTION	598,114	(598,114)	-
TOTAL REVENUE AND RECLASSIFICATIONS	7,079,782	(97,689)	6,982,093
EXPENSES			
Program services	5,081,249	-	5,081,249
General and administrative	669,538	-	669,538
Fundraising	-	-	5,455
TOTAL EXPENSES	5,750,787	-	5,750,787
NET INCREASE (DECREASE) IN NET ASSETS	1,328,995	(97,689)	(46,197)
NET ASSETS BEGINNING OF YEAR	359,825	97,689	457,514
END OF YEAR	\$ 1,688,820	-	\$ 1,688,820

See auditor's report and accompanying notes to financial statements

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	<u>2011</u>	<u>2010</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from contributors and grantors	\$ 6,973,136	\$ 3,490,466
Cash paid to employees and suppliers	<u>(5,202,835)</u>	<u>(3,460,816)</u>
Net Cash Provided By Operating Activities:	<u>1,770,301</u>	<u>29,650</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of furniture and equipment	<u>(2,549,739)</u>	<u>(26,035)</u>
Net Cash (Used For) Investing Activities	<u>(2,549,739)</u>	<u>(26,035)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Bond financing costs	(259,416)	(73,000)
Proceeds from bond financing	3,535,000	-
Receipts (payments) on related parties advances	-	<u>(160,224)</u>
Net Cash Provided By (Used For) Financing Activities	<u>3,275,584</u>	<u>(233,224)</u>
NET INCREASE (DECREASE) IN CASH	2,496,146	(229,609)
CASH AT BEGINNING OF YEAR	<u>630,651</u>	<u>860,260</u>
CASH AT END OF YEAR	<u>\$ 3,126,797</u>	<u>\$ 630,651</u>
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Change in net assets	\$ 1,231,306	\$ (46,197)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Bad debts	16,583	-
Depreciation	41,278	10,184
Amortization	13,036	-
Gain on disposition of fixed assets	(443)	-
(Increase) decrease in current assets:		
Accounts receivable	(44,330)	21,757
Prepaid expenses	(37,010)	(1,840)
Increase (decrease) in current liabilities:		
Accounts payable	440,288	32,693
Accrued expenses	63,496	78,067
Deferred revenue	46,097	(65,014)
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 1,770,301</u>	<u>\$ 29,650</u>

See auditor's report and accompanying notes to financial statements.

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2011 AND 2010

1. ORGANIZATION AND PURPOSE

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL (School) was incorporated as a non-stock and not-for-profit organization on September 22, 2004 under the laws of the District of Columbia. The mission is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school. The school implements "Open the World of Learning: A Comprehensive Early Literacy Program" (OWL) which highlights and embeds literacy learning in a comprehensive preschool program. The program addresses basic literacy skills, as well as comprehension of both story and information texts. Development of oral language is also basic to the program, given the centrality of oral language to success in literacy. AppleTree is open to any DC child in pre-school and pre-kindergarten, and admission is free.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The School's financial statements are prepared on the accrual basis of accounting. Therefore, revenue and related assets are recognized when earned and expenses and related liabilities are recognized as the obligations are incurred.

Basis of Presentation

The School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School also reports expenses as a decrease in unrestricted net assets whether they are incurred to satisfy a donor's restrictions or not.

Contributions and Grants

Contributions and grants received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or the purpose of the restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Use of Estimates

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

Cash and Cash Equivalents

The term cash as used in the accompanying financial statements includes currency on hand, demand deposits. As of June 30, 2011 and 2010, the School had no funds in excess of the federally insured limit which covers all funds in non-interest bearing transaction accounts.

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
JUNE 30, 2011 AND 2010

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Furniture and Equipment

Furniture and equipment are stated at cost, or if donated, at fair market value. Expenditures for maintenance and repairs are charged against operations. Renewals and betterments that materially extend the life of the asset are capitalized. The cost of furniture and equipment is depreciated over their estimated useful lives. Depreciation is computed using the straight-line method.

Deferred Revenues

Deferred revenues result from the School recognizing grant income in the period in which the work is performed. Accordingly, grant income which is awarded in the current fiscal year is deferred until the fiscal year in which the work is performed.

Income Taxes

The School is exempt from federal income taxes on related income under Section 501(c)(3) of the Internal Revenue Code and has not been classified as a private foundation by the IRS. The School adopted the provisions of FASB ASC 740, Accounting for Uncertainty in Income Taxes, which requires that a tax position be recognized on a 'more-likely-than-not' threshold. This applies to positions taken or expected to be taken in a tax return. The implementation of FASB ASC 740 had no impact on the School's audited financial statements. The School does not believe their financial statements include (or reflect) any uncertain tax positions.

Functional Allocation of Expenses

The costs of providing the various programs and other activities of the School have been summarized on a functional basis in the Statement of Activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Comparative Information

The statement of activities includes certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. generally accepted accounting principles. Accordingly, such information should be read in conjunction with the School's financial statement for the year ended June 30, 2010, from which the summarized information was derived.

3. RESTRICTED CASH

As of June 30, 2011, in connection with the bond issue, approximately \$2.3 million in cash is restricted for the renovations of the school campuses of Douglass Knolls and Capitol Hill, and approximately \$208,000 is restricted as a debt service reserve fund to be used in the event of default on any payments by the School. On or after December 1, 2015, provided that no event of default exists, and the School is in compliance with all loan covenants, the amount in the debt service reserve fund shall be released by the bond trustee.

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
JUNE 30, 2011 AND 2010

4. PROPERTY AND EQUIPMENT

The following is a summary of furniture and equipment at June 30:

	<u>2011</u>	<u>2010</u>
Furniture and equipment	\$ 284,621	\$ 158,878
Leasehold improvements	2,423,996	-
Less allowance for depreciation	<u>(131,243)</u>	<u>(90,408)</u>
Property and Equipment, net	<u>\$ 2,577,374</u>	<u>\$ 68,470</u>

Depreciation expense for the years ended June 30, 2011 and 2010 was \$41,278 and \$10,184, respectively.

5. BOND ISSUE COSTS

Bond issue costs are comprised of acquisition costs related to the bond financing used to fund the School's capital renovations at two campuses. These costs are being amortized on a straight-line basis over the life of the bonds. Amortization expense amounted to \$13,036 for the year ended June 30, 2011.

6. BONDS PAYABLE

On November 1, 2010 the School secured permanent financing in the amount of \$3,535,000, for the renovation of two leased school buildings at 138 12th Street NE, Washington, DC (Capitol Hill) and at 2015-17 Savannah Terrace SC, Washington, DC (Douglass Knolls) through the District of Columbia Revenue Bonds (AppleTree Early Learning Public Charter School Issue) Qualified School Construction Bonds (Taxable-Tax Credit Bonds) Series 2010. The interest rate on the bonds was determined by taking the sum of the original purchaser's five year cost of funds rate, plus 3.5%, less the tax credit rate of 5.37% which resulted in a zero interest rate to the School.

The bonds are collateralized by the assets and the per pupil facilities fees at the two campuses. The maturity date of the bonds is December 1, 2027, and required principal payments to a sinking fund are \$18,316 per month commencing on December 1, 2011 and continuing until the maturity date. The bonds are guaranteed in full by Appletree Institute for Education Innovation, a related party. The bonds are also guaranteed by a credit enhancement facility agreement with the District of Columbia Office of Public Charter School Financing and Support in the amount of \$400,000, which expires on June 30, 2014.

Aggregate annual maturities of the bonds payable are as follows:

<u>Year Ending June 30,</u>	
2012	\$ 128,212
2013	219,793
2014	219,793
2015	219,793
2016	219,793
Thereafter	<u>2,527,616</u>
	<u>\$ 3,535,000</u>

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
 NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
 JUNE 30, 2011 AND 2010

7. LEASE COMMITMENTS

The School leases facility space under an agreement with a related party, AppleTree Institute that began on June 15, 2006, and expires June 14, 2016, with an additional five year option to renew. The annual rent is equal to the facility fee per student received by the school from the District of Columbia, and may vary in amount from year to year.

In November 2010, the School entered into a sub-sub-lease with Appletree Institute, a related party, for ground rent at its Douglass Knolls Campus. The term of the lease is 35 years, expiring on November 22, 2045, with an option to renew for two consecutive ten year periods. Monthly obligations under this lease are \$1, with a 10% escalation every tenth year.

Subsequent to year end, in July 2011, the School entered into a lease with Appletree Institute, a related party, for ground rent at its Capitol Hill Campus. The term of the lease is 20 years, with an option to extend the lease for 10 years. Monthly obligations under this lease are \$5,531.

The School leases office space under an agreement which expires March 31, 2012, with an additional option to renew for two additional five year terms.

Total rent expense for these and other short-term operating leases was \$873,431 and \$561,620 for the years ended June 30, 2011 and 2010, respectively.

The future minimum lease payments on an annual basis are:

<u>Year Ending June 30,</u>	
2012	\$ 676,246
2013	626,009
2014	626,009
2015	626,009
2016	626,009
Thereafter	<u>996,053</u>
	<u>\$ 4,176,335</u>

8. RELATED PARTY TRANSACTIONS

The School was designed by AppleTree Institute for Educational Innovation, Inc. (the Institute), a not for profit organization whose mission is to increase the number of effective schools through innovation. The Institute supports the School as a strategic partner, and has made a commitment to fund any operating shortfalls of the School. The School leases its facilities from the Institute (see NOTE 7).

In November 2010 the Institute transferred approximately \$500,000 in City Build funds to the School to facilitate the Qualified School Construction Bond transaction in the absence of a qualifying joint venture entity for the project, which is located on property that the School is sub-leasing from the Institute. At the closing of the bond issue, \$300,000 was paid toward an Institute's loan from one of their board members.

During the year ended June 30, 2011 the School charged the Institute \$51,253 for administrative costs.

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
JUNE 30, 2011 AND 2010

9. CONCENTRATIONS OF RISK

The School is supported primarily through local and federal appropriations and grants. For the years ended June 30, 2011 and 2010, approximately 72% and 81%, respectively, of total revenue was provided from one local government agency. Reduction of this source of support would have a significant impact on the School's programs and activities.

10. COMMITMENTS AND CONTINGENT LIABILITIES

The School receives revenues from government grants and contracts. The ultimate determination of amounts received under these programs generally is based upon allowable costs, which are subject to audit, and are reported to the government. The School is of the opinion that adjustments, if any, arising from such audits will not have a material effect on the financial statements.

11. DONATED GOODS AND SERVICES

During the year ended June 30, 2011 the School received donated furniture which was recorded as revenue at a value estimated by the donor. During the years ended June 30, 2011 and 2010 the School received donated goods and services in the amounts of \$10,724 and \$-0-, respectively.

12. RETIREMENT PLAN

The School has a 403(b) qualified retirement plan, under which the School makes an annual discretionary contribution for all eligible employees with two years of service. Typically, the amount is 5% of the eligible employee's compensation. The total contributions made by the School for the years ended June 30, 2011 and 2010 were \$56,778 and \$36,630, respectively.

13. CONTRACTS IN EXCESS OF \$25,000

In accordance with requirements of the District of Columbia Public Charter School Board, there were no new contracts in excess of \$25,000 entered into by the School during the year ended June 30, 2011.

14. AVERAGE COST PER STUDENT

For the years ended June 30, 2011 and 2010 the average cost per student was \$18,141 and \$19,888, respectively. This is calculated by dividing total noncapital expenditures, by the school's full-time student enrollment.

15. SUBSEQUENT EVENTS

In accordance with FASB ASC 855, the School evaluated subsequent events through September 29, 2011, the date these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2011
WITH COMPARATIVE TOTALS FOR 2010

	2011			2010
	Program	Administration	Total	Total
Salaries	\$ 2,713,274	\$ 424,972	\$ 3,138,246	\$ 1,926,669
Occupancy	1,105,740	28,861	1,134,601	712,583
Benefits	341,867	29,755	371,622	232,532
Food service	266,034	-	266,034	139,688
Direct student costs	260,505	-	260,505	191,442
Payroll taxes	216,780	34,027	250,807	162,926
Enrollment outreach	38,397	37,761	76,158	31,164
Depreciation	-	41,278	41,278	10,184
Miscellaneous	20,010	19,290	39,300	243
Insurance	-	29,839	29,839	24,783
Telephone	13,831	13,966	27,797	24,945
Supplies	23,490	4,028	27,518	28,776
Professional fees	3,631	22,200	25,831	29,939
Meetings and entertainment	3,749	15,689	19,438	-
Technology expense	10,377	8,130	18,507	6,938
Recruiting and development	17,713	-	17,713	22,756
Bad debts	16,583	-	16,583	-
Amortization	13,036	-	13,036	-
Printing and duplication	8,164	2,730	10,894	8,445
Other office expenses	4,375	2,874	7,249	14,884
Travel	2,637	4,469	7,106	9,982
Postage and delivery	1,056	922	1,978	1,041
Administrative charge	-	(51,253)	(51,253)	-
	<u>\$ 5,081,249</u>	<u>\$ 669,538</u>	<u>\$ 5,750,787</u>	<u>\$ 3,579,920</u>

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

Board of Trustees

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL

We have audited the financial statements of APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL (School) as of and for the year ended June 30, 2011, and have issued our report thereon dated September 29, 2011. We conducted our audits in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

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

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain other matters that we reported to management of the School in a separate letter dated September 29, 2011.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS (CONTINUED)

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



Rockville, Maryland
September 29, 2011

STANFIELD & PHILLIPS, LLC

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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133 AND ON SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Board of Trustees
APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL

Compliance

We have audited APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL (School)'s compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2011. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the School's management. Our responsibility is to express an opinion on the School's compliance based on our audit.

We conducted our audit of compliance in accordance with U.S. generally accepted auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the School's compliance with those requirements.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2011.

Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the School's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH
REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT
ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133
AND ON SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)

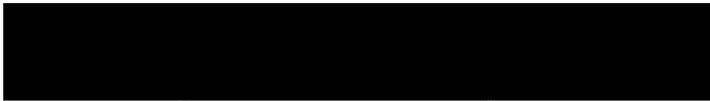
A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

Schedule of Expenditures of Federal Awards

Our audit was made for the purpose of forming an opinion on the basic financial statements of the School taken as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local governments, and Non Profit Organizations*, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole

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



Rockville, Maryland
September 29, 2011

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2011

<u>Federal Grantor/Pass-through Grantor/Program or Cluster Title</u>	<u>Federal CFDA Number</u>	<u>Federal Expenditures</u>
U. S. Department of Education:		
ARRA – Education Jobs Fund	84.410A	\$ 82,527
Quality Schools Incentive Grant – Teaching Fellows	84.000	150,000
McKinney Vento	84.196A	<u>19,565</u>
Sub-total Department of Education		<u>252,092</u>
Department of Agriculture – Food and Nutrition Service:		
National School Lunch Program	10.555	144,410
National School Breakfast Program	10.553	<u>31,540</u>
Sub-total Department of Agriculture		<u>175,950</u>
Congressional Appropriations:		
CityBuild Grant	N/A	500,425
Teachers Compensation Grant	N/A	32,200
School Replication and Growth Grant	N/A	200,000
Qualified Zone Academy Bonds	N/A	<u>500,000</u>
Sub-total Congressional Appropriations		<u>1,232,625</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS		<u>\$1,660,667</u>

NOTE 1 – BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the School and is presented in accordance with GAAP. The information in the schedule is presented in accordance with the requirements OMB Circular A-133, *Audits of States, Local Government and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS
 FOR THE YEAR ENDED JUNE 30, 2011

SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued Unqualified

Internal control over financial reporting:

Material weaknesses identified	___yes	__X__no
Significant deficiencies identified that are not considered to be material weaknesses	___yes	__X__none reported
Noncompliance material to financial statements noted	___yes	__X__no

Federal Awards

Internal control over major programs:

Material weaknesses identified	___yes	__X__no
Significant deficiencies identified that are not considered to be material weaknesses	___yes	__X__none reported

Type of auditor's report issued on compliance for major programs Unqualified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of OMB Circular A-133 ___yes __X__no

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
Congressional Appropriation	CityBuild Grant
Congressional Appropriation	Qualified Zone Academy Bonds

Dollar threshold used to distinguish between type A and type B programs: \$300,000

Auditee qualified as low-risk auditee? ___yes __X__no

**APPLETREE EARLY LEARNING
PUBLIC CHARTER SCHOOL**

**FINANCIAL STATEMENTS AND
AUDITORS' REPORT**

June 30, 2012 and 2011

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
AUDITED FINANCIAL STATEMENTS
June 30, 2012 and 2011

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McQuade.Brennan.LLP

Certified Public Accountants and Consultants
1730 Rhode Island Avenue, NW
Suite 800
Washington, DC 20036

The Board of Trustees
AppleTree Early Learning Public Charter School

Independent Auditors' Report

We have audited the accompanying statement of financial position of AppleTree Early Learning Public Charter School (School) as of June 30, 2012 and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the management of the School. Our responsibility is to express an opinion on the financial statements based on our audit. The prior year summarized comparative information has been derived from the School's 2011 financial statements. The 2011 financial statements were audited by Stanfield & Phillips, LLC, who merged with McQuade Brennan, LLP as of January 1, 2012, and whose report dated September 29, 2011, expressed an unqualified opinion on those statements.

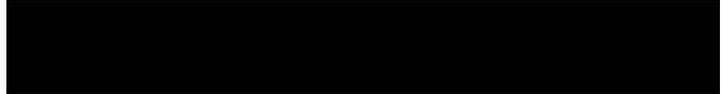
We conducted our audit in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2012, and the changes in net assets and its cash flows for the year then ended, in conformity with U.S. generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 19, 2012 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audits.

Our audits were performed for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying schedule of functional expenses on page 13 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole

Washington, DC
October 19, 2012



1 1 1

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION**

<i>As of June 30,</i>	2012	2011
ASSETS		
CURRENT ASSETS		
Unrestricted cash and cash equivalents	\$ 1,038,521	\$ 608,102
Restricted cash and cash equivalents	226,135	2,518,695
Total cash and cash equivalents	<u>1,264,656</u>	<u>3,126,797</u>
Accounts receivable	171,098	94,243
Prepaid expenses	77,328	59,610
TOTAL CURRENT ASSETS	1,513,082	3,280,650
LONG TERM ASSETS		
Property and equipment, net	4,643,339	2,577,374
Bond issue costs, net	296,993	319,380
TOTAL LONG TERM ASSETS	4,940,332	2,896,754
TOTAL ASSETS	\$ 6,453,414	\$ 6,177,404
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	\$ 58,152	\$ 476,259
Accrued expenses	534,527	355,050
Deferred revenue	458,935	122,278
Bonds payable, current	219,792	-
TOTAL CURRENT LIABILITIES	1,271,406	953,587
LONG TERM LIABILITIES		
Bonds payable, net of current	3,186,996	3,535,000
TOTAL LONG TERM LIABILITIES	3,186,996	3,535,000
TOTAL LIABILITIES	4,458,402	4,488,587
NET ASSETS		
Unrestricted	1,995,012	1,688,817
Temporarily restricted	-	-
Total Net Assets	<u>1,995,012</u>	<u>1,688,817</u>
TOTAL LIABILITIES AND NET ASSETS	\$ 6,453,414	\$ 6,177,404

See Independent Auditors' Report and Accompanying Notes

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
STATEMENTS OF ACTIVITIES**

	2012			2011	
	UNRESTRICTED	TEMPORARILY RESTRICTED		UNRESTRICTED	TEMPORARILY RESTRICTED
REVENUE AND OTHER SUPPORT					
Per pupil appropriations	\$ 10,085,050	\$ -	\$ 10,085,050	\$ -	\$ 5,024,489
Federal entitlements and other grants	810,728	-	810,728	-	1,720,231
Program revenue	299,657	-	299,657	-	225,399
Contributions	3,300	-	3,300	-	11,971
Net assets released from restriction	-	-	-	-	-
TOTAL REVENUE AND OTHER SUPPORT	11,198,735	-	11,198,735	-	6,982,090
EXPENSES					
Program services	9,485,549	-	9,485,549	-	5,081,249
General and administrative	1,406,991	-	1,406,991	-	669,538
Fundraising	-	-	-	-	-
TOTAL EXPENSES	10,892,540	-	10,892,540	-	5,750,787
NET INCREASE IN NET ASSETS	306,195	-	306,195	-	1,231,303
NET ASSETS, BEGINNING OF YEAR	1,688,817	-	1,688,817	-	457,514
NET ASSETS, END OF YEAR	\$ 1,995,012	\$ -	\$ 1,995,012	\$ -	\$ 1,688,817

For the Years Ending June 30,

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
STATEMENTS OF CASH FLOWS**

<i>For the Years Ended June 30,</i>	2012	2011
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from contributors and grantors	\$ 11,458,537	\$ 6,973,136
Cash paid to employees and suppliers	(10,914,934)	(5,202,835)
NET CASH PROVIDED BY OPERATING ACTIVITIES:	543,603	1,770,301
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of furniture and equipment	(2,280,673)	(2,549,739)
NET CASH USED IN INVESTING ACTIVITIES	(2,280,673)	(2,549,739)
CASH FLOWS FROM FINANCING ACTIVITIES		
Bond financing costs	3,141	(259,416)
(Payments) proceeds from bond financing	(128,212)	3,535,000
NET CASH (USED IN) PROVIDED BY FINANCING ACTIVITIES	(125,071)	3,275,584
NET (DECREASE) INCREASE IN CASH	(1,862,141)	2,496,146
CASH, BEGINNING OF YEAR	3,126,797	630,651
CASH, END OF YEAR	\$ 1,264,656	\$ 3,126,797
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Change in net assets	\$ 306,195	\$ 1,231,303
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Bad debts	-	16,583
Depreciation	214,708	41,278
Amortization	19,246	13,036
Gain on disposition of fixed assets	-	(443)
(Increase) decrease in current assets:		
Accounts receivable	(76,855)	(44,330)
Prepaid expenses	(17,718)	(37,010)
(Decrease) increase in current liabilities:		
Accounts payable	(418,107)	440,288
Accrued expenses	179,477	63,496
Deferred revenue	336,657	46,097
NET CASH PROVIDED BY OPERATING ACTIVITIES	\$ 543,603	\$ 1,770,298

See Independent Auditor's Report and Accompanying Notes

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2012 and 2011

NOTE A- ORGANIZATION AND PURPOSE

AppleTree Early Learning Public Charter School (School) was incorporated as a non-stock and not-for-profit organization on September 22, 2004 under the laws of the District of Columbia. The mission is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school. The School is in the second year of piloting Every Child Ready, an evidence-based early education instructional program that builds children's early language, literacy and memory skills. Every Child Ready was developed by AppleTree Institute through an Investing in Innovation development grant award by the U.S. Department of Education. AppleTree is open to any DC child in pre-school and pre-kindergarten, and admission is free.

NOTE B- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

**Basis of
Accounting**

The School's financial statements are prepared on the accrual basis of accounting. Therefore, revenue and related assets are recognized when earned and expenses and related liabilities are recognized as the obligations are incurred.

**Basis of
Presentation**

The School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School also reports expenses as a decrease in unrestricted net assets whether they are incurred to satisfy a donor's restrictions or not.

**Contributions and
Grants**

Contributions and grants received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or the purpose of the restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Use of Estimates

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

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2012 and 2011

NOTE B- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

**Cash and Cash
Equivalents**

The term cash as used in the accompanying financial statements includes currency on hand, demand deposits. As of June 30, 2012 and 2011, the School had no funds in excess of the federally insured limit which covers all funds in non-interest bearing transaction accounts.

**Property and
Equipment**

Property and equipment having a cost of greater than \$1,000 and a useful life of greater than one year are stated at cost, or if donated, at fair market value. Expenditures for maintenance and repairs are charged against operations. Renewals and betterments that materially extend the life of the asset are capitalized. The cost of property and equipment is depreciated over their estimated useful lives, ranging from five to 34 years. Depreciation is computed using the straight-line method.

**Deferred
Revenues**

Deferred revenues result from the School recognizing grant income in the period in which the work is performed. Accordingly, grant income which is awarded in the current fiscal year is deferred until the fiscal year in which the work is performed.

Income Taxes

The School qualifies as a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code. In addition, the School is classified as an entity that is not a private foundation under Section 509(a)(1).

The School has adopted the accounting of uncertainty in income taxes as required by the Income Taxes topic (Topic 740) of the FASB Accounting Standards Codification. Topic 740 requires the School to determine whether a tax position is more likely than not to be sustained upon examination by the applicable taxing authority, including resolution of any related appeals or litigation processes, based on the technical merits of the position. The tax benefit to be recognized is measured as the largest amount of benefit that is more than fifty percent likely of being realized upon ultimate settlement which could result in the School recording a tax liability that would reduce its net assets

The School has analyzed its tax positions, and has concluded that no liability for unrecognized tax benefits should be recorded related to any uncertain tax positions taken on returns filed for open tax years (2008-2010), or expected to be taken in its 2011 tax return. The School is not aware of any tax positions for which it believes that there is a reasonable possibility that the total amounts of unrecognized tax benefits will change materially in the next twelve months.

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2012 and 2011**

NOTE B- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

**Functional
Allocation of
Expenses**

The costs of providing the various programs and other activities of the School have been summarized on a functional basis in the Statement of Activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

**Comparative
Information**

The statement of activities includes certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. generally accepted accounting principles. Accordingly, such information should be read in conjunction with the School's financial statement for the year ended June 30, 2011, from which the summarized information was derived.

NOTE C- RESTRICTED CASH

As of June 30, 2012, approximately \$208,000 is restricted as a debt service reserve fund to be used in the event of default on any payments by the School. On or after December 1, 2015, provided that no event of default exists, and the School is in compliance with all loan covenants, the amount in the debt service reserve fund shall be released by the bond trustee.

NOTE D- PROPERTY AND EQUIPMENT

The following is a summary of furniture and equipment at June 30:

Description	2012	2011
Furniture and equipment	588,752	284,621
Leasehold improvements	4,400,539	2,423,996
Less allowance for depreciation	(345,952)	(131,243)
Property and Equipment, net	\$ 4,643,339	\$ 2,577,374

Depreciation expense for the years ended June 30, 2012 and 2011 was \$214,708 and \$41,278, respectively.

NOTE E- BOND ISSUE COSTS

Bond issue costs are comprised of acquisition costs related to the bond financing used to fund the School's capital renovations at two campuses. These costs are being amortized on a straight-line basis over the life of the bonds. Amortization expense amounted to \$19,246 for the years ended June 30, 2012 and 2011, respectively.

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2012 and 2011**

NOTE F- BONDS PAYABLE

On November 1, 2010 the School secured permanent financing in the amount of \$3,535,000, for the renovation of two leased school buildings at 138 12th Street NE, Washington, DC (Capitol Hill) and at 2015-17 Savannah Terrace SC, Washington, DC (Douglass Knolls) through the District of Columbia Revenue Bonds (AppleTree Early Learning Public Charter School Issue) Qualified School Construction Bonds (Taxable-Tax Credit Bonds) Series 2010. The interest rate on the bonds was determined by taking the sum of the original purchaser's five year cost of funds rate, plus 3.5%, less the tax credit rate of 5.37% which resulted in a zero interest rate to the School.

The bonds are collateralized by the assets and the per pupil facilities fees at the two campuses. The maturity date of the bonds is December 1, 2027, and required principal payments to a sinking fund are \$18,316 per month commencing on December 1, 2011 and continuing until the maturity date. The bonds are guaranteed in full by AppleTree Institute for Education Innovation, a related party. The bonds are also guaranteed by a credit enhancement facility agreement with the District of Columbia Office of Public Charter School Financing and Support in the amount of \$400,000, which expires on June 30, 2014.

Aggregate annual maturities of the bonds payable are as follows:

For the Year Ending June 30,

2013	219,793
2014	219,793
2015	219,793
2016	219,793
2017	219,793
Thereafter	2,307,823
Total Bonds Payable	\$ 3,406,788

NOTE G- LEASE COMMITMENTS

In June 2006, the School entered into a ten year agreement with a related party, AppleTree Institute, to lease facility space. The lease agreement has an expiration date of June 14, 2016, with an additional five year option to renew. The annual rent is equal to the facility fee per student received by the school from the District of Columbia, and may vary in amount from year to year. In April 2012, the School and AppleTree Institute entered into a new master lease agreement with a commencement date of January 1, 2012 and expiring on June 30, 2015. Under the agreement, the School shall pay monthly rent based on the facilities allowance received by the School from the District of Columbia, subject to minimum and maximum monthly amounts based on the per pupil facilities allowance and fixed enrollment.

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2012 and 2011**

NOTE G- LEASE COMMITMENTS (continued)

In November 2010, the School entered into a sub-sub-lease with AppleTree Institute, a related party, for ground rent at its Douglass Knolls Campus. The term of the lease is 35 years, expiring on November 22, 2045, with an option to renew for two consecutive ten year periods. Monthly obligations under this lease are \$1, with a 10% escalation every tenth year. On June 13, 2012, both parties agreed to an amendment to the sub-sub-lease covering management expenses for the property, effective January 1, 2012. The management fees to be paid by the School are \$1,075 per month.

In July 2011, the School entered into a lease with AppleTree Institute, a related party, for ground rent at its Capitol Hill Campus. The term of the lease is 20 years, with an option to extend the lease for 10 years. Monthly obligations under this lease are \$5,531. On June 13, 2012, both parties agreed to an amendment to the sub-sub-lease covering management expenses for the property, effective January 1, 2012. The management fees to be paid by the School are \$806 per month.

The School leases office space under an agreement which expires March 31, 2017, with an additional option to renew for an additional five year term.

Total rent expense for these and other short-term operating leases was \$1,635,541 and \$873,431 for the years ended June 30, 2012 and 2011, respectively.

The future minimum lease payments on an annual basis are:

<i>For the Year Ending June 30,</i>	<i>Amount</i>
2013	698,978
2014	702,627
2015	706,458
2016	710,480
2017	647,381
Thereafter	370,044
Total future minimum lease payments	\$ 3,835,968

NOTE H- RELATED PARTY TRANSACTIONS

The School was designed by AppleTree Institute for Education Innovation, Inc. (the Institute), a not for profit organization whose mission is to increase the number of effective schools through innovation. The Institute supports the School as a strategic partner, and has made a commitment to fund any operating shortfalls of the School. The School leases its facilities from the Institute (see Note G).

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2012 and 2011

NOTE H- RELATED PARTY TRANSACTIONS (continued)

In November 2010, the Institute transferred approximately \$500,000 in City Build funds to the School to facilitate the Qualified School Construction Bond transaction in the absence of a qualifying joint venture entity for the project, which is located on property that the School is sub-leasing from the Institute. At the closing of the bond issue, \$300,000 was paid toward an Institute's loan from one of their board members.

During the years ended June 30, 2012 and 2011, the School charged the Institute \$34,477 and \$51,253, respectively, for administrative costs.

NOTE I- CONCENTRATIONS OF RISK

The School is supported primarily through local and federal appropriations and grants. For the years ended June 30, 2012 and 2011, 90% and 72% respectively, of total revenue was provided from one local government agency. Reduction of this source of support would have a significant impact on the School's programs and activities.

NOTE J- COMMITMENTS AND CONTINGENT LIABILITIES

The School receives revenues from government grants and contracts. The ultimate determination of amounts received under these programs generally is based upon allowable costs, which are subject to audit, and are reported to the government. The School is of the opinion that adjustments, if any, arising from such audits will not have a material effect on the financial statements.

NOTE K- DONATED GOODS AND SERVICES

During the year ended June 30, 2011 the School received donated furniture which was recorded as revenue at a value estimated by the donor. During the years ended June 30, 2012 and 2011 the School received donated goods and services in the amounts of \$0 and \$10,724, respectively.

NOTE L- RETIREMENT PLAN

The School has a 403(b) qualified retirement plan, under which the School makes an annual discretionary contribution for all eligible employees with two years of service. Typically, the amount is 5% of the eligible employee's compensation. The total contributions made by the School for the years ended June 30, 2012 and 2011 were \$76,924 and \$56,778, respectively.

NOTE M- AVERAGE COST PER STUDENT

For the years ended June 30, 2012 and 2011 the average cost per student was \$17,654 and \$18,141 respectively. This is calculated by dividing total noncapital expenditures, by the school's full-time student enrollment.

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2012 and 2011

NOTE N- SUBSEQUENT EVENTS

In accordance with FASB ASC 855, the School evaluated subsequent events through the date of the financial statements, which is the date these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES**

<i>For the Years Ended June 30,</i>	2012			2011	
	Program	Administration	Fundraising	Total	Total
Personnel, Salaries, and Benefits					
Salaries	\$ 5,390,858	\$ 581,463		\$ 5,972,321	\$ 3,138,246
Benefits	546,522	55,982		602,504	371,622
Payroll taxes	438,850	35,266		474,116	250,807
Recruiting and development	11,824	31,610		43,434	17,713
Total personnel, salaries, and benefits	6,388,054	704,321	-	7,092,375	3,778,388
Direct Student Costs					
Direct student costs	465,249	80,562		545,811	260,505
Enrollment outreach	5,666	43,094		48,760	76,158
Total direct student costs	470,915	123,656	-	594,571	336,663
Occupancy Expense					
Occupancy	1,863,295	195,564		2,058,859	1,134,601
Total occupancy expense	1,863,295	195,564	-	2,058,859	1,134,601
Office Expense					
Telephone	25,145	23,190		48,335	27,797
Supplies	49,729	8,350		58,079	27,518
Technology expense	11,635	9,536		21,171	18,507
Printing and duplication	31,595	4,880		36,475	10,894
Other office expenses	1,045	6,878		7,923	7,249
Postage and delivery	709	4,390		5,099	1,978
Total office expense	119,858	57,224	-	177,082	93,943
General Expense					
Food service	524,131	3,626		527,757	266,034
Depreciation	-	97,269		97,269	41,278
Miscellaneous	26,859	30,550		57,409	39,297
Insurance	-	49,302		49,302	29,839
Professional fees	73,822	125,146		198,968	25,831
Meetings and entertainment	17,201	21,384		38,585	19,438
Bad debts	-	-		-	16,583
Amortization	-	19,246		19,246	13,036
Travel	1,414	14,180		15,594	7,109
Administrative charge	-	(34,477)		(34,477)	(51,253)
Total general expense	643,427	326,226	-	969,653	407,192
TOTAL	\$ 9,485,549	\$ 1,406,991	-	\$ 10,892,540	\$ 5,750,787

See Independent Auditors' Report and Accompanying Notes

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Certified Public Accountants and Consultants
1730 Rhode Island Avenue, NW
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Washington, DC 20036

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

Board of Trustees
AppleTree Early Learning Public Charter School

We have audited the financial statements of AppleTree Early Learning Public Charter School (School) as of and for the year ended June 30, 2012, and have issued our report thereon dated October 19, 2012. We conducted our audits in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

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

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

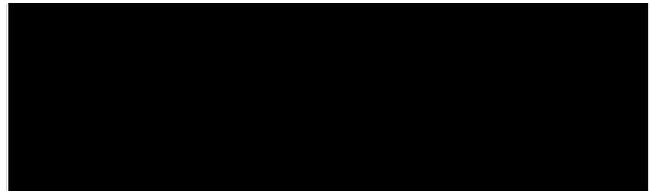
Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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

Washington, DC
October 19, 2012



McQuade.Brennan.LLP

Certified Public Accountants and Consultants
1730 Rhode Island Avenue, NW
Suite 800
Washington, DC 20036

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133 AND ON SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Board of Trustees
AppleTree Early Learning Public Charter School

Compliance

We have audited AppleTree Early Learning Public Charter School (School)'s compliance with the types of compliance requirements described in the OMB Circular A-133 Compliance Supplement that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2012. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the School's management. Our responsibility is to express an opinion on the School's compliance based on our audit.

We conducted our audit of compliance in accordance with U.S. generally accepted auditing standards; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the School's compliance with those requirements.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2012.

Internal Control over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the School’s internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

Schedule of Expenditures of Federal Awards

We have audited the financials statements of the School as of and for the year ended June 30, 2012, and have issued our report thereon dated October 19, 2012 which contained an unqualified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements of the School taken as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, Audits of States, Local governments, and Non Profit Organizations, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

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

Washington, DC
October 19, 2012



APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2012

<u>Federal Grantor/Pass-through Grantor/Program or Cluster Title</u>	<u>Federal CFDA Number</u>	<u>Federal Expenditures</u>
U. S. Department of Education:		
ARRA – Education Jobs Fund	84.410A	\$ 3
Special Education – 611 Grant to LEAs	84.027A	18,344
Special Education – 619 Preschool Grant to LEAs	84.173A	7,003
Education of Homeless Children and Youth	84.196A	<u>27,248</u>
Sub-total Department of Education		<u>52,598</u>
Department of Agriculture – Food and Nutrition Service:		
National School Lunch Program	10.555	<u>307,273</u>
Sub-total Department of Agriculture		<u>307,273</u>
Department of Health and Human Services:		
Medicaid	93.778	<u>4,534</u>
Sub-total Department of Health and Human Services		<u>4,534</u>
Congressional Appropriations:		
Teachers Compensation Grant	N/A	62,600
School Replication and Growth Grant	N/A	<u>303,948</u>
Sub-total Congressional Appropriations		<u>366,548</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS		<u>\$ 730,953</u>

NOTE A – BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the School and is presented in accordance with GAAP. The information in the schedule is presented in accordance with the requirements OMB Circular A-133, *Audits of States, Local Government and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2012**

SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued Unqualified

Internal control over financial reporting:

Material weaknesses identified ___yes X no

Significant deficiencies identified that are not considered to be material weaknesses reported ___yes X none

Noncompliance material to financial statements noted ___yes X no

Federal Awards

Internal control over major programs:

Material weaknesses identified ___yes X no

Significant deficiencies identified that are not considered to be material weaknesses reported ___yes X none

Type of auditor's report issued on compliance for major programs Unqualified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of OMB Circular A-133 ___yes X no

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
Congressional Appropriation	School Replication and Growth
Department of Agriculture 10.555	National School Lunch Program

Dollar threshold used to distinguish between type A and type B programs: \$300,000

Auditee qualified as low-risk auditee? ___yes X no

**APPLETREE EARLY LEARNING
PUBLIC CHARTER SCHOOL**

**Financial Statements, Supplementary Material,
and Reports Required by
Government Auditing Standards**

June 30, 2013 and 2012

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
AUDITED FINANCIAL STATEMENTS
June 30, 2013 and 2012

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Independent Auditors' Report

The Board of Trustees
AppleTree Early Learning Public Charter School
Washington, DC

Report on the Financial Statements

We have audited the accompanying financial statements of AppleTree Early Learning Public Charter School (School), which comprise the statements of financial position as of June 30, 2013 and 2012, and the related statements of activities, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of AppleTree Early Learning Public Charter School as of June 30, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated September 12, 2013 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control over financial reporting and compliance.



Washington, DC
September 12, 2013

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION**

<i>As of June 30,</i>	2013	2012
ASSETS		
CURRENT ASSETS		
Unrestricted cash and cash equivalents	\$ 1,576,777	\$ 1,056,715
Restricted cash and cash equivalents	207,941	207,941
Accounts receivable	167,335	171,098
Prepaid expenses	24,780	77,328
TOTAL CURRENT ASSETS	1,976,833	1,513,082
LONG TERM ASSETS		
Property and equipment, net	4,450,319	4,643,339
Bond issue costs, net	277,624	296,993
TOTAL LONG TERM ASSETS	4,727,943	4,940,332
TOTAL ASSETS	\$ 6,704,776	\$ 6,453,414
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	\$ 221,570	\$ 58,152
Accrued expenses	561,509	534,527
Deferred revenue	135,540	458,935
Bonds payable, current	219,792	219,792
TOTAL CURRENT LIABILITIES	1,138,411	1,271,406
LONG TERM LIABILITIES		
Bonds payable, net of current	2,967,204	3,186,996
TOTAL LONG TERM LIABILITIES	2,967,204	3,186,996
TOTAL LIABILITIES	4,105,615	4,458,402
NET ASSETS		
Unrestricted	2,599,161	1,995,012
Temporarily restricted	-	-
Total Net Assets	2,599,161	1,995,012
TOTAL LIABILITIES AND NET ASSETS	\$ 6,704,776	\$ 6,453,414

See Independent Auditors' Report and Accompanying Notes

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
STATEMENTS OF ACTIVITIES**

	2013		2012		TOTAL	UNRESTRICTED	TEMPORARILY RESTRICTED	UNRESTRICTED	TEMPORARILY RESTRICTED	TOTAL
	UNRESTRICTED	TEMPORARILY RESTRICTED	UNRESTRICTED	TEMPORARILY RESTRICTED						
REVENUE AND OTHER SUPPORT										
Per pupil appropriations	\$ 11,008,686	\$ -	\$ 11,008,686	\$ -	\$ 10,085,050	\$ -	\$ 10,085,050	\$ -	\$ -	\$ 10,085,050
Federal entitlements and other grants	684,953	-	684,953	-	810,728	-	810,728	-	-	810,728
Program revenue	311,303	-	311,303	-	299,657	-	299,657	-	-	299,657
Contributions	4,039	-	4,039	-	3,300	-	3,300	-	-	3,300
Net assets released from restriction	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE AND OTHER SUPPORT	12,008,981	-	12,008,981	-	11,198,735	-	11,198,735	-	-	11,198,735
EXPENSES										
Program services	10,316,512	-	10,316,512	-	9,485,549	-	9,485,549	-	-	9,485,549
General and administrative	1,088,320	-	1,088,320	-	1,406,991	-	1,406,991	-	-	1,406,991
Fundraising	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	11,404,832	-	11,404,832	-	10,892,540	-	10,892,540	-	-	10,892,540
NET INCREASE IN NET ASSETS	604,149	-	604,149	-	306,195	-	306,195	-	-	306,195
NET ASSETS, BEGINNING OF YEAR	1,995,012	-	1,995,012	-	1,688,817	-	1,688,817	-	-	1,688,817
NET ASSETS, END OF YEAR	\$ 2,599,161	\$ -	\$ 2,599,161	\$ -	\$ 1,995,012	\$ -	\$ 1,995,012	\$ -	\$ -	\$ 1,995,012

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
STATEMENTS OF CASH FLOWS**

<i>For the Years Ended June 30,</i>	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 604,149	\$ 306,195
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	292,773	214,708
Amortization	19,369	19,246
Loss on disposition of fixed assets	(699)	-
(Increase) decrease in operating assets:		
Accounts receivable	3,763	(76,855)
Prepaid expenses	52,548	(17,718)
Increase (decrease) in operating liabilities:		
Accounts payable	163,418	(418,107)
Accrued expenses	26,982	179,477
Deferred revenue	(323,395)	336,657
NET CASH PROVIDED BY OPERATING ACTIVITIES	838,908	543,603
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(101,151)	(2,280,673)
Disposal of property and equipment	2,097	-
NET CASH USED IN INVESTING ACTIVITIES	(99,054)	(2,280,673)
CASH FLOWS FROM FINANCING ACTIVITIES		
Bond financing costs	-	3,141
Repayment of bond proceeds	(219,792)	(128,212)
NET CASH (USED IN) PROVIDED BY FINANCING ACTIVITIES	(219,792)	(125,071)
NET CHANGE IN CASH AND CASH EQUIVALENTS	520,062	(1,862,141)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	1,056,715	2,918,856
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ 1,576,777	\$ 1,056,715

See Independent Auditors' Report and Accompanying Notes

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2013 and 2012

NOTE A- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization	AppleTree Early Learning Public Charter School (School) was incorporated as a non-stock and not-for-profit organization on September 22, 2004 under the laws of the District of Columbia. The mission is to provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school. The School is in the third year of piloting Every Child Ready, an evidence-based early education instructional program that builds children's early language, literacy and memory skills. Every Child Ready was developed by AppleTree Institute through an Investing in Innovation development grant award by the U.S. Department of Education. AppleTree is open to any DC child in pre-school and pre-kindergarten, and admission is free.
Basis of Accounting	The School's financial statements are prepared on the accrual basis of accounting. Therefore, revenue and related assets are recognized when earned and expenses and related liabilities are recognized as the obligations are incurred.
Basis of Presentation	The School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School also reports expenses as a decrease in unrestricted net assets whether they are incurred to satisfy a donor's restrictions or not.
Contributions and Grants	Contributions and grants received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or the purpose of the restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions. Restricted revenue received that is expended in the year of receipt is treated as unrestricted for financial statement purposes.
Use of Estimates	The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2013 and 2012

NOTE A- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

**Cash and Cash
Equivalents**

The term cash as used in the accompanying financial statements includes currency on hand, demand deposits. As of June 30, 2013 and 2012, the School had no funds in excess of the federally insured limit which covers all funds in non-interest bearing transaction accounts.

**Property and
Equipment**

Property and equipment having a cost of greater than \$1,000 and a useful life of greater than one year are stated at cost, or if donated, at fair market value. Expenditures for maintenance and repairs are charged against operations. Renewals and betterments that materially extend the life of the asset are capitalized. The cost of property and equipment is depreciated over their estimated useful lives, ranging from five to 34 years. Depreciation is computed using the straight-line method.

**Deferred
Revenues**

Deferred revenues result from the School recognizing grant income in the period in which the work is performed. Accordingly, grant income which is awarded in the current fiscal year is deferred until the fiscal year in which the work is performed.

Income Taxes

The School qualifies as a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code. In addition, the School is classified as an entity that is not a private foundation under Section 509(a)(1).

The School has adopted the accounting of uncertainty in income taxes as required by the Income Taxes topic (Topic 740) of the FASB Accounting Standards Codification. Topic 740 requires the School to determine whether a tax position is more likely than not to be sustained upon examination by the applicable taxing authority, including resolution of any related appeals or litigation processes, based on the technical merits of the position. The tax benefit to be recognized is measured as the largest amount of benefit that is more than fifty percent likely of being realized upon ultimate settlement which could result in the School recording a tax liability that would reduce its net assets

The School has analyzed its tax positions, and has concluded that no liability for unrecognized tax benefits should be recorded related to any uncertain tax positions taken on returns filed for open tax years (2009-2011), or expected to be taken in its 2012 tax return. The School is not aware of any tax positions for which it believes that there is a reasonable possibility that the total amounts of unrecognized tax benefits will change materially in the next twelve months.

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2013 and 2012

NOTE A- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

**Functional
Allocation of
Expenses**

The costs of providing the various programs and other activities of the School have been summarized on a functional basis in the Statement of Activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Reclassifications

Certain amounts for June 30, 2012 have been reclassified to conform to the current year presentation.

NOTE B- RESTRICTED CASH

As of June 30, 2013, \$207,941 is restricted as a debt service reserve fund to be used in the event of default on any payments by the School. On or after December 1, 2015, provided that no event of default exists, and the School is in compliance with all loan covenants, the amount in the debt service reserve fund shall be released by the bond trustee.

NOTE C- PROPERTY AND EQUIPMENT

The following is a summary of furniture and equipment at June 30:

Description	2013	2012
Furniture and equipment	\$ 680,618	\$ 588,752
Leasehold improvements	4,407,727	4,400,539
Less allowance for depreciation	(638,026)	(345,952)
Property and Equipment, net	\$ 4,450,319	\$ 4,643,339

Depreciation expense for the years ended June 30, 2013 and 2012 was \$292,773 and \$214,708, respectively.

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2013 and 2012**

NOTE D- BOND ISSUE COSTS

Bond issue costs are comprised of acquisition costs related to the bond financing used to fund the School's capital renovations at two campuses. These costs are being amortized on a straight-line basis over the 17 year life of the bonds. Amortization expense amounted to \$19,369 and \$19,246 for the years ended June 30, 2013 and 2012, respectively.

NOTE E- BONDS PAYABLE

On November 1, 2010 the School secured permanent financing in the amount of \$3,535,000, for the renovation of two leased school buildings at 138 12th Street NE, Washington, DC (Lincoln Park) and at 2015-17 Savannah Terrace SC, Washington, DC (Douglass Knoll) through the District of Columbia Revenue Bonds (AppleTree Early Learning Public Charter School Issue) Qualified School Construction Bonds (Taxable-Tax Credit Bonds) Series 2010. The interest rate on the bonds was determined by taking the sum of the original purchaser's five year cost of funds rate, plus 3.5%, less the tax credit rate of 5.37% which resulted in a zero interest rate to the School.

The bonds are collateralized by the assets and the per pupil facilities fees at the two campuses. The maturity date of the bonds is December 1, 2027, and required principal payments to a sinking fund are \$18,316 per month commencing on December 1, 2011 and continuing until the maturity date. The bonds are guaranteed in full by AppleTree Institute for Education Innovation, a related party. The bonds are also guaranteed by a credit enhancement facility agreement with the District of Columbia Office of Public Charter School Financing and Support in the amount of \$400,000, which expires on June 30, 2014.

Aggregate annual maturities of the bonds payable are as follows:

<i>For the Year Ending June 30,</i>	Amount
2014	\$ 219,793
2015	219,793
2016	219,793
2017	219,793
2018	219,793
Thereafter	2,088,031
Total Bonds Payable	\$ 3,186,996

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2013 and 2012**

NOTE F- LEASE COMMITMENTS

In June 2006, the School entered into a ten year agreement with a related party, AppleTree Institute, to lease facility space. The lease agreement has an expiration date of June 14, 2016, with an additional five year option to renew. The annual rent is based on the facility fee per student received by the school from the District of Columbia, and may vary in amount from year to year. In April 2012, the School and AppleTree Institute entered into a new master lease agreement with a commencement date of January 1, 2012 and expiring on June 30, 2015. Under the agreement, the School shall pay monthly rent based on the facilities allowance received by the School from the District of Columbia, subject to minimum and maximum monthly amounts based on the per pupil facilities allowance and the student enrollment.

In November 2010, the School entered into a sub-sub-lease with AppleTree Institute, a related party, for ground rent at its Douglass Knoll Campus. The term of the lease is 35 years, expiring on November 22, 2045, with an option to renew for two consecutive ten year periods. On June 13, 2012, both parties agreed to an amendment to the sub-sub-lease covering management expenses for the property, effective January 1, 2012. The monthly obligations to be paid by the School are \$1,075 per month.

In July 2011, the School entered into a lease with AppleTree Institute, a related party, for ground rent at its Lincoln Park Campus. The term of the lease is 20 years, with an option to extend the lease for 10 years. On June 13, 2012, both parties agreed to an amendment to the sub-sub-lease covering management expenses for the property, effective January 1, 2012. The monthly obligations to be paid by the School are \$806 per month.

The School leases office space under an agreement which expires March 31, 2017, with an additional option to renew for an additional five year term.

Total rent expense for these and other short-term operating leases was \$1,710,181 and \$1,635,541 for the years ended June 30, 2013 and 2012, respectively.

The future minimum lease payments on an annual basis are:

<i>For the Years Ending June 30,</i>	<i>Amount</i>
2014	\$ 1,665,112
2015	1,666,868
2016	84,677
2017	86,540
2018	71,620
Thereafter	479,411
Total future minimum lease payments	\$ 4,054,228

See Independent Auditors' Report

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2013 and 2012**

NOTE G- RELATED PARTY TRANSACTIONS (continued)

The School was designed by AppleTree Institute for Education Innovation, Inc. (the Institute), a not for profit organization whose mission is to increase the number of effective schools through innovation. The Institute supports the School as a strategic partner, and has made a commitment to fund any operating shortfalls of the School. The School leases its facilities from the Institute (see Note F).

In November 2010, the Institute transferred approximately \$500,000 in City Build funds to the School to facilitate the Qualified School Construction Bond transaction in the absence of a qualifying joint venture entity for the project, which is located on property that the School is sub-leasing from the Institute. At the closing of the bond issue, \$300,000 was paid toward an Institute's loan from one of their board members.

During the year ended June 30, 2013, the School paid the Institute \$189,408 for administrative costs.

NOTE H- CONCENTRATIONS OF RISK

The School is supported primarily through local and federal appropriations and grants. For the years ended June 30, 2013 and 2012, 92% and 90% respectively, of total revenue was provided from one local government agency. Reduction of this source of support would have a significant impact on the School's programs and activities.

NOTE I- COMMITMENTS AND CONTINGENT LIABILITIES

The School receives revenues from government grants and contracts. The ultimate determination of amounts received under these programs generally is based upon allowable costs, which are subject to audit, and are reported to the government. The School is of the opinion that adjustments, if any, arising from such audits will not have a material effect on the financial statements.

NOTE J- DONATED GOODS AND SERVICES

During the years ended June 30, 2013 and 2012 the School received donated goods and services in the amounts of \$1,800 and \$0, respectively.

NOTE K- RETIREMENT PLAN

The School has a 403(b) qualified retirement plan, under which the School makes an annual discretionary contribution for all eligible employees with two years of service. Typically, the amount is 5% of the eligible employee's compensation. The total contributions made by the School for the years ended June 30, 2013 and 2012 were \$47,854 and \$76,924, respectively.

NOTE L- AVERAGE COST PER STUDENT

For the years ended June 30, 2013 and 2012 the average cost per student was \$17,848 and \$17,654 respectively. This is calculated by dividing total noncapital expenditures, by the school's full-time student enrollment.

See Independent Auditors' Report

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2013 and 2012**

NOTE M- SUBSEQUENT EVENTS

In accordance with FASB ASC 855, the School evaluated subsequent events through the date of the financial statements, which is the date these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES**

	2013			2012				
	Program	Administration	Fundraising	Total	Program	Administration	Fundraising	Total
Personnel, Salaries, and Benefits								
Salaries	\$ 5,991,797	\$ 295,839	\$ -	\$ 6,287,636	\$ 5,390,858	\$ 581,463	\$ -	\$ 5,972,321
Benefits	651,399	34,563	-	685,962	546,522	55,982	-	602,504
Payroll taxes	487,237	25,846	-	513,083	438,850	35,266	-	474,116
Shared administrative support	-	189,408	-	189,408	-	(34,477)	-	(34,477)
Staff development	49,822	-	-	49,822	11,824	31,610	-	43,434
Total personnel, salaries, and benefit	7,180,255	545,656	-	7,725,911	6,388,054	669,844	-	7,057,898
Direct Student Costs								
Direct student costs	242,219	58,195	-	300,414	465,249	80,562	-	545,811
Enrollment outreach	23,642	-	-	23,642	5,666	43,094	-	48,760
Total direct student costs	265,861	58,195	-	324,056	470,915	123,656	-	594,571
Occupancy Expense								
Occupancy	2,036,555	79,906	-	2,116,461	1,863,295	195,564	-	2,058,859
Total occupancy expense	2,036,555	79,906	-	2,116,461	1,863,295	195,564	-	2,058,859
Office Expense								
Telephone	24,499	27,636	-	52,135	25,145	23,190	-	48,335
Supplies and equipment	84,263	26,886	-	111,149	49,729	8,350	-	58,079
Technology expense	6,787	33,752	-	40,539	11,635	9,536	-	21,171
Printing and duplication	48,035	9,085	-	57,120	31,595	4,880	-	36,475
Other office expenses	-	7,251	-	7,251	1,045	6,878	-	7,923
Postage and delivery	393	379	-	772	709	4,390	-	5,099
Total office expense	163,977	104,989	-	268,966	119,858	57,224	-	177,082
General Expense								
Food service	515,734	592	-	516,326	524,131	3,626	-	527,757
Depreciation	108,534	-	-	108,534	-	97,269	-	97,269
Miscellaneous	-	28,939	-	28,939	26,859	30,550	-	57,409
Insurance	17,317	59,358	-	76,675	-	49,302	-	49,302
Professional fees	4,277	182,658	-	186,935	73,822	125,146	-	198,968
Meetings	24,002	-	-	24,002	17,201	21,384	-	38,585
Amortization	-	19,369	-	19,369	-	19,246	-	19,246
Travel	-	8,658	-	8,658	1,414	14,180	-	15,594
Total general expense	669,864	299,574	-	969,438	643,427	360,703	-	1,004,130
TOTAL	\$ 10,316,512	\$ 1,088,320	\$ -	\$ 11,404,832	\$ 9,485,549	\$ 1,406,991	\$ -	\$ 10,892,540

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

Board of Trustees
AppleTree Early Learning Public Charter School
Washington, DC

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in the *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of AppleTree Early Learning Public Charter School (School), which comprise the statements of financial position as of June 30, 2013, and the related statements of activities, and cash flows, for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 12, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies.

Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



McQuade Brennan, LLP
Washington, DC
September 12, 2013

**APPLETREE EARLY LEARNING
PUBLIC CHARTER SCHOOL**

**Audited Financial Statements,
Schedule of Expenditures of Federal Awards,
Supplementary Material, and
Reports Required by Government Auditing
Standards and OMB Circular A-133**

June 30, 2014 and 2013

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
AUDITED FINANCIAL STATEMENTS
June 30, 2014 and 2013

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McQuade.Brennan.LLP

Certified Public Accountants and Consultants
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Independent Auditors' Report

The Board of Trustees
AppleTree Early Learning Public Charter School
Washington, DC

Report on the Financial Statements

We have audited the accompanying financial statements of AppleTree Early Learning Public Charter School (School), which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of AppleTree Early Learning Public Charter School as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of functional expenses are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards, as required by *Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 29, 2014 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control over financial reporting and compliance.



Washington, DC
October 29, 2014

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION**

<i>As of June 30,</i>	2014	2013
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 2,341,590	\$ 1,576,777
Cash and cash equivalents restricted by debt	207,941	207,941
Accounts receivable	365,942	142,604
Prepaid expenses	16,422	24,780
TOTAL CURRENT ASSETS	2,931,895	1,952,102
LONG TERM ASSETS		
Property and equipment, net	4,444,737	4,450,319
Bond issue costs, net	258,255	277,624
TOTAL LONG TERM ASSETS	4,702,992	4,727,943
TOTAL ASSETS	\$ 7,634,887	\$ 6,680,045
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	\$ 102,521	\$ 131,639
Due to related entity, net	141,290	65,200
Accrued expenses	638,184	561,509
Deferred revenue	184,160	135,540
Bonds payable, current	219,792	219,792
TOTAL CURRENT LIABILITIES	1,285,947	1,113,680
LONG TERM LIABILITIES		
Bonds payable, net of current	2,747,412	2,967,204
TOTAL LONG TERM LIABILITIES	2,747,412	2,967,204
TOTAL LIABILITIES	4,033,359	4,080,884
NET ASSETS		
Unrestricted	3,601,528	2,599,161
Total Net Assets	3,601,528	2,599,161
TOTAL LIABILITIES AND NET ASSETS	\$ 7,634,887	\$ 6,680,045

The Notes to the Financial Statements Are an Integral Part of These Financial Statements

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
STATEMENTS OF ACTIVITIES**

	2014		2013		TOTAL	UNRESTRICTED	TEMPORARILY		TOTAL
	UNRESTRICTED	RESTRICTED	UNRESTRICTED	RESTRICTED			TEMPORARILY		
							RESTRICTED	RESTRICTED	
REVENUE AND OTHER SUPPORT									
Per pupil appropriations	\$ 9,122,469	\$ -	\$ 9,122,469	\$ -	\$ 9,091,686	\$ -	\$ -	\$ 9,091,686	
Per pupil facility allowance	1,941,000	-	1,941,000	-	1,917,000	-	-	1,917,000	
Federal entitlements and other grants	874,568	-	874,568	-	684,953	-	-	684,953	
Program revenue	922,323	-	922,323	-	311,303	-	-	311,303	
Inkind donation	130,000	-	130,000	-	1,800	-	-	1,800	
Contributions	42,467	-	42,467	-	2,239	-	-	2,239	
Net assets released from restriction	-	-	-	-	-	-	-	-	
TOTAL REVENUE AND OTHER SUPPORT	13,032,827	-	13,032,827	-	12,008,981	-	-	12,008,981	
EXPENSES									
Program services	10,640,634	-	10,640,634	-	10,316,512	-	-	10,316,512	
General and administrative	1,389,826	-	1,389,826	-	1,088,320	-	-	1,088,320	
Fundraising	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	12,030,460	-	12,030,460	-	11,404,832	-	-	11,404,832	
NET INCREASE IN NET ASSETS	1,002,367	-	1,002,367	-	604,149	-	-	604,149	
NET ASSETS, BEGINNING OF YEAR	2,599,161	-	2,599,161	-	1,995,012	-	-	1,995,012	
NET ASSETS, END OF YEAR	\$ 3,601,528	\$ -	\$ 3,601,528	\$ -	\$ 2,599,161	\$ -	\$ -	\$ 2,599,161	

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
STATEMENTS OF CASH FLOWS**

<i>For the Years Ended June 30,</i>	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 1,002,367	\$ 604,149
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	297,899	292,773
Amortization	19,369	19,369
Donated Property and equipment	(130,000)	-
Loss on disposition of fixed assets	7,541	(699)
(Increase) decrease in operating assets:		
Accounts receivable	(223,338)	28,494
Prepaid expenses	8,358	52,548
Increase (decrease) in operating liabilities:		
Accounts payable	(29,118)	75,581
Due to related entity, net	76,090	63,106
Accrued expenses	76,675	26,982
Deferred revenue	48,620	(323,395)
NET CASH PROVIDED BY OPERATING ACTIVITIES	1,154,463	838,908
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(169,858)	(101,151)
Disposal of property and equipment	-	2,097
NET CASH USED IN INVESTING ACTIVITIES	(169,858)	(99,054)
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayment of bond proceeds	(219,792)	(219,792)
NET CASH USED IN FINANCING ACTIVITIES	(219,792)	(219,792)
NET CHANGE IN CASH AND CASH EQUIVALENTS	764,813	520,062
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	1,576,777	1,056,715
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ 2,341,590	\$ 1,576,777

The Notes to the Financial Statements Are an Integral Part of These Financial Statements

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014 and 2013

NOTE A- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization	AppleTree Early Learning Public Charter School (School) is a not-for-profit corporation, incorporated in the District of Columbia on September 22, 2004. The mission is to close the achievement gap before children get to kindergarten by providing three and four year olds with the social, emotional and cognitive foundations that will enable them to succeed in school. The School is in the third year of piloting Every Child Ready, an evidence-based early education instructional program that builds children's early language, literacy and memory skills. Every Child Ready was developed by AppleTree Institute through an Investing in Innovation development grant award by the U.S. Department of Education. AppleTree is open to any DC child in pre-school and pre-kindergarten, and admission is free.
Basis of Accounting	The School's financial statements are prepared on the accrual basis of accounting. Therefore, revenue and related assets are recognized when earned and expenses and related liabilities are recognized as the obligations are incurred.
Basis of Presentation	The School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The School also reports expenses as a decrease in unrestricted net assets whether they are incurred to satisfy a donor's restrictions or not.
Cash and Cash Equivalents	The school has defined cash and cash equivalents as short term, highly liquid investments with maturities of three months or less.
Accounts Receivable	Accounts receivable are recorded when billed or accrued and represent claims against third parties that will be settled in cash. Accounts receivable are reported net of the allowance for doubtful accounts, if any. The allowance for doubtful accounts, if any, is estimated based on historical collection trends, the age of outstanding receivable and existing economic conditions. If actual experience changes, revisions to the allowance may be necessary. Past due accounts receivable are written off when internal collection efforts have been unsuccessful in collecting the amount due. As of June 30, 2014 and 2013, the majority of the receivables are due from governmental agencies. Therefore, no allowance for doubtful accounts has been provided.
Property and Equipment	Property and equipment having a cost of greater than \$1,000 and a useful life of greater than one year are stated at cost, or if donated, at fair market value. Expenditures for maintenance and repairs are charged against operations. Renewals and betterments that materially extend the life of the asset are capitalized. The cost of property and equipment is depreciated over their estimated useful lives, ranging from five to 34 years. Depreciation is computed using the straight-line method.

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013

NOTE A- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

**Due To Related
Party, Net**

The School and AppleTree Institute (the Institute) are related parties as they share common directors. The Institute provides the School with certain administrative and grant consulting services. In addition, the School leased and subleased facilities from the Institute. As of June 30, 2014 and 2013, the School has a net due to the Institute in the amount of \$141,290 and \$65,200, respectively.

**Deferred
Revenue**

Deferred revenue result from the School recognizing grant income in the period in which the work is performed. Accordingly, grant income which is received in the current fiscal year is deferred until the fiscal year in which the work is performed.

**Contributions and
Grants**

Contributions and grants received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or the purpose of the restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions. Restricted revenue received that is expended in the year of receipt is treated as unrestricted for financial statement purposes.

**In-kind
Contributions**

In-kind contributions are recorded at fair market value at the date of the donation. Donated land used by the School is recognized in the financial statements as an increase to property and equipment and contribution revenue. Contribution of donated services that create or enhance nonfinancial assets or that required specialized skills, and provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at fair value in the period received. For the years ended June 30, 2014 and 2013, the School received in-kind contribution of \$130,000 and \$1,800, respectively.

Concentration

The School places its cash and cash equivalents with financial institutions which at times, may exceed the Federal Deposit Insurance Corporation's insurance limit of \$250,000. The School maintains a sweep account for balances in excess of \$400,000. The school has not incurred losses related to these accounts and believes it is not exposed to any significant credit risk on these accounts.

The School is supported primarily by local and federal appropriations and grants. For the years ended June 30, 2014 and 2013, 85% and 92%, respectively, of the total revenue was provided by one local government agency. Reduction of this source of support would have a significant impact on the School's programs and activities.

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)**

June 30, 2014 and 2013

NOTE A- SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Use of Estimates The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Income Taxes The School qualifies as a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code. In addition, the School is classified as an entity that is not a private foundation under Section 509(a)(1).

The School has adopted the Accounting for Uncertainty in Income Taxes, as required by the Income Taxes topic of the FASB ASC. The topic requires the School to determine whether a tax position is more likely than not to be sustained upon examination by the applicable taxing authority, including resolution of any related appeals or litigation processes, based on the technical merits of the position. The tax benefit to be recognized is measured as the largest amount of benefit that is more than fifty percent likely of being realized upon ultimate settlement which could result in the School recording a tax liability that would reduce its net assets

The School has analyzed its tax positions, and has concluded that no liability for unrecognized tax benefits should be recorded related to any uncertain tax positions taken on returns filed for open tax years (2011-2012), or expected to be taken in its 2013 tax return. The School is not aware of any tax positions for which it believes that there is a reasonable possibility that the total amounts of unrecognized tax benefits will change materially in the next twelve months.

**Functional
Allocation of
Expenses**

The costs of providing the various programs and other activities of the School have been presented in the schedule of functional expenses and summarized on a functional basis in the Statement of Activities. Direct costs of providing the School's programs and other activities which are identifiable have been assigned to the related program and support services and indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Reclassifications

Certain amounts for June 30, 2013 have been reclassified to conform to the current year presentation. The reclassification had no effect on the previously reported net assets or change in net assets.

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013

NOTE B- CASH AND CASH EQUIVALENTS RESTRICTED BY DEBT

As of June 30, 2014, \$207,941 is restricted as a debt service reserve fund to be used in the event of default on future loan payments by the School. On or after December 1, 2015, provided that no event of default exists, and the School is in compliance with all loan covenants, the amount in the debt service reserve fund shall be released by the bond trustee.

NOTE C- PROPERTY AND EQUIPMENT

The following is a summary of furniture and equipment at June 30:

<u>Description</u>	<u>2014</u>	<u>2013</u>
Leasehold improvements	\$ 4,407,727	\$ 4,407,727
Furniture and equipment	685,475	680,618
Land	184,418	-
Construction in progress	94,361	-
Less: Accumulated depreciation	(927,244)	(638,026)
Property and Equipment, net	\$ 4,444,737	\$ 4,450,319

Depreciation expense for the years ended June 30, 2014 and 2013 was \$297,899 and \$292,773, respectively. In September 2013, the School purchased for the nominal sum of \$10, the fee simple title to land at 2015-2017 Savannah Terrace, SE, Washington DC. The School operates a charter school on said land. Prior to the purchase, the land was sub-leased by the School from the Institute.

Construction in progress relates to a new school being built that will be completed for the 2014 – 2015 school year. This new school will merge two of the existing schools into one facility.

NOTE D- BOND ISSUE COSTS

Bond issue costs are comprised of acquisition costs related to the bond financing used to fund the School's capital renovations at two campuses. These costs are being amortized on a straight-line basis over 17 years the life of the bonds. Amortization expense amounted to \$19,369 and \$19,369 for the years ended June 30, 2014 and 2013, respectively.

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013**

NOTE E- BONDS PAYABLE

On November 1, 2010 the School secured permanent financing in the amount of \$3,535,000, for the renovation of two leased school buildings at 138 12th Street NE, Washington, DC (Lincoln Park) and at 2015-17 Savannah Terrace SC, Washington, DC (Douglass Knoll) through the District of Columbia Revenue Bonds (AppleTree Early Learning Public Charter School Issue) Qualified School Construction Bonds (Taxable-Tax Credit Bonds) Series 2010. The interest rate on the bonds was determined by taking the sum of the original purchaser's five year cost of funds rate, plus 3.5%, less the tax credit rate of 5.37% which resulted in a zero interest rate to the School.

The bonds are collateralized by the assets and the per pupil facilities fees at the two campuses. The maturity date of the bonds is December 1, 2027, and required principal payments to a sinking fund are \$18,316 per month commencing on December 1, 2011 and continuing until the maturity date. The bonds have three scheduled call dates of December 1, 2015, 2020, and 2026. The bonds are guaranteed in full by AppleTree Institute for Education Innovation, a related party. The bonds are also guaranteed by a credit enhancement facility agreement with the District of Columbia Office of Public Charter School Financing and Support in the amount of \$400,000, which expires on June 30, 2014.

Aggregate annual maturities of the bonds payable are as follows:

<i>For the Year Ending June 30,</i>	Amount
2015	\$ 219,792
2016	219,792
2017	219,792
2018	219,792
2019	219,792
Thereafter	1,868,244
Total Bonds Payable	\$ 2,967,204

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013**

NOTE F- LEASE COMMITMENTS

In April 2012, the School and AppleTree Institute entered into a master lease agreement with a commencement date of January 1, 2012 expiring on June 30, 2015. Under the agreement, the School shall pay monthly rent based on the facilities allowance received by the School from the District of Columbia, subject to minimum and maximum monthly amounts based on the per pupil facilities allowance and student enrollment.

In November 2010, the School entered into a sub-lease with AppleTree Institute, a related party, for ground rent at its Douglass Knoll Campus. The term of the lease is 35 years, expiring on November 22, 2045, with an option to renew for two consecutive ten year periods. This sub-lease agreement was terminated in September 2013, as a result of the land being purchased by the School. On June 13, 2012, both parties agreed to an amendment to the sub-sub-lease covering management expenses for the property, effective January 1, 2012. The monthly obligations to be paid by the School are \$1,075 per month.

In July 2011, the School entered into a lease with AppleTree Institute, a related party, for ground rent at its Lincoln Park Campus. The term of the lease is 20 years, with an option to extend the lease for 10 years. On June 13, 2012, both parties agreed to an amendment to the sub-sub-lease covering management expenses for the property, effective January 1, 2012. The monthly obligations to be paid by the School are \$806 per month.

The School sub-leases office space from AppleTree Institute on a month to month basis, the monthly lease payments are \$5,154.

Total rent expense for these and other short-term operating leases was \$1,742,324 and \$1,710,181 for the years ended June 30, 2014 and 2013, respectively.

The future minimum lease payments on an annual basis are:

<i>For the Years Ending June 30,</i>	<i>Amount</i>
2015	\$ 1,342,572
2016	22,572
2017	22,572
2018	22,572
2019	22,572
Thereafter	456,839
Total future minimum lease payments	\$ 1,889,699

APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS (Continued)
June 30, 2014 and 2013

NOTE G- RELATED PARTY TRANSACTIONS

The School was designed by AppleTree Institute for Education Innovation, Inc. (the Institute), a not for profit organization whose mission is to increase the number of effective schools through innovation. The Institute supports the School as a strategic partner, and has made a commitment to fund any operating shortfalls of the School. The School leases its facilities from the Institute (see Note F).

During the year ended June 30, 2014, the School paid the Institute \$407,619 for administrative costs. In addition, the School paid the Institute approximately \$207,000 to provide contract services under a grant agreement.

NOTE H- COMMITMENTS AND CONTINGENT LIABILITIES

The School receives revenues from government grants and contracts that are subject to inspection and audit by the appropriate funding agency. The purpose is to determine whether program funds were used in accordance with their respective guidelines and regulations. The potential exists for disallowance of previously funded program costs. The School is of the opinion that disallowance, if any, arising from such audits will not have a material effect on the financial statements. The School has no provisions for the possible disallowance of program costs on its financial statement.

NOTE I- RETIREMENT PLAN

The School has a 403(b) qualified retirement plan, under which the School makes an annual discretionary contribution for all eligible employees with at least two years of service. Typically, the amount is 5% of the eligible employee's compensation. The total contributions made by the School for the years ended June 30, 2014 and 2013 were \$90,974 and \$47,854, respectively.

NOTE J- AVERAGE COST PER STUDENT

For the years ended June 30, 2014 and 2013 the average cost per student was \$18,514 and \$17,848 respectively. This is calculated by dividing total noncapital expenditures, by the school's full-time student enrollment.

NOTE K- SUBSEQUENT EVENTS

As required by the Subsequent Events topic of the FASB ASC, the School has evaluated the impact on its financial statements and disclosures of certain transactions occurring subsequent to its year end through the date of the auditors' report, which is the date the School's financial statements are available to be issued. In July 2014 the School entered into a land use agreement with the District of Columbia, Department of General Services to lease land located at 801 7th Street SW, Washington DC. The land is part of the Jefferson Middle School Campus. The term of the agreement is for one year with an annual payment of \$18,356, and an option to renew for two one year terms. The School constructed a 7,000 square feet facility on said land without the need for any financing. The new site was placed into the operations, September 2014.

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
SCHEDULES OF FUNCTIONAL EXPENSES**

	2014			2013				
	Program	Administration	Fundraising	Total	Program	Administration	Fundraising	Total
Personnel, Salaries, and Benefits								
Salaries	\$ 6,056,597	\$ 332,481	-	\$ 6,389,078	\$ 5,991,797	\$ 295,839	-	\$ 6,287,636
Benefits	704,830	51,495	-	756,325	651,399	34,563	-	685,962
Payroll taxes	486,189	35,521	-	521,710	487,237	25,846	-	513,083
Shared administrative support	15,680	391,939	-	407,619	-	189,408	-	189,408
Staff development	52,270	-	-	52,270	49,822	-	-	49,822
Total personnel, salaries, and benefit	7,315,566	811,436	-	8,127,002	7,180,255	545,656	-	7,725,911
Direct Student Costs								
Direct student costs	321,213	58,844	-	380,057	242,219	58,195	-	300,414
Enrollment outreach	36,724	-	-	36,724	23,642	-	-	23,642
Total direct student costs	357,937	58,844	-	416,781	265,861	58,195	-	324,056
Occupancy Expense								
Occupancy	2,157,204	84,665	-	2,241,869	2,036,555	79,906	-	2,116,461
Total occupancy expense	2,157,204	84,665	-	2,241,869	2,036,555	79,906	-	2,116,461
Office Expense								
Telephone	22,467	25,344	-	47,811	24,499	27,636	-	52,135
Supplies and equipment	120,781	30,463	-	151,244	84,263	26,886	-	111,149
Technology expense	7,328	36,540	-	43,868	6,787	33,752	-	40,539
Printing and duplication	41,708	7,888	-	49,596	48,035	9,085	-	57,120
Other office expenses	-	13,267	-	13,267	-	7,251	-	7,251
Postage and delivery	214	205	-	419	393	379	-	772
Total office expense	192,498	113,707	-	306,205	163,977	104,989	-	268,966
General Expense								
Food service	468,819	540	-	469,359	515,734	592	-	516,326
Depreciation	113,661	-	-	113,661	108,534	-	-	108,534
Miscellaneous	-	51,886	-	51,886	-	28,939	-	28,939
Insurance	11,085	37,996	-	49,081	17,317	59,358	-	76,675
Professional fees	4,587	195,890	-	200,477	4,277	182,658	-	186,935
Meetings	19,277	-	-	19,277	24,002	-	-	24,002
Amortization	-	19,369	-	19,369	-	19,369	-	19,369
Travel	-	15,493	-	15,493	-	8,658	-	8,658
Total general expense	617,429	321,174	-	938,603	669,864	299,574	-	969,438
TOTAL	\$ 10,640,634	\$ 1,389,826	-	\$ 12,030,460	\$ 10,316,512	\$ 1,088,320	-	\$ 11,404,832

The Notes to the Financial Statements Are an Integral Part of These Financial Statements

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

Board of Trustees
AppleTree Early Learning Public Charter School
Washington, DC

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in the *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of AppleTree Early Learning Public Charter School (School), which comprise the statements of financial position as of June 30, 2014, and the related statements of activities, and cash flows, for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 29, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of the internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and questioned costs that we consider to be significant deficiencies Finding **2014-001**.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



McQuade Brennan, LLP
Washington, DC
October 29, 2014

McQuade.Brennan.LLP

Certified Public Accountants and Consultants
1730 Rhode Island Avenue, NW
Suite 800
Washington, DC 20036

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

Board of Trustees
AppleTree Early Learning Public Charter School
Washington, DC

Report on Compliance for Each Major Federal Program

We have audited AppleTree Early Learning Public Charter School (School) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2014. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Basis for Qualified Opinion on National School Lunch & Breakfast Program

As described in the accompanying schedule of findings and questioned costs, the School did not comply with requirements regarding CFDA 10.553 & 10.555 National School Lunch and Breakfast Program for Eligibility of Free and Reduce Price Meals or Free Milk as described in finding **2014-002**.

Compliance with such requirements is necessary, in our opinion, for the School to comply with the requirements applicable to that program.

Qualified Opinion on National School Lunch & Breakfast Program

In our opinion, except for the noncompliance described in the "Basis for Qualified Opinion" paragraph, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on CFDA 10.553 & 10.555 National School Lunch and Breakfast Program, for the year ended June 30, 2014.

Unmodified Opinion on Compliance for Each of the Other Major Federal Programs

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its other major federal programs identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs for the year ended June 30, 2014.

Other Matters

The results of our auditing procedures disclosed other instances of noncompliance, which are required to be reported in accordance with OMB Circular A-133 and which are described in the accompanying schedule of findings and questioned costs as item **2014-002**. Our opinion on each major federal program is not modified with respect to these matters.

The School's response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified certain deficiencies in internal control over compliance that we consider to be material weaknesses and significant deficiencies.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as item **2014-002** to be significant deficiencies.

The School's response to the internal control over compliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.



McQuade Brennan, LLP
Washington, DC
October 29, 2014

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AND NONFEDERAL AWARDS
For the Year Ended June 30, 2014**

FEDERAL AND NONFEDERAL AWARDS	Federal CFDA Number	Contract Number	Governmental Revenue		Expenditures from Governmental Revenue
			Federal	Nonfederal	
MAJOR AWARDS					
U.S. Department of Agriculture					
Pass-through the District of Columbia Office of State Superintendent of Education					
National School Lunch Program	10.555		\$ 207,783		\$ 207,783
School Breakfast Program	10.553		69,255		69,255
			<u>277,038</u>	<u>-</u>	<u>277,038</u>
U.S. Department of Education - Office of Innovation and Improvement					
Pass-through the District of Columbia Office of State Superintendent of Education					
DC School Choice Incentive Program	84.370A		207,911		207,911
DC School Choice Incentive Program	84.370C	370C130001	18,628		18,628
			<u>226,539</u>	<u>-</u>	<u>226,539</u>
TOTAL MAJOR AWARDS			<u>503,577</u>	<u>-</u>	<u>503,577</u>
NON-MAJOR AWARDS					
U.S. Department of Education					
Pass-through the District of Columbia Office of State Superintendent of Education					
Title VB - Dissemination Grant	84.282A		\$ 49,165		\$ 49,165
IDEA Part B Section, 611	84.027A		4,849		4,849
IDEA Part B Section, 619	84.173A		3,178		3,178
Education of Homeless Childrent and Youth	84.196A	42196A	1,000		1,000
TOTAL NON-MAJOR AWARDS			<u>58,192</u>	<u>-</u>	<u>58,192</u>
TOTAL FEDERAL AWARDS			<u>561,769</u>		<u>561,769</u>
LOCAL AWARDS					
District of Columbia					
DC Child Card Subsidiary Program			\$ -	\$ 235,178	\$ 235,178
School Technology Fund			-	32,000	32,000
Fresh Fruits and Vegetables Program			-	14,547	14,547
Healthy Schools Act			-	18,548	18,548
Medicaid Reimbursement			-	7,719	7,719
USDA Meals (State)			-	4,807	4,807
			<u>-</u>	<u>312,799</u>	<u>312,799</u>
TOTAL LOCAL AWARDS			<u>-</u>	<u>312,799</u>	<u>312,799</u>
TOTAL FEDERAL AND NONFEDERAL AWARDS			<u>\$ 561,769</u>	<u>\$ 312,799</u>	<u>\$ 874,568</u>

NOTE 1 – BASIS OF PRESENTATION

1. Basis of Accounting- The Schedule of Expenditures of Federal and Nonfederal Awards has been reported on the accrual basis of accounting.
2. The School is exempt from income taxation under the Internal Revenue Code Section 501 (c)(3)
3. Contract numbers are indicated above, if provided by contract/grant agreements.

**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2014**

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued		Unmodified
Internal control over financial reporting:		
Material weaknesses identified	___yes	___X_no
Significant deficiencies identified that are not considered to be material weaknesses	___X_yes	___none reported
Noncompliance material to financial statements noted	___yes	___X_no

Federal Awards

Internal control over major programs:		
Material weaknesses identified	___yes	___X_no
Significant deficiencies identified that are not considered to be material weaknesses	___X_yes	___none reported

Type of auditor's report issued on compliance for major programs		Qualified
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of OMB Circular A-133	___X_yes	___no

Identification of major programs:

<u>CFDA Number</u>	<u>Name of Federal Program or Cluster</u>
10.555	U.S. Department of Agriculture, National School Lunch Program
10.553	U.S. Department of Agriculture, School Breakfast Program
84.370A	U.S. Department of Education, DC School Choice Incentive Program
84.370C	U.S. Department of Education, DC School Choice Incentive Program

Dollar threshold used to distinguish between type A and type B programs:	<u>\$300,000</u>
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Auditee qualified as low-risk auditee?	___yes	___X_no
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**APPLETREE EARLY LEARNING PUBLIC CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONT'D)
For the Year Ended June 30, 2014**

Section II – Financial Statements Finding

Finding No.: 2014-001

Condition: No lease or sublease agreement on file pertaining to office space lease payments made to third party landlord on behalf of a related party.

Criteria: Expenditures to third parties for services or goods received should be supported by a source document, such as a lease agreement, invoice(s), etc. In addition, transactions between related parties should be carried out in the same manner as transactions between unrelated parties.

Cause: There was no lease or sublease agreement on file to support lease payments to third party landlord for office space.

Effect: Significant transaction between related and unrelated parties should be properly documented and governed by an agreement of performance by the parties involved, to ensure that the substance of the transaction is at arm's length and parties involved are aware and accepts their responsibilities.

Recommendation: The school should ensure that all significant expenditures and future obligations are supported by a source document, i.e. lease agreement, invoice (s), etc.

Management Response: A sublease agreement has been drafted for review and approval by the School and AppleTree.

Section III – Federal Awards Findings and Questioned Costs

Finding No.: 2014-002

Condition: The School Breakfast Program and National School Lunch Program eligibility approval by the School for free or reduced price meals was not documented or verified.

Criteria: Eligibility for the School Breakfast Program and the National School Lunch Programs requires an annual certification to be completed by October 1, for a child's eligibility for free and reduced price meals. This may be established by the submission of an annual application or statement which furnishes such information as family income and family size. The School determines eligibility by comparing the data reported by the child's household to published income eligibility guidelines (Federal Register).

Cause: Procedures are in place to complete annual certifications, however determination and verification of a child's free or reduced meals price was not completed by the School personnel in charge of completing the annual certifications.

Effect: Free or reduced meals prices may be disallowed.

Context: A sample of 25 annual certifications selected from all seven schools totaling an estimated \$9,457 in free and reduced meals cost from a population of 477 free or reduced participants totaling approximately \$277,000. The test found a total of 14 instances of non compliance. One instance of non compliance with determination of free or reduced price meals, 10 instances of non compliance with verification of free and reduced meals price, two instances of non compliance with completion of annual certification by October 1, and one instance of non compliance with the completion of an annual certification.

Recommendation: We recommend that management implement internal control procedures, whereas a designated staff person at each school who is knowledgeable about the school breakfast and national school lunch programs, reviews and certify the annual certification applications.

Management Response: 24 of the 25 items sampled had a certification form on file with the family income and free/reduced/paid status determination noted on the form signed. However, many forms were missing second signature verifying the status designation of free/reduced/paid. For the current school year (2014-2015) a designated manager reviewed all forms to verify status determination and signed the forms noting such verification. Management has implemented additional internal controls to ensure that this process will continue.

Section IV – Schedule of Prior Audit Findings

None