

Charter School Petition
District of Columbia Public Charter School Board

**Cambridge Preparatory Academy
Public Charter School**

February 1, 2011

Executive Summary

Mission and Philosophy

Cambridge Preparatory Academy Public Charter School commits to stimulate the young minds of secondary students (grades 6 through 12) through a college-preparatory international Cambridge program. The School will also offer students an academic option to pursue academic coursework for the acquisition of a second language. Utilizing rigorous standards and challenging assessments, the School will deliver high-quality instruction, monitor student learning, and differentiate teaching in an effort to hone-in on students' needs, providing individualized remediation and/or acceleration, to ensure student growth and continuous improvement. Via this curriculum, students will to expand their capacity to think critically thereby enhancing their learning. As a result, the School will yield pluralistic young adults who are better equipped to face the challenges and opportunities of 21st century globalization.

Curricular Approach

The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system administered by the Local Examinations Syndicate at the University of Cambridge. The Cambridge curriculum courses include embedded assessments and an internationally scored end-of-course assessment for grades six through twelve (6-12).

Cambridge Preparatory Academy Public Charter School will deliver a standards-based curriculum that will surpass the local DC standards. Using both the International Cambridge Core Standards and the national Common Core State Standards, concomitantly, the School will expose students to a program that addresses the rigors, relevance and relationships of learning in a college preparatory environment.

The School will offer a cohesive approach to curriculum, assessment, teacher support within a learning community, which can be tailored to all students' interests, abilities and future plans. The standards found within the program are tailored to meet not only the current DC standards, but surpass them by participating in an acceleration program through which students can be awarded up to thirty (30) credits worth of college credit. Students who complete the Cambridge curriculum will be provided with the best possible foundation for advanced post-secondary studies anywhere in the world.

Students at Cambridge Preparatory Academy Public Charter School will also have the opportunity to participate in an added component to the Cambridge program by opting to choose a 'foreign language' as a course of study beginning in sixth grade and continuing through twelfth grade. Students will receive instruction in the study of language arts and literature in that chosen language course.

To ensure the success of all students, Cambridge Preparatory Academy Public Charter School will provide access to an Extended Day Tutorial and Enrichment Program, as well as a Saturday tutoring Program, to remediate or accelerate student progress. All students at the School will be encouraged to maximize their academic potential by

enrolling in the most rigorous coursework in which they can excel. By mere exposure to the critical thinking skills and activities that the School will offer, and with the added bonus of participating in a seamless curriculum from middle to high school, the School will better prepare students to move from school to career with the skills necessary for advancement in a professional workplace.

School Culture

Cambridge Preparatory Academy Public Charter School is designed to offer a disciplined and balanced education of the highest quality. The school's mission is rooted in the belief that an education of high rigor and relevance, with emphasis not only on developing a bilingual student, but also the bi-literate student, will prepare them for successful passage through the best postsecondary and graduate schools of the world and consequently steer students' lives towards a better future in the global society in which they live. The school aims to develop informed, active, confident citizens who can reflect on their experiences and respond to a wide range of social and personal issues, as well as respect diversity and differences, and appreciate the commonalities in the world community. The globalization of the world through advances in information technology has created a much more competitive world for students. In the future, all human endeavors will necessitate that individuals have a certain capacity to compete and be successful in "worldly matters." Cambridge Preparatory Academy Public Charter School is committed to building such "capacity".

Founding Board

We, the Founding Board of Cambridge Preparatory Academy Public Charter School, as a whole, represent and reflect the interests of parents, teachers, students and the community the School intends to serve. We possess varied skills and expertise in the areas of education administration, curriculum/instruction, business and finance, law and community involvement, and several members have a strong background in education reform in Washington DC. We are all committed to realizing the mission and philosophy of our School. Through this petition, we have committed to paper our philosophy of education and we have laid out our academic, business, and operational plan to accomplish our mission. We have revealed a strong commitment to increase student performance at local, national, and international levels, through the creation of this School and subsequent delivery of our chosen curriculum.

To that end, we the founders of Cambridge Preparatory Academy Public Charter School seek to equip students to succeed nationally and internationally. We seek to equip our students with the wherewithal to increase their circle of positive influence to a global level. We do this in commitment to our core philosophy and in an effort to bring the mission of our school to fruition.

1. Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population

Student Characteristics

Cambridge Preparatory Academy Public Charter School, herein after referred to as “Cambridge Prep Academy”, will deliver a classic approach to teaching and learning with an international focus, offering a Cambridge International Education Program and a choice option for acquiring a second Language.

The School will serve any student in Washington D.C. who is eligible to attend secondary school grades 6 through 12. At full capacity, the school will serve 1,050 students.

The population of Cambridge Prep Academy will be comprised of students who:

- reside in Washington DC;
- are age-eligible for a secondary (6-12) grade program;
- are accepted through a random selection lottery process to fill an open seat; and
- have expressed an interest and a commitment to pursue a Cambridge International Education.

It is anticipated that the majority of the student population will reside in either Ward 1 or Ward 4, since the school founders are seeking to locate Cambridge Prep Academy therein. Cambridge Prep Academy will likely draw most students from the surrounding neighborhood where the School will be located. However, enrollment will be open to students who reside in any Ward of D.C. and the School will make every effort to recruit students from the entire D.C. community.

The founding group studied the various Wards in D.C. and identified the need for quality secondary school choice programs in the areas of College Prep and World Languages in Wards 1 and 4. According to information gathered from the Public Charter School Board in these Wards the number of choice programs in these two areas are as follows:

College Prep Ward 1 -----Two Secondary Schools
College Prep Ward 4 -----Two Secondary Schools
World Language Focus Ward 1--- No Secondary Schools
World Language Focus Ward 4--- No Secondary Schools

When an analysis is done of choice programs in the elementary schools in these two Wards, there are currently three elementary schools with a College Prep focus and two elementary schools with a World Language focus. A school choice option such as Cambridge Prep with a Language Focus fills a need for students who would like to continue language studies at the secondary level.

According to information from DCPSB and DCPCSB, D.C.’s traditional and public charter schools data indicated several elementary schools in Wards 1 and 4 had large percentages of Hispanic students. For example, LAMB, Powell, H.D Cookie, and Marie

Reed had Hispanic populations that ranged from 51% to 80%. The African-American populations of elementary schools such as Takoma, West Ed, and Shepherd ranged from 54% to 87%.

An analysis of the socio-economic status of prospective students on free or reduced lunch ranged from a low of 32% of the student population to a high of 95%. Special needs populations ranged from 5% to 10% with the majority of the schools right around 8%. The English Language Learner population averaged approximately 40%. This data is again derived from the DCPS and DCPCSB. Based on the data of the surrounding elementary schools, we anticipate that 70-80% of the student population at Cambridge Prep will be minority students; 70% will qualify for free and reduced lunch; 10% will be identified with special needs and 20% will be English Language Learners (ELL). The founding board is committed to a recruiting strategy that will insure a diverse student population representative of the community the school is located in and beyond.

In order to better understand the potential student needs and population characteristics of future students at the school the founding group studied the family characteristics in the District of Columbia. The United States Census data for 2009 indicated that DC is home to a 54% African-American population, 40.6% White, and 8.8% Hispanic. Foreign-born individuals represent 12.9% of residents; 16.8% speak a language other than English, and 31.9% of the population had a Bachelor’s Degree or higher.

Through analysis of the demographics of these communities, between 2005-2009, 25% of the student population in Ward 1 was foreign born and 19% in Ward 4 to the high number of foreign born residents in D.C. and Wards 1 and 4, the schools World Language focus and its use of the Cambridge International Curriculum used in over 100 countries around the world addresses the need for this program.

The chart below from the US Census Bureau further illustrates the demographics of students that may attend Cambridge and the needs that they will have based on their family characteristics.

Demographics of Wards 1 and 4

	Ward 1	Ward 4
Population 2005-2009:	71,076	77,411
% of Children 2005-2009:	16	20
% black non-Hispanic, 2005-09:	36	63
% Hispanic, 2005-09:	22	15
% white non-Hispanic, 2005-09:	36	19
Poverty rate (%), 2005-09:	16	9.9
% persons without HS diploma, 2005-09:	19	17
% children in poverty, 2005-09:	23	12
Avg. family income (2009 \$), 2005-09:	\$96,896	\$114,785
Violent crimes, 2009:	15	11

According to the 2010 DCPS and DCPCSB published results on the DC CAS; many of the potential student population of the school will struggle in the areas of Reading and Mathematics. The data indicates that students in D.C. Public and Charter Elementary schools had an average proficiency level of 48% in mathematics and 49 % in reading. The numbers look even less promising at the secondary level where 40% met proficiency in reading and 40% in Mathematics. There is clearly a great need in D.C. to open schools that can address these critical areas.

When looking at potential schools both choice and traditional, that may feed students to Cambridge Prep (or students that may choose to leave their current secondary school), proficiency levels vary from school to school. Even schools that are currently performing above the district averages in reading and mathematics are falling way below an acceptable average for Cambridge Prep.

Below are potential feeder elementary schools in Wards 1 and 4 with current proficiency levels in reading and mathematics. The following schools indicate proficiency levels of potential future Cambridge Prep Academy students.

Data for Potential Students for Cambridge Prep Academy

School		War d	Grade Level	2010 Reading Proficiency	2010 Math Proficiency	Curriculum Focus
Meridian PCS		1	K-5	64%	66%	College Prep
Community Academy PCS		4	K-5	52%	49%	College Prep
Paul PCS		4	6-9	65%	68%	College Prep
H.D. Cooke Elementary		1	K-5	32%	32%	College Prep
Shepherd Elementary		4	K-5	53%	45%	College Prep
Benjamin Banneker		1	9-12	97%	100%	College Prep
Roosevelt High School		4	9-12	32%	43%	Bi- Lingual/World Languages
Whitter Campus	Educational	4	PS-8	50%	55%	Bi- Lingual/World Languages
Raymond Campus	Educational	4	PS-8	31%	32%	Bi- Lingual/World Languages
Takoma Campus	Education	4	PS-8	43%	41%	Bi- Lingual/World Languages
West Education Campus		4	PS-8	44%	38%	Bi- Lingual/World Languages
Bancroft	Elementary	4	K-5	34%	34%	Bi-

School						Lingual/World Languages
Lafayette Elementary	4	PK-5	87%	84%		Bi-Lingual/World Languages
McFarland Middle School	4	6-8	28%	37%		Bi-Lingual/World Languages
Coolidge High School	1	9-12	57%	48%		Bi-Lingual/World Languages
Brightwood Educational Campus	4	PS-8	37%	37%		Bi-Lingual/World Languages
Cardoza High School	1	9-12	20%	24%		Bi-Lingual/World Languages
Columbia Heights	1	6-12	31%	34%		Bi-Lingual/World Languages
District of Columbia	1	PS-5	33%	32%		Bi-Lingual/World Languages
Latin American Montessori PCS	4	PS-6	68%	63%		Bi-Lingual/World Languages
Marie Reed Elementary	1	K-5	48%	32%		Bi-Lingual/World Languages
Powel Elementary	4	K-5	40%	29%		Bi-Lingual/World Languages
Cleveland Elementary	1	K-5	47%	60%		Bi-Lingual/World Languages

Due to the extensive needs that the potential student population will have, Cambridge Prep Academy will address these needs by offering an Extended Day Tutorial/Enrichment Program and Saturday School with an emphasis on Reading and Mathematics. In addition, the school will have an interim assessment program designed to chart individual student progress in reading and mathematics. The data from these assessments will allow for immediate interventions for specific students in specific areas. This data will drive the instructional program for students in reading and mathematics requiring remedial and/or tutorial services.

On a school wide level, Instructional Focus Calendars will be used in reading and mathematics classes. These calendars will provide for consistency across the academic areas of reading and mathematics. Due to the needs of Cambridge Prep’s target population, it is expected that these Focus Calendars will be adjusted based on new data sets each time an interim is administered.

The founding group all analyzed the educational needs of the target population who take the SAT. The table below indicates average SAT scores for students in DC Public Schools, according to the DC School Board’s statistical data^[2].

Average SAT Scores for Students in DC Public Schools

SAT	SY 06-07	SY 07-08	SY 08-09
Average Total SAT Scores	1,271	1,202	1196
Average SAT Reading Scores	414	409	405
Average SAT Math Scores	399	393	392
Average SAT Writing Scores	404	400	399

Colleges throughout the United States use student SAT scores as one of the factors for admissions to their schools. According to a report published by USA Today on 9/13/2010¹, the national SAT average for Reading is 501, for Mathematics is 516, and for writing is 492. These numbers clearly indicate that DC students need a challenging college prep program like the one proposed within by Cambridge Prep Academy to help them fill their gaps so they can compete and level the playing field. The school understands that not all students within the target population will need remediation but in order to address the needs of all students the School will within its extended day tutorial services also provide enrichment for SAT preparation, test preparation and critical thinking, that also will serve to enhance student readiness and subsequent performance on the SAT.

Further, The School’s curriculum will serve students of all ability levels within the target population by implementing a standards-based curriculum that will surpass the local DC State standards by adhering to the Common Core State Standards and the International Cambridge Core Standards, for all core curricular areas and all grade levels.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;

¹ http://www.usatoday.com/news/education/2010-09-13-satscores_ST_N.htm

- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.²

Cambridge Prep Academy will use student data from the DC Comprehensive Assessment System (DC CAS), Cambridge assessments, and other standardized assessments, to develop annual measurable learning objectives in the core curricular areas and beyond. Targeted student learning and development needs will be identified and compiled to determine both school-wide and/or grade or subject area learning targets as a means to plan for improvement. Standards that are not mastered will be identified, and appropriate measures for remediation will be instituted (such as implementation of an intensive Reading and/or Intensive Mathematics course).

Students in need of remediation as well as students with special learning needs, will have access to supervised study time and tutoring after school (through Extended day tutorial services) as well as through Saturday school for “crunch-time” test prep (to remediate learning deficiencies and/or accelerate student’s progress). That is, students performing below grade level, at grade level, or above grade level, will all be offered similar opportunities in order to maximize their potential and advance their progress.

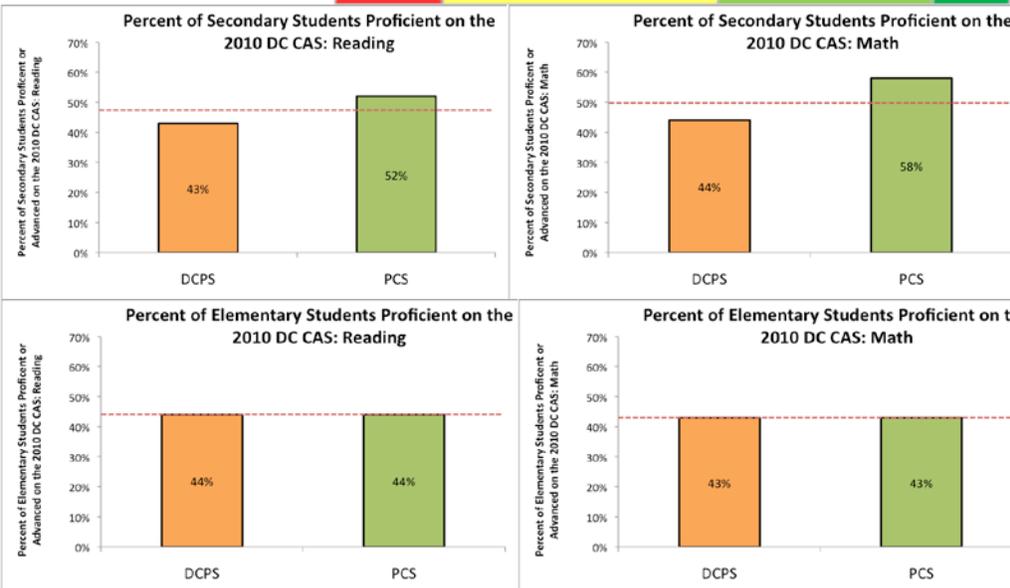
Methods to Address Student Needs

The chart below, published in the DC Public Schools website, indicates that students attending public schools in DC have shown an improvement in the percentage of students who performed at a below basic and basic proficiency level when comparing 2007-2010. However, the same data creates a cause for concern; as the percent of students who are below basic and/or basic far outweigh the percent of students who are proficient and/or advanced in both Reading and Mathematics both at the elementary and secondary level. While this chart refers to students in DCPS schools, a similar pattern is evident in DCPCS.

Reading and Math Proficiency Rates³

² <http://www.corestandards.org/about-the-standards>

³ <http://www.dc.gov/DCPS/About+DCPS/Press+Releases+and+Announcements/Press+Releases/DCPS+Secondary+School+Students+Demonstrate+Significant+Gains+for+Third+Consecutive+Year>



These scores create a sense of urgency that drives the founding board to offer a quality charter school option. Cambridge Academy Prep will meet the specific academic and social needs of our target population by

- Delivering an innovative curriculum program, adhering to the common core standards that encourages students to continually strive for success;
- Designing and implementing a continuous improvement methodology, (using RTI) wherein, student assessment results offer opportunities for differentiated and targeted instruction that is tailored to students' individual needs, ensuring consistent increased student; learning outcomes;
- Expecting and encouraging students to pursue their highest academic potential, especially in the core subjects of Language Arts, Mathematics, Social Studies and Science and provide the means for these students to strive for their fullest potential;
- Seeking out, establishing, and maintaining sound mutually-beneficial partnerships with local higher education and civic institutions to provide a wide array of educational experiences and career options;
- Extended Day Activities focused on remediation/tutoring and enrichment;
- Cambridge Curriculum - the expectation within the Cambridge standards are above those found in the DCPS courses;

- Second language acquisition supports fluency in English.

The above components will serve as the impetus for Cambridge Prep Academy to offer a disciplined, balanced, and enriched education of the highest quality with a dedication to student performance and achievement, thus preparing students for successful postsecondary education.

School Location

Several factors are influencing the search for a location for the school. One such factor is the need in all Wards of the D.C. community for quality schools. The other factor student needs for the programs being offered at Cambridge Prep. There is clearly a need in D.C. for additional secondary seats. Thus the school as a secondary school in any of the Wards would make sense. Looking specifically at the College Prep and Bilingual/World Language focus of the curriculum it is evident that the founding board should concentrate its efforts in Wards 1 and 4. The current elementary schools in these Wards provide the opportunity for the school to have natural feeders based on the programs currently available.

Additionally, the board is considering locations within Wards 1 and 4, as these have substantial public transportation routes to assist students and parents with easy access to the school. It is also considering locations that will allow for the intended growth of the student population when the facility is fully occupied with students in grades 6-12. Another major factor in considering the location of Cambridge Prep Academy is community partnerships that will be established to enhance student learning.

School Enrollment Plan

Cambridge Prep Academy will provide continuity of the school program by maintaining a 20:1 school-wide staff to student ratio in all grade levels. As evidenced in the chart below, the school plans a higher acceptance rate of 6th through 10th grade students beginning in year two with subsequent growth to occur in order to accommodate demand and interest of the School’s curricula.

Grade Level:	6	7	8	9	10	11	12	TOTAL
School Year:								
2012-13	75	75	50	25				225
2013-14	100	100	75	100	25			400
2014-15	125	125	125	125	100	25		625
2015-16	150	150	150	150	125	100	25	850
2016-17	150	150	150	150	150	125	100	975
2017-18	150	150	150	150	150	150	125	1025
2018-19	150	150	150	150	150	150	150	1050

To address annual attrition, Cambridge Prep Academy will create an ongoing “waiting list” per grade level so that as a seat becomes available in a grade level, a lottery of that grade level waiting list will be conducted to invite those students to become a part of the

school. In addition, attrition will be handled through an aggressive recruiting strategy in the surrounding neighborhood and D.C. area.

Additionally, all students will be given options to ensure their success at Cambridge Prep Academy. The student's schedule will be tailored to target his/her specific learning needs (e.g. additional intensive reading and/or intensive math course if student shows deficiencies in these areas) in order to ensure grade level proficiency, and maximize his/her potential. Students will pursue coursework to:

- address his/her specific learning needs;
- gain mastery of Common Core State Standards and the Cambridge learning standards;
- develop interest, potential, or talent in a particular area offered through electives (e.g. including participation in an additional academic area by opting to choose a "foreign language" as a course of study);
- complete high school graduation requirements; and
- obtain access, upon high school graduation, for student to have success in their postsecondary education pursuits and/or professional careers.

School's Impact on the Surrounding Community

One main function of charter schools is to provide parents with quality choices within public education. Cambridge Prep Academy will provide parents the opportunity to seek a rigorous, individualized educational experience for their children with an emphasis on Cambridge International Curriculum and a World Language focus.

In addition to providing an educational choice for parents and students, Cambridge Prep will offer a Parent Academy. The impact of this academy on the community is intended to assist parents in expanding their capacity to support their children's education and social and emotional development. It is expected that as a result of parents attending the courses within the academy, their children will benefit.

The school will also act as a conduit to the surrounding community to bring together community partners and parents for the greater good of education its students. Thus, The School will have an impact on the surrounding businesses and community agencies that may choose to partner with the school.

It is expected that the opening of the school in Ward 1 or Ward 4 may, initially, have an adverse impact on the enrollment of students attending neighboring traditional public and/or public charter schools serving secondary students. As a result, the funding and personnel to these schools may also experience an adverse effect. Notwithstanding, the School's founders are committed to work with feeder schools, the surrounding community, and other community stakeholders to minimize any factors that may create any type of disruption, real or implied.

b. Mission and Philosophy

Founding Mission

The mission of Cambridge Preparatory Academy Public Charter School is to stimulate the young minds of secondary students through a college-preparatory international

program, with the option to pursue a second language, utilizing rigorous standards and assessments that provide students the opportunity to expand their capacity to think critically and yielding pluralistic young adults who are better equipped to face the challenges and opportunities of 21st century globalization.

Founding Philosophy

The founders of Cambridge Preparatory Academy PCS believe:

- All students have the inherent right to learn, grow and maximize their full potential without limitations;
- The foundation of all students' knowledge stems from effective communication developed through literacy;
- Students must be exposed to a rigorous and relevant curriculum that is built on conceptual relationships to improve student achievement;
- Language acquisition programs' foster the development of bilingual/bi-literate individuals
- Mentorship and proven educational best practices ought to be shared at all levels (including school leadership, teachers, and students) as mentorship is best from a colleague on equal footing who has "been there done that";
- Cambridge Prep Academy will be a community of learners, inclusive of students, teachers, parents, and other community stakeholders, engaged in meaningful activities to contribute to and enhance the community in which they live.

The flexibility of the program in allowing students to choose their major area of study according to their strengths is another reason why students have demonstrated a high rate of success. Today's students seek involvement in the articulation process, and the Cambridge program provides them with the opportunity to be an active participant.

Upon completion of a secondary Cambridge curriculum, via Cambridge Prep Academy, students will have surpassed the ordinal set goals of the program as evidenced by their attainment of the Advanced International Certificate of Education (AICE) diploma and successful outcome on the state examinations. Additionally, successful completion of the Cambridge program provides students exposure to the challenges, rigors and demands of a college education. Success in this program also provides an added bonus, as colleges will have yet another indicator of students' potential to master college level coursework.

c. Educational Focus

Cambridge International Academy

The Advanced International Certificate of Education (AICE) is an international Diploma that students can earn via an advanced academic curriculum and assessment program written and administered by a non-profit department named, Cambridge International Examinations (CIE) of the University of Cambridge in England.

Cambridge Curriculum Framework			
Grade Level:	Secondary 1 6 th -8 th grade	Secondary 2 9 th and 10 th grade	Advanced/Pre- University 11 th and 12 th graders
Curriculum Name:	Cambridge Secondary Program	Cambridge O Level or Cambridge (IGCSE) International General Certificate of Secondary Education	Cambridge International A or AS
Curriculum Assessments:	Cambridge Checkpoint	IGCSE (Pre-AICE)	A/ and AS (leading to AICE Diploma (Advanced International Certificate of Education)

As indicated above, Cambridge Curriculum Program is comprised of a standards based curriculum, delivered in accordance with a Cambridge syllabus, per course, inclusive of a summative evaluation of standards mastery, graded by Cambridge International University. Cambridge Prep Academy will also utilize on-going assessments, including but not limited to, unit tests, essays, oral presentations, and projects, to target students' needs, differentiate instruction, and assess mastery of learning standards.

In addition, the Cambridge standards and curriculum were chosen as a means to provide for all students to be successful, through the aforementioned flexible curriculum framework that addresses the specific needs and academic aptitudes of all students, without sacrificing the rigor of Cambridge standards. Different from International Baccalaureate (IB), where all students are defined IB Diploma seekers, all students at Cambridge Prep Academy will have the opportunity to pursue rigorous coursework and pursue various Cambridge certifications through examination, in accordance with their talent. In other words, a student at the School will have the choice to:

- attain an AICE diploma at the conclusion of High School; or
- attain Cambridge certification in a given course; or
- earn college credits towards post-secondary degree or for matriculation purposes.

Cambridge Academy Prep supports students' ability to choose their educational pursuits by providing them with the opportunity to enroll in Advanced Placement (AP) courses as well as Cambridge courses depending on their needs and interest without any conflicts because both programs support a rigorous approach to learning with the goal of acquiring college credit. Regardless of which of these options the student completes, he or she will receive a rigorous, standards-based, global, and college preparatory, high school experience.

Through the Cambridge Program, the School seeks to expand upon the student's education foundation and in each core subject build upon and stretch prior knowledge from elementary school. Through differentiated instruction methodologies, teachers will

aim to “fill gaps” in students’ content knowledge base as a means to provide all students with the necessary skills to successfully compete, and more importantly excel, in both the national and international global markets.

The University of Cambridge International Examinations (CIE) is the world’s largest provider of international examinations, known as qualifications. Approximately 1.5 million students from 150 countries enter Cambridge examinations each year. This provides data documenting student achievement in both national and international markets⁴. The Cambridge program helps schools build a curriculum to develop the knowledge and understanding that universities and employers are requiring, as well as to develop the skills and dispositions which bring students success in further study and in their professional careers. Cambridge Prep Academy will build a curriculum around the core subjects of mathematics, science and language arts. Each core subject has a range of alternative syllabi to suit each student, giving students varied routes through a core curriculum.

AICE not only prepares students for entrance into a university with up to 30 hours of college credit, but it also provides them with the skills required to be successful once there. To earn an AICE Diploma, students must pass six credits worth of examinations. At least one examination will come from each of the three subject groups: Mathematics & Sciences, Languages, and Arts & Humanities. Advanced Subsidiary (AS) Level exams count for one credit and Advanced (A) Level exams count for two credits. Additionally, the School will develop and prepare students for success on Class A examinations, and the ability to earn college credit for both a national or international postsecondary education. Advanced(A) Level syllabuses and exams cover approximately two years of college-level curriculum in a subject. The Advanced Subsidiary (AS) Level syllabus and exam covers the first year of the two-year Advanced (A) Level curriculum. An AS level exam counts for one credit towards the AICE Diploma. The A-Level exam counts for two credits.

The School founders have elected to offer the spiraling Cambridge curriculum, as a means to promote and guarantee enhanced academic success through a seamless international secondary curriculum, further building upon skills and concepts taught from the middle into the high school grades. This curriculum is ideal because it builds a student-centered program that targets and addresses all learner levels and needs through a tiered structure. The Cambridge Program offers a structured list of standards and “papers” (Cambridge Exams) that maximize student ability and develop valuable thinking skills and content knowledge, equipping them for higher education and maximizing their ultimate potential.

A study done by the Director of Admissions at the University of Florida (UF), found that AICE program graduates attending the UF had an average end of the year GPA of 3.46, whereas students coming from other acceleration mechanisms such as Advanced Placement (AP) and International Baccalaureate (IB) had an average GPA of 3.12 and

⁴ <http://www.cie.org.uk/>

3.10 respectively. A similar study conducted at University of Virginia found similar results⁵.

Cross-Curricular Perspectives

Cross-curricular perspectives are an integral part of the curriculum. Making connections between subjects, skills and other dimensions creates coherence for learners, and increases motivation and engagement for teachers and students alike.

Subject-based syllabi allow for much more than the transmission of knowledge necessary to further study or work. They promote meaningful engagement in real problems, and help develop high-level skills that students can apply in unfamiliar situations. Using the ‘discipline’ and approach of an individual subject, thinking about the world can be rigorous and demanding. They encourage creativity, provoke reflection and promote joined-up thinking. Cambridge Prep Academy will build its individual Cambridge curriculum around traditional subjects, and offer students the chance to integrate learning through the inclusion of cross-curricular dimensions or skills.

Language Education

Students at Cambridge Prep Academy will have the opportunity to participate in an added component to the Cambridge program by opting to choose a foreign language as a course of study beginning in sixth grade and continuing through twelfth grade. This option is available through the secondary school “electives” structure, wherein students choose which courses will complete their educational program while taking into account high school graduation requirements and individual learner needs. The language course will be available for both speakers and non-speakers of that language by providing the students an opportunity to learn the foreign language at a level commensurate with that of schools in the respective country of the language. The school has chosen Spanish as the first language to be offered in its first year of operation, due to the feeder schools from where we anticipate some of our students will come, and which are currently offering Spanish as a Second Language. In subsequent years, student surveys will inform the School of student language course preferences, enabling the School to seek qualified teachers to deliver instruction in the language.

The school founders strongly believe that students should have the opportunity to learn a second language because it will foster the development of bilingual/bi-literate individuals, better equipping them to contribute and face the challenges and opportunities of the increasingly diverse workforce and global society. According to the Center for Applied Linguistics, there are a plethora of benefits to being proficient in more than one language. Their research indicates that learning a second language:

- Has a positive effect on intellectual growth.

⁵ Report on AICE program student performance at University of Florida from Bill Kolb, UF Director of Admissions. - <http://www.cie.org.uk/countries/usa/recognition/aicereport>

- Enriches and enhances a child's mental development.
- Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.
- Improves a child's understanding of his or her native language.
- Gives a child the ability to communicate with people he or she would otherwise not have had the chance to know.
- Opens the door to other cultures and helps the child understand and appreciate people from other countries.
- Gives the child a head start in language requirements for college.
- Increases job opportunities in many careers in which knowing another language is a real asset.⁶

The study of language reinforces the School's mission by providing students the opportunity to become bi-literate, thus better equipping them to face the challenges and opportunities of 21st century globalization.

d. Goals

Mission-Specific Goals

The goals of Cambridge Prep Academy are centered on four areas:

- Enhancing Student Academic Performance
- Building Faculty Teaching Capacity
- Fostering Parental/Community Involvement in the School
- Creating a Literacy Rich Culture

Students will meet the Academic Performance goals of Cambridge Prep Academy, as indicated by:

- meeting or exceeding the state average Reading proficiency level, as assessed by the DC CAS;
- meeting or exceeding the state average Mathematics proficiency level as assessed by the DC CAS;
- meeting or exceeding state average of students who meet the requirements for high school graduation;
- meeting or exceeding the state average of students who meet local college entrance requirements, at the conclusion of their high school career;
- demonstrating mastery of grade level Common Core State Standards as evidenced by the number of students who pass individual courses.
- demonstrating mastery of the Cambridge course objectives and standards as evidenced by the number of students who pass the course exams and
- demonstrating competence in acquisition of a second language, as evidenced by the number of students who pass the language examination in the appropriate course level (for students who elect to pursue the language academy option).

⁶<http://www.cal.org/>

Cambridge Prep Academy faculty members will demonstrate building their capacity of teaching by:

- providing ongoing professional development in the area of literacy;
- participating in the University of Cambridge professional development program;
- providing opportunities for relevant faculty to participate in language education professional development;
- participating in monthly Critical Friends groups;
- supporting teachers who elect to pursue the additional certification through Cambridge;
- developing interdisciplinary teaching units; and
- participating in a professional development (program detailed in section A.4.f *Professional Development for Teachers, Administrators and Other School Staff*).

Cambridge Prep Academy will meet its parental/community partnership goal by:

- creating a parent/community liaison office at the School;
- entering into a series of community partnerships that enhance student learning;
- creating a parent newsletter to inform parents of volunteer opportunities at the School;
- holding two parent workshops each quarter to assist parents with building capacity to support their children's academic and emotional well-being; and
- encouraging parents to commit to volunteer a minimum of 30 hours per family annually with their child's teacher and/or be involved in school activities.

Cambridge Prep Academy will meet its goal of establishing a literacy rich culture by:

- creating a Literacy Leadership Team (LLT);
- promoting literacy throughout the School through the establishment of:
 - book fairs, book clubs, book talks based upon student interest
 - diverse classroom libraries representing a variety of genres, writing across the curriculum, research/term papers across all curriculum areas
 - School wide (Monthly) Literacy Recognition Program including- Author's Tea, Reader's Tea, Oratorical competitions, Speech and Debate presentations
 - Broadcasting team for announcements and morning news, and "open-mic" literacy nights
- hiring a reading expert to assist and model reading strategies across all curricular areas.

2. Charter School Curriculum

a. Student Learning Standards

Cambridge Prep Academy is committed to concomitantly prepare students for mastery of the Common Core State Standards as well as the Cambridge standards. A preliminary side-by-side look at these standards gives us great confidence that each subject area can be aligned. The standards within the Cambridge Academy (as well as the respective content to be delivered) set high expectations for skills and problem solving while allowing for flexibility of content, further making the alignment between the two sets of standards practicable.

It is anticipated that a seamless “Cambridge” curriculum from middle into the high school, coupled with a systematic approach for teaching rigorous standards across core academic areas (e.g. Common Core State Standards for Mathematics and Language Arts (Reading) and as specified below for the other subject areas), will enable students to yield a high achievement record. This cross-curricular success will be evidenced by students’ future success on the DC CAS and their Cambridge exams, respectively by grade level and/or course, as applicable.

The School will deliver increased learning opportunities for its students, as students take IGCSE (International General Certificate of Secondary Education) courses in their Freshman and Sophomore years; AS (Advanced Subsidiary) courses in their Junior Year; and then additional advanced Cambridge courses through their Senior year (e.g. students can further their studies in the AS classes they took by taking A-level courses whenever applicable). A continuous improvement methodology will be employed, wherein student assessment results will offer opportunities for differentiated and targeted instruction, leading to consistently increased student achievement outcomes.

Rationale for Standards Selection

The Cambridge standards demand the use of higher order thinking (rigor) and present students the challenge to express not only what they have learned but also detail how they arrived at their response and identify the assumptions they have made in forming their response. Some might argue that it is not the standards that create such an environment; however, in the case of Cambridge it is the assessment driven standards that set the tone for higher order learning. The context of the questions on Cambridge standards-based assessments provides the opportunity for students to find relevance and application of content skills to their world on a national and international level.

The School’s core curriculum will introduce cross-curricular perspectives. The Cambridge syllabus, for each course, affords teachers the opportunity to cover all core subject areas, and these concepts and skills are embedded within the three central subject matters. Skills are reinforced across the disciplines, through embedded cross-curricular skills and information being delivered across various subject areas, (e.g. writing through all areas of the curriculum). Literacy skills, writing in particular, are reinforced through the use of short and extended response in all subject matter examinations.

Conjointly Cambridge and Common Core State Standards drive the mission of the School and serve to materialize the philosophy and commitment of the School's founders for a rigorous curriculum with high expectations. The standards drive the content for delivery of knowledge, while the learner drives his learning and thinking to convey mastery of the Cambridge standards, as a consequence of their responses on a high-order questioning written exam. Cambridge standards force the learner to address relevant, and rigorous learning standards, wherein there exist cross-curricular relationships to promote metacognition and enable learning that is learner-centered and inquiry-based.

At the middle school level, standards ensure that graduating eighth graders are prepared to transition and excel in a college preparatory program, while high school standards provide students a goal oriented, college paced curriculum that will lead them to a professional career path of their choice.

Essential to the School's mission and philosophy is to develop learner knowledge, understanding and skills in:

- Subject content;
- Applying knowledge and understanding to familiar and new situations;
- Intellectual inquiry;
- Flexibility and responsiveness to change;
- Working and communicating in English; and
- Cultural awareness.

The Cambridge model will afford the school community the opportunity to develop the aforementioned skills and understandings. Each of the strands is taught at all grade levels, with specific content selected and developed to match with developmentally appropriate expectations. Fields of Knowledge include:

1. Arts, Languages, and Literature: The English Language; Non-Native Language; Critical Response; Literature and Media; Artistic Process; Elements, Forms and Techniques in the Arts.
2. Mathematics, Science and Technology: Mathematical Understanding; Mathematical Reasoning; Inquiry, Experimentation, and Theory; Systems; Space, Time, and Matter; The Living World; The Universe, Earth and the Environment; Design and Technology.
3. Humanities and Social Sciences: Investigation and Critical Evaluation; History; Geography; Citizenship; Diversity and Unity; Economics; Conflicts and Conflict Resolution; Identity and Interdependence.

Meeting the needs of all students

Cambridge Prep Academy believes the curriculum framework and chosen standards will allow us the flexibility to address the needs of English Language Learners and Students with Exceptional Needs. The organization of the standards provides the ability to expose student to cross-curricula and inquiry, methods that, by their nature, demand that teachers differentiate instruction according to students' needs. The rich, experiential, and varied curriculum provided for all learners will allow ELLs and Students

with Exceptional Needs to access the curriculum appropriately and equitably. To that end, it is not the standards themselves but the implementation of the School's chosen delivery models that address the needs of English Language Learners and Students with Exceptional Needs (delivery models are detailed in section A.2.e *English Language Learners* and A.2.d *Students with Exceptional Needs* sections, respectively).

Postsecondary and work-place preparation

Cambridge and Common Core State Standards address college and career readiness skills by exposing students to both the intensity of “work-product responsibility” and the demands typical of a post-secondary institutions as well as the workplace environment. These demands require individuals to exercise initiative, self-discipline, responsibility, follow-thru and a belief in their own efficacy. That is to say, AICE not only prepares student to get admitted to a university with up to 30 hours of college credit, but also arms them with the skills required to be successful once there.

Moreover, preparation comes from students participating in a standards-driven college environment that happens to be housed in a high school. In-line with the research of Vygotsky, and specifically with his theories on the Zone of Proximal Development, learning is interpersonal and dynamic, and takes place in social content. Students have the ability to learn cooperatively as high achievers, and since students in the Academy tend to have the same core classes, the social environment and dialogues that occur in the environment of Cambridge classrooms, are conducive to this type of learning. Also, students being evaluated by trained instructors, who engage them in cooperative dialogues, is pivotal in acquirement of knowledge. Similarly, in the workplace, the engagement taking place in the classroom is transferrable to the workplace, as these academic dialogues transition to the workplace environment. It has been documented that small groups of peers (similar to a class) at various levels of competency (also similar to a class) work towards a common goal to find resolution to a problem⁷, much like the way in which the average Cambridge classroom is structured.

English/Language Arts

Cambridge Language Arts standards will encompass those of the Common Core State Standards and concomitantly the standards (called Aims) of Cambridge course syllabi, respectively by course. The aim/objective of the program is for students to develop the ability to communicate, clearly, accurately and effectively in speech and writing. These are standards that crossover disciplines and stimulate students to develop their analytical and communicative skills, something that is present in all of the other disciplines as the program has a spiral framework.

Cambridge Prep Academy will provide teachers a systematic framework for literacy instruction, as detailed below, and will align all departments to focus on the teaching of reading and writing throughout all areas of the curriculum. The Language Arts program will reflect critical and creative thinking and a balance of its several components, including reading, writing, speaking, listening and viewing. The School will adopt the

⁷ Gordon, A.M., & Williams-Browne, K. (2000). *Beginnings & beyond*. Albany, NY: Delmar.

tenets of the Reading Next instructional and infrastructure improvements as a means to focus the literacy program of the School. The purpose of the School's Language Arts program is to provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature.

Instruction in Language Arts will continuously emphasize fundamental functions of language. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage, and effective use of speaking and listening skills, higher-order reading skills, and study skills enabling success in school and beyond when entering the world of work.

In addition, The School will adhere to the recommendations of Reading Next Report to include infrastructural elements which include:

1. Extended time for literacy;
2. Professional development;
3. Ongoing summative assessment of students and programs;
4. Teacher teams;
5. Leadership; and
6. A comprehensive and coordinated literacy program, as discussed in the publication, Reading Next: A Vision for Action and Research in Middle and High School Literacy, which was issued in 2004 as a report to the Carnegie Corporation and published by the Alliance for Excellent Education in Washington, D.C.⁸

Additionally, as part of the Language Arts Curriculum, students will enhance writing skills through daily writing assignments in various modes, including, but not limited to, expository, persuasive and narrative. The School will commit to the 11 elements of Writing Next, through the delivery of the Cambridge curriculum. All students at Cambridge Prep Academy will be required to write across the curriculum on a daily basis.

The School will utilize texts, books and materials that are endorsed and/or recommended by Cambridge, to ensure that rigor, relevance and relationships can be drawn and students can meet and/or exceed goals set forth in this petition and by Cambridge Prep Academy, moving forward. The Cambridge curriculum will develop learners' understanding, knowledge and skills, and through the delivery of a performance-based Language Arts/Literacy curriculum, addressing both national and international standards of education, including but not limited to Common Core State Standards for English/Language Arts; World-Class Instructional Design and Assessment (WIDA) for English Language Proficiency Standards for English Language Learners; as well as Cambridge course standards and objectives, as applicable, by grade level and/or course subject.

⁸ <http://www.all4ed.org/files/ReadingNext.pdf>

Cambridge Checkpoint exams, together with the progress checks, at the middle school level and DC Benchmark exams, will advise teachers as to the mastery level of students to confirm the stage in which students are working, allowing teachers to target specific remediation or advancement of material via the curriculum framework, providing targeted learning goals at each stage. Similarly, students performing at grade level and above will have access to the full range of academic courses, as well as students who wish to pursue an advanced academic program will be provided with opportunity to participate in advanced course work.

Middle Grades Language Arts

The teaching of the Language Arts program will develop students' abilities to use language effectively, to communicate in speech and in writing and to respond with understanding and insight to a wide range of texts. While speaking and listening are not tested at this level, their importance in language development is such that they should play a major part in the curriculum alongside reading and writing. An integrated curriculum is envisaged in which speaking and listening activities commonly support learning.

To that end, Cambridge Prep Academy will deliver the Cambridge Curriculum Framework for middle grades Language Arts. The Cambridge Checkpoint curriculum framework identifies a comprehensive set of learning objectives for Language Arts for the final year of Secondary 1, including the following:

Reading:

- read a wide range of narrative, non-fiction and media texts. These may include novels, short stories, drama scripts, poetry, journals, diaries, letters, leaflets, magazines, newspapers and advertising matter;
- recognize explicit meaning, select, collate and summarize facts and ideas, using their own words where appropriate to demonstrate understanding;
- recognize and comment on opinions expressed by a writer;
- understand vocabulary and comment on a writer's use of language, such as in an informal or a formal style, the choice of words to create an atmosphere or to persuade the reader;
- recognize implied meaning, such as the inference of character from what someone says or does in a text, or the meaning contained in an image;
- comment on the main features of narrative writing, such as character, setting, theme, and the way in which a plot is put together; and
- demonstrate understanding of features of narrative, non-fiction and media texts by developing them in their own discussion and writing, for example, a further episode about a family portrayed in a book, or providing the wording for an advertisement.

Writing:

- write for a variety of purposes, such as to inform, explain, describe, explore, imagine, entertain, argue, persuade, instruct, analyze, review and comment;
- write in a wide range of forms, such as stories, poems, play scripts, autobiographies, personal letters, diaries, formal letters, persuasive writing, advertising copy,

newspaper reports and articles, reviews, arguments, information sheets, notes and leaflets;

- begin to develop a sense of audience and to engage the reader's attention;
- structure writing, using paragraphs and sequencing events, details and ideas within paragraphs;
- use varying styles of writing appropriate to different forms.

Usage:

- use periods, capital letters, commas and question marks to make meaning clear, and show awareness of other forms of punctuation, including the presentation of dialogue;
- spell correctly most of the words they use;
- learn a range of vocabulary appropriate to their needs, and use vocabulary in speech and in writing to clarify meaning and to interest their audience;
- use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their speech and writing;
- use correct grammar, including tense, case and word order.

Speaking and Listening: *

- speak for a variety of purposes, such as to explain, describe, narrate, explore, analyze, imagine, discuss, argue and persuade;
- participate in speaking and listening activities in order to discuss and prepare assignments;
- begin to make significant contributions to group discussions and help to plan and to give group presentations;
- hold conversations with others on familiar subjects;
- develop the ability to listen courteously to others and to be sensitive to turn-taking;
- practice speaking fluently at an appropriate pace;
- practice speaking clearly at an appropriate volume;
- use a range of vocabulary and sentence structure to make speech interesting and convincing.

* Speaking and listening will not be assessed in the papers (Cambridge tests). However, teachers will utilize a rubric, to assess speaking and listening skills.

High School Language Arts

The School has a strong commitment to Literacy development of students, and therefore will emphasize Listening, Speaking, Reading, and Writing, across all curriculum areas and grade levels.

All students will be well accomplished in all aspects of reading to ensure they are successful in whatever career they pursue. Reading strategies in the content areas will be provided to students in all grades, and these strategies will be in addition to those taught during language arts classes. Additionally, Cambridge Prep Academy will commit to the following in commitment to Literacy and Language Arts Education, especially at the high school level:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- As students' progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

Mathematics and Science

Cambridge Mathematics and Science standards will encompass those of the Common Core State Standards and concomitantly the standards (called Aims) of Cambridge course syllabi, respectively by course.

In the Resources and Instructional Materials Sections, please find a sampling of the content and skills to be taught at the middle school level for core subject areas, by course. Additionally, a sample Cambridge course of study for High school can be found (can be found under J.8.a. Required Documents under the heading *Sample of the High School Cambridge Core Course Skills/Content 9-12.*)

Social Studies

The Social Studies standards that Cambridge Prep Academy will use for each course are based on those used by the National Council for Social Studies and the National Standards for History in absence of subject matter specificity in the Common Core State Standards. These standards have been selected for their ability to hone-in on state and national standards and mandated literacy goals, and integrate the intersections of various social studies disciplines (history, economics, geography, civics, etc.) and content areas (English Language Arts, Science, Mathematics) in a variety of educational contexts.

Additional Academic Area

Students at Cambridge Prep Academy will have the opportunity to participate in an added component to the Cambridge program by opting to choose a 'foreign language' as a course of study beginning in sixth grade and continuing through twelfth grade. The school has chosen Spanish as the language of choice in their first year of operation after thoroughly reviewing the 2009 Center for Applied Linguistics extensive survey documenting foreign language study in the United States⁹. The study concludes that the most popular language is Spanish, due to the large number of recent Spanish speaking immigrants to the United States. To that end, the School will serve as a feeder to currently existing dual-language programs in the elementary schools that focus on Spanish as a Second Language from which we expect to receive students.

⁹ Foreign Language Teaching in US schools. Results of a National Survey. Nancy C. Rhodes, Ingrid Pufahl 2010

The 'Language Acquisition' course curriculum will utilize the WIDA Spanish Language Arts Standards for 6th thru 12th grade. These standards provide a framework for instruction and assessment. Its overall uses include:

- To guide the development of curriculum that promotes both communicative and academic native language proficiencies
- To provide continuity of Spanish Language Arts instruction across the grades
- To promote and sustain Spanish language support for academic purposes
- To anchor assessment and instruction in settings where Spanish is the medium of instruction
- To serve as benchmarks for stakeholders, including parents, teachers, administrators, and Boards of Education and programs supporting native language instruction in Spanish

In closing, Cambridge Prep Academy will also address the specific needs of learners via an individualized approach for the placement of students in courses. The School will consider test scores, academic history, district requirements, and teacher recommendations when placing students, always for the benefit of the student and always encouraging students to pursue the most challenging coursework in which he or she can be successful.

b. Resources and Instructional Materials

The following responses speak to the resources and instructional materials that will be utilized to deliver the core curriculum learning program available through Cambridge.

Cambridge provides and includes a range of support materials to help teachers plan and deliver the program. Cambridge works closely with publishing partners and provides a list of endorsed and recommended text books, work books and other teaching resources that closely match the learning outcomes of each of the Cambridge programs.

Inclusive in the syllabi for each Cambridge course is a list of the endorsed and suggested materials for delivery of each course at the high school level, and for the core subject areas of English/Language Arts, Math, and Science at the middle school level.

It is the intention of the School's founders that Cambridge Prep Academy use Cambridge endorsed textbooks and consider whenever possible, the suggested materials and other resources as deemed appropriate to meet the needs of students, target remediation and/or provide advancement opportunities as applicable. Additionally, The School's founders expect school leaders and department heads will have input over the selection of additional materials that may be helpful or necessary to deliver required Cambridge and Common Core State Standards.

The following Cambridge resources are inclusive (but not limited) to the following content and skills by subject for the middle school levels:

English	Mathematics	Science	Social Studies	Language
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Reading	Number	Biology	Geography	Reading
Explicit meaning	Properties	Cells and organisms	Map Skills	Explicit meaning
Select and summarize	Problem solving	Humans as organisms	Topography	Select and summarize
Comment on character	Data handling	Plants	Impact of Cultures on Society	Comment on character
Implicit meaning		Variation and classification		Implicit meaning
Use of language		Ecosystems		Use of language
Writing	Algebra	Chemistry	Civics	Writing
Structure	Manipulation	Materials	Role of Government	Structure
Style	Graphs	States of matter and physical change	Responsibility of Citizens	Style
Audience		Chemical change	Understanding the Constitution	Audience
Content		Periodic table		Content
Usage	Space	Physics	History	Usage
Sentence Structure	Measure	Measurement and properties of matter	Effects of Events of Different Era	Sentence Structure
Punctuation	Geometry	Forces and motion	Relationship between past events and modern history	Punctuation
Vocabulary	Trigonometry	Energy	Role of Geography has played in History	Vocabulary
Spelling		Light		Spelling
		Sound		
		Magnetism		
		Electricity		

Additionally, a comprehensive Sample of the High School Cambridge Core Course Skills/Content 9-12 (can be found under J.8.a. Required Documents under the heading *Sample of the High School Cambridge Core Course Skills/Content 9-12.*)

Furthermore, the assessments the School will utilize to evaluate mastery of the skills, for the core subjects, include but are not limited to the following:

Cambridge Assessments			
	Cambridge Secondary 1	Cambridge Secondary 2	Cambridge Secondary 3
Grades Represented:	(Middle Grades Ages 11-14)	9 th and 10 th grades Ages 15-	11 th and 12 th grades Ages:
Cambridge Summative Assessment:	Checkpoints	IGCSE	AICE
Core Subject Areas Tested:	Language Arts, Mathematics, and Science	All core subjects are included (e.g. English, Mathematics, Science, Social Studies)	

Language Standards Mastery Summative Assessment	
Students who participate in Language Courses (6-12)	National Spanish Examinations*
Additional Options grades 9-12	AP Spanish Language and AP Spanish Literature

Cambridge Prep Academy will utilize texts, books and materials that are endorsed and/or recommended by Cambridge, to ensure that rigor, relevance and relationships can be drawn and students can meet and/or exceed goals set forth in this petition and by The School, moving forward. The Cambridge Program offers both Endorsed and Suggested texts as well as on-line resources. In order to closely adhere to the School's mission and philosophy, the leadership team of the School, with input from department heads, will seek additional resources that may be available to target each of the strands in order to ensure all students' needs are met.

The School will screen resources for the core subject areas as follows:

English/Language:

Inclusion of Reading First guidelines (phonemic awareness, phonics, fluency, vocabulary instruction, and comprehension) even at the secondary level, in order to ensure that all students cover gaps that may exist in their literacy knowledge, thus assuring future success. In addition, as discussed in the aforementioned Reading Next publication, the School will be guided as well by the Reading Next literacy needs found in middle and high school students identifying nine instructional improvements interrelated to the success of literacy acquisition in the secondary levels. Thus, we will consider the following components to screen these resources:

1. Direct and explicit comprehensible text,

2. Embedded content,
3. Text-based self-directed learning,
4. Text-based collaborative learning,
5. Embedded differentiated strategies,
6. Diverse texts,
7. Intensive writing opportunities,
8. A technology component, and
9. Ongoing formative assessment of students.¹⁰

Mathematics:

The School will screen their mathematics resources by following the Math Standards-Based components which include:

1. A natural progression of concept development
2. Covers fewer topics more in-depth and that connections between concepts are made
3. Require students to articulate their math reasoning in writing
4. Designed for inquiry-oriented instead of teacher explanation
5. Focus on conceptual understanding and problem solving in real-life world contexts.

Additionally, according to the National Council of Teachers of Mathematics (NCTM), quality mathematics resources should have the following characteristics:

1. A balanced focus on conceptual understanding as well as procedural fluency
2. Active student engagement in problem solving, reasoning, communicating, making connections, and using multiple representations
3. The incorporation of multiple assessments aligned to instructional goals and practices.

Finally, we will consider the following:

1. Does the textbook include mathematics concepts that are developmentally appropriate, challenging, and accessible for all students?
2. Is significant “mathematical activity” required of all students?
3. Do support materials have the potential to enhance the quality of mathematics instruction?¹¹

Science:

The school will screen the science resources by addressing 3 key components that the National Science Teachers Association (NSTA) deems sets science resources apart:

1. Address state standards including:
“Big Ideas” in Science; and Clusters of related learning goals.

¹⁰ <http://www.all4ed.org/files/ReadingNext.pdf>

¹¹ *Tarr, James E., Barbara J. Reys, David D. Baker, and Rick Billstein. 2006. Selecting High-Quality Mathematics Textbooks. National Council of Teachers of Math.

2. Identify that it contains content knowledge/concepts for teachers to use as background information because:
Researching science content can be time consuming and the material could be difficult to digest; and teachers who are knowledgeable about a subject and well-prepared to teach it tend to encourage student discussion and present topics in a more coherent way.
3. Identify developmentally-appropriate concepts and specific ideas:
Delineate prerequisite knowledge; make connections to other related topics; appropriate vocabulary and content for which content will be taught; points out common student difficulties and misconceptions; and suggests ways that students can investigate these ideas to understand them meaningfully¹².

Social Studies:

The school will screen the social studies resources by considering¹³:

1. Overall organization;
2. Coverage of state-specific standards;
3. Visually appealing layout;
4. Integration of primary resources;
5. Diversity of people's contributions;
6. Multiple perspectives;
7. Diversity of people in photographs;
8. Connections of students' lives;
9. Historical interpretation skills;
10. Chronological/spatial skills;
11. Research, evidence, point of view skills;
12. Variety of activities;
13. Clarity of maps (with appropriate titles);
14. Graphs and pictorial representations;
15. Chapter overviews;
16. Headings to divide sections;
17. Variety of assessments;
18. Rich narrative;
19. Key terms highlighted;
20. Definitions or context clues for difficult words;
21. Controlled vocabulary;
22. End-of-chapter summaries;
23. Technology extensions;
24. Glossary; and
25. Index

¹² <http://www.nsta.org>

¹³ *Laurel Schmidt. *Social Studies That Sticks: How to Bring Content and Concepts to Life*. 2007. Portsmouth, NH: Heinemann.

Focus Area-Language:

Cambridge Prep academy will screen the resources for language instruction utilizing the Reading Next Literacy needs found in middle-high school students that are interrelated to the success of literacy acquisition in the Secondary levels. Thus, we will consider the same components that we consider for English Language to screen the language resources:

1. Direct and explicit comprehensible text,
2. Embedded content,
3. Text-based self-directed learning,
4. Text-based collaborative learning,
5. Embedded differentiated strategies,
6. Diverse texts,
7. Intensive writing opportunities,
8. A technology component, and
9. Ongoing formative assessment of students.¹⁴

The school founders strongly believe that by providing language acquisition as an additional academic focus for native speakers as well as language-minority students, Cambridge Prep Academy will provide a constant stimulus and intellectual challenge. The research evidence is overwhelmingly clear that proficient bilinguals outperform monolinguals on school tests¹⁵.

Additionally, the students pursuing the second language will be encouraged and provided with the opportunity to enroll in Advanced Placement (AP) courses offered by the College Board.

Cambridge Prep Academy will combine programs/texts to meet the needs of all students. In addition, built into the program will be a differentiated instruction component, as well as a rich experiential curriculum, which by nature, is implicit in the teaching and learning processes for ELLs and students with special needs.

c. Methods of Instruction

Cambridge Prep Academy will utilize a variety of methods and approaches to deliver instruction throughout all areas of the curriculum by engaging all students in the learning process and maximizing their potential, while emphasizing the following instructional methods:

Systematic instruction - will involve a carefully designed sequence plan for instruction. The plan for systematic instruction is carefully thought out, strategic and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across, the five elements of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension). For

¹⁴ <http://www.all4ed.org/files/ReadingNext.pdf>

¹⁵ *Collier, V.P. (1995) Understanding Second Language Acquisition for Schools.

systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities which directly reflect instruction.

Direct instruction -is an instructional approach that utilizes explicit and structured teaching routines. A teacher using direct instruction models, explains, and guides the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one).

Differentiated Instruction -meets the demands of the differing learning abilities in the same class. For optimal instruction, students will be grouped in various ways to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students.

Print-Rich Environment - Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library will be attractively displayed to exhibit an inviting accessibility to all students. Teachers will organize classrooms to afford students ample opportunities for, and easy access to reading materials during literacy center time within the daily reading block. (e.g. Word Walls)

Interdisciplinary Connections - Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.

Scaffolding - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, the student becomes more adept at skills and at directing his or her learning, thus becoming more autonomous.

Cooperative Learning – Teachers will guide small-group learning to increase communication and team-building skills. This is done based on grouping small teams of students heterogeneously according to ability, interest, background, etc.

Inquiry-Based Learning - Based on the scientific method, this student centered strategy will require students to conduct investigations independent of the teacher,

unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.

Information Processing Strategies - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, CRISS Strategies, (e.g. KWL, reciprocal teaching, graphic organizing, scaffolding, webbing, etc.)

Meeting the needs of all students

Further, the School’s curriculum will be designed to serve students of all ability levels including students with Exceptional Needs and ELLs. Utilizing a differentiated approach to address learner needs, the following curriculum differentiation strategies will be in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate:

- **Curriculum Compacting**: Involves eliminating the repetition of work that has already been mastered and streamlining lessons that can be mastered at a pace commensurate with the student's motivation and ability.
- **Independent Study**: Opportunity for students to pursue areas of personal interest or to individually investigate course topics.
- **Enrichment Clusters**: Learning situations that are purposefully designed to produce a product or service that will have an impact on an intended audience.
- **Learning Centers**: A physical area of the classroom that is organized with various materials and learning experiences for specific instructional purposes.
- **Flexible Grouping**: Grouping of students according to their learning needs, strengths, and preferences.

Additionally, the School will utilize a successful RTI system that integrates three key components: a) high-quality instructional practice, b) continuous review of student progress, c) collaboration. To address a student with specific needs and/or talents, RTI incorporates: 1) the use of multiple tiers of intervention with increasingly intense intervention; 2) a problem-solving approach that provides educators with a step-by- step process to identify and analyze problems, develop a plan and evaluate the efficacy of interventions; 3) an integrated data collection/assessment system to guide decision-making in each tier of service delivery.

RTI Principle ¹⁶	Traditional RTI Actions for Struggling Students	System Implications for Gifted Learners
Universal Screening	Students who score below established criteria receive intensive remedial instruction.	Students who score above established criteria receive

¹⁶ Karen Rollins, Chrystyna V. Mursky, Sneha Shah-Coltrane, and Susan K. Johnsen. "RtI Models for Gifted Children" Gifted Child Today (2000) (3) Summer 2009

		differentiated and advance instruction.
Early Intervention	Students can qualify for intervening services before “waiting to fail.”	Abilities are identified within a nurturing system regardless of label or potentially biased teacher recommendations.
Tiered System of Interventions	The more intense the needs, and the farther from typical the student, the more intense and long-term the instructional interventions provided.	The more intense the needs, and the farther from typical the student, the more intense and long-term the instructional interventions provided.
Fidelity of Intervention	The student actually receives instruction geared to particular needs; not a ‘one-size-fits-all’ remedial program.	The student actually receives instruction geared to particular needs; not a ‘one-size-fits-all’ gifted program.
Progress Monitoring	Documented student progress has a goal of moving a child from a more intensive to a less intensive tier of intervention as a child raises achievement levels.	Documented student progress has a goal of moving a child from a more intensive to a more intensive tier of intervention as a child raises achievement levels.
Professional Development	Training is provided for specific, research-based interventions that are effective for struggling learners.	Training is provided for specific strategies of acceleration, enrichment, and differentiation that are effective for gifted learners.
Collaborative Structure	Greater collaboration is needed between special education, reading specialists, and other intervention specialists to identify and serve struggling learners. Greater use of collaboration and co-teaching facilitates this process.	Gifted education professionals collaborate with general education teachers to identify and serve high-achieving students in need of differentiated services. Greater possibilities for appropriate services for twice-exceptional students are available through collaborations with special education professionals.
Parental Involvement	Sharing information to and from families raises the achievement levels and effectiveness of interventions. Targeted interventions are built upon acquired information regarding interest areas and areas of strength.	Sharing information to and from families raises the achievement levels and effectiveness of interventions. Targeted interventions are built upon acquired information regarding interest areas and areas of strength.
Resources	Special education monies are freed up to serve students on a short-term basis who are not identified as having a disability.	Gifted education resources are more targeted to meet the needs of students, rather than the needs of the program.

Furthermore, the School's staffing plan will ensure that curriculum; instructional design, assessments, and accountability criteria are aligned. The School's curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Teachers will incorporate

various teaching strategies to accommodate all learning styles. Additionally, in accommodating individual learning styles and needs, the School's curriculum incorporates the following instructional practices:

Interdisciplinary Connections - Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. As faculty build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.

Differentiated and Standards-Based Instruction – The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Students follow a core curriculum; however, teachers can also stretch their students with an extended curriculum. Students can change level during the course according to their progress. Core curriculum only students are eligible for grades C through to G. Extended curriculum students are eligible for grades A* through to E. (*Based on Cambridge grading scale of A-G.*) Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience.

d. Students with Exceptional Needs

The belief of Cambridge Prep Academy is that all students can learn and achieve at optimal levels. Students with disabilities are not excluded from this statement. In accordance with that belief and as required under Federal Law, IDEA, Section 504 of the Rehabilitation Act of 1973, and Chapter 30 of the D.C. Municipal Regulations (2003), the School will provide guidance, academic support and services needed for students with disabilities to attain high academic achievement on a level with their non-disabled peers. The focus of Cambridge Prep Academy will be in providing differentiated instruction in each classroom for students to maximize their potential. Students' individual needs will be addressed and curriculum will be individualized for academic success. The use of data will provide instructors the tools to make curricular decisions for each of these students. Monitoring each student's progress will help teachers reteach the areas of weakness and reassess as needed.

At Cambridge Prep Academy, all teachers will receive professional support in strategies to help all students. Students with disabilities will have an Individual Education Plan (IEP) created by a team of professionals and updated quarterly. The team of professionals will work closely to ensure students with disabilities are provided services as stated on their Individual Education Plan. A special education teacher will be on staff to deliver services and serve as the Inclusion Coordinator and additional specialists including occupational therapist, speech therapist, and counselor will be identified for services when needed.

The educational program for exceptional students will include and adhere to the six principles of the law as follows:

- Free appropriate public education (FAPE) - will be provided to every exceptional student enrolled in the School. That is, Free (no cost to parents); appropriate suited to individual needs of the child; public – provided by and paid for the public education system; education-including extracurricular activities.
- Appropriate evaluation – evaluations will occur within appropriate timeframes and in accordance with published guidelines.
- Individual Education Plans (IEP) - and Educational Plans (EP) for gifted will be developed, and maintained and meetings will be held in accordance with guidelines.
- Least Restrictive Environment- students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- Parent/Student Participation in Decisions – including but not limited to giving consent for evaluation and initial placement, helping design the IEP, helping the school understand their child.
- Procedural Due Process – A non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

Identification/Evaluation Process

Cambridge Prep Academy is educationally and legally responsible for providing stated services in a child's Individual Education Plan (IEP). The School will utilize the Response to Intervention (RTI) model and follow the RTI process as the initial step to Exceptional Student Education (ESE) identification. There will likely be additional students registered at Cambridge Prep Academy in need of support based on data and classroom observations. Instructors and administrative staff will be working closely to identify students who are having academic and/or social difficulties throughout the school year through the development or purchase of screening forms. This will ensure that all federal requirements are met regarding identification, referral, due process, evaluation, individualized educational programs and procedural safeguards.

For students already identified as receiving services and accepted to the School, copies of previous IEPs, grades and psychological testing will be requested from parents. This will provide Cambridge Prep Academy the opportunity to schedule students according to their IEP, provide accommodations throughout the academic year and supply additional services as stated in their IEP.

In addition to students already designated for special education services, the School Support Team (SST) will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes. School Support Team (SST) will consist of the school administrator who will serve as the SST Coordinator, Section 504 Coordinator, school

psychologist, counselor, general education teacher and the parent(s). Each month, a meeting will be held with administrators and instructors to discuss the progress of students. Any students who fail to make progress and/or show signs of academic/social difficulty will be discussed at this meeting. A process of observation, assessment and consultation with parents/guardians will begin.

The SST process is initiated as assistance is requested and the collection of student information such as history of grades, background screening, attendance, academic, behavioral and/or social-emotional screening assessments etc. begins. After the consideration of all the data by the SST, a data-driven decision is made as to whether a referral to the Response to Intervention (RTI) team will be initiated. Continual filtering of a student's response to intervention determines the effectiveness of interventions and assists in the data-based decisions. This rigorous and constant sorting and analyzing of information makes the SST a reliable and efficient system incorporating the tiers of intervention delivery.

In addition to the SST being a valuable resource for schools it is also a filtering process which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data-based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address students' academic, behavior and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence based interventions, formally enter the SST process.

The outcome of the SST will always involve the following:

- the development of an individual intervention plan, which includes the documented problem area;
- measurable baseline data;
- interventions; and
- a monitoring component.

In the instance significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents a danger to self or others, an individual intervention plan will be developed as the child awaits the RTI process.

The School's SST Coordinator will ensure that the SST protocol delineated in the DC Public Charter School Board Manual will be followed when addressing the needs of students with academic, behavioral, and/or social-emotional difficulties.

Steps in the SST process:

- Step 1 – Referring Source: Teacher, parent and/or other school personnel will request assistance. The SST Request for Assistance must be completed by the referring source to the SST Coordinator (Assistant Principal) at the School.
- Step 2 – Review: The Assistant Principal at the School will review the information to ensure that interventions have been implemented with fidelity according to the Response to Intervention Plan. If it is determined by the Administrator that the

interventions have not been implemented with fidelity due to various factors, the RTI Plan will be revised and implemented. If it is determined based upon review of available data that existing interventions have been implemented with fidelity and are successful, the existing intervention(s) will continue and the student will be tracked to ensure continued success. If the interventions have not been successful, the process of support continues to Step 3. At this point, additional data and testing will be required.

- Step 3 – SST Meeting Notification: The School will ensure that the parent/guardian is given a Notice of Intent for Screening and Assessment – which ensure the parent/guardian is informed of the purpose of the screenings and the SST meeting. Parent/guardian permission to proceed will be obtained accordingly. The team will discuss interventions already attempted and the School will obtain permissions for background screening.
- Step 4 – Background Screening: The Social Worker will conduct the background screening by meeting with the parent/guardian for social history and with the child to discuss strengths and weaknesses.
- Step 5 – SST Coordinator and Psychologist Meet (Pre Meeting): The SST Coordinator and the Psychologist will meet to discuss if additional interventions or modifications are necessary prior to holding an SST. If additional interventions or modifications are suggested by the Psychologist, the SST Coordinator will inform the Teacher (s). Interventions will be implemented and monitored with fidelity for 4-6 weeks. At the end of the 4-6 weeks, the Teacher(s) will inform the Administrator if an SST meeting is still in the best interest of the student once the data collected has been reviewed. The Administrator will schedule the SST's and inform the SST Team.
- Step 6 – SST Meeting: Once all required information is collected, the SST Coordinator, appropriate Target Area Specialist (i.e., Reading Coach, FAB specialist, or math leader), and the School Psychologist will preview all data in order to prepare for the SST meeting. All academic, behavioral, and/or social-emotional data including the FAB data (if applicable) will be collected prior to the SST meeting. Current levels of functioning from the classroom teachers will also be collected.
- Step 7 – 2nd SST Meeting (Formal): The SST team meets, reviews all student data (current functioning levels) and develops a Student Services Intervention Plan. The Team will also decide if additional time for success with interventions is necessary or if the student should be considered for evaluation. If more time is needed, a second SST will be scheduled after the recommended time elapses. At this meeting, the team will decide if the student should be exited from the SST process or if the last 3 steps are initiated. At this meeting, if deemed necessary, academic interventions are developed and are documented on the SST Intervention Plan.
- Step 8 – Additional SST Meeting (if needed): The Team will develop interventions to address specific skills and performance deficits in targeted areas. All interventions developed will lead to goals that are specific, realistic, time-lined, measurable and observable. If after all interventions have been implemented with fidelity and available resources have been exhausted; a follow-up SST meeting is set for a possible request for M-Team evaluation.

- Step 9 – Request for Evaluation: Parental consent will be obtained by using SST Request for Evaluation Form.
- Step 10 – Case is Opened: Appropriate documents are initiated by the School for opening the case.
- Step 11 – Student is Evaluated: The Psychologist will evaluate the student. The Staffing Specialist notifies the Administrator with a meeting date in order to notify the Parent of the evaluation results. All original team members are invited to this meeting. The office staff will send the Notification of Meeting to the Parents via student and mail which will include a copy of the Procedural Safeguards.

Special Education Decision-Making Process

Developing Individualized Education Plans: Students will be guaranteed a free appropriate education through aforementioned identification and evaluation as well as consequent placement and implementation of an appropriate IEP. The written Individualized Educational Plan for each student will include strengths, weaknesses, measurable annual learning goals and behavioral goals that may include the development of a Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP) for students with identified difficulties in behavior. Supplementary and related services will also be identified to address these services. Necessary accommodations and modifications will be clearly delineated in this written plan. The School will ensure that appropriate personnel are provided a copy of the IEP and trained in using the strategies noted on the IEP for optimal academic success.

Providing a Full Range of Services:

- Students with disabilities will be educated in the least restrictive environment (LRE) and will be segregated only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.
- Special Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP (e.g. including, but not limited to, if applicable, extended year Services (EYS)– for students needing specialized services during regular non-school hours, such as summer, as required by students IEP).
- Speech-language, occupational, and physical therapy services will be contracted services that Cambridge Prep Academy may provide for students who qualify and whose IEP specifically states based on test results the need for such services. Cambridge Prep Academy believes that the philosophy it adheres to, the construct it provides, and its attention to learning style and behavior management reflects an inclusive educational environment. The staff will ensure that the needs of the students are met in the most appropriate setting. Parents of students with disabilities will receive procedural guidelines in their native language and in all cases the School will make every effort to effectively communicate with the parent in the language that the parent is most comfortable communicating.

Furthermore, Cambridge Prep Academy will meet the needs of students working toward a Special Diploma and will participate in the DC Comprehensive Assessment System – Alternative Assessment (DC CAS-ALT).

Delivery Model

An inclusion model with External ESE support will be utilized at all grade levels. Students may be placed on a Consultative/Collaborative Model with an optional Learning Strategies class when applicable. Appropriately certified personnel will ensure that students' needs are being met. Appropriately certified personnel will ensure that students' needs are being met. The school will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students. The number of special education staff will be based on the number of SPED students identified upon student enrollment.

Special Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services.

Gifted and Talented

Cambridge Prep Academy will also serve the needs of gifted and talented students in accordance with state law and policies and procedures adopted by the DC Public Charter School Board. The School will use the Federal Definition of Gifted and Talented in NCLB. The term "gifted and talented", when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the School in order to fully develop those capabilities. The School will implement a model for the gifted and talented that requires gifted students to reach above and beyond the norm in each of their curricular areas.

The criteria for eligibility will be the following:

The student will demonstrate:

- The need for a special program.
- A majority of characteristics of gifted students according to a standard scale or checklist,
- Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

Identification and Evaluation Process

Students will be screened using two or more of the following criteria:

- High academic achievement, as indicated by standardized test 89 percentile or higher on the District of Columbia Comprehensive Assessment System or course work grades of A or B.
- Above average creative output in artistic, literary, scientific, or mathematics endeavors.
- Very rapid learning rate or unusually insightful conclusions.
- Multiple nominations from teachers and staff who observe unique talent.
- Parental reports of advanced developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude.
- Outstanding academic, creative, or leadership abilities, self-reported or peer-reported.

In addition, all ELL students who have achieved a grade of A or B in English for Speakers of Other Languages (ESOL) or home language arts (i.e., Spanish language arts, Haitian-Creole language arts) and mathematics will be screened for gifted.

Referral and Evaluation Procedures

A referral for gifted education can be made by a teacher, a parent/guardian, or any qualified individual who has knowledge of the student's abilities. A student profile is developed for a student being referred to the School Support Team (SST).

The student profile includes the following:

- Gifted Characteristics Checklist- Students need to demonstrate a majority of gifted characteristics on the rating scale to continue in the process; and
- Information that can be utilized to demonstrate the student's ability and need for gifted program services.

An SST meeting is convened in order to review the information gathered in the student's profile. The SST makes the determination of whether or not to continue the evaluation process, based on the supporting data/documentation and a majority of gifted characteristics as measured by the Gifted Characteristics Checklist.

A Gifted Characteristics Checklist (Grades 6-12) will be developed to determine students' verbal, learning, motivational, and social/leadership abilities as a tool to facilitate evaluation procedures.

Standardized academic achievement test data will be used as follows: High academic achievement, as indicated by standardized test 89 percentile or higher on the District of Columbia Comprehensive Assessment System or course work grades of A or B.

Additionally, Spanish-speaking ELL students in grades 6-12 can be administered the Aprenda II Spanish Language Achievement Test.

To determine the intellectual development of a potentially gifted student, a certified and/or licensed school psychologist or licensed psychologist will administer an individualized test of intelligence.

Cambridge Prep Academy will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products and project based learning in language arts, mathematics, science and/or social studies. Such a differentiated curriculum will provide for in-depth consideration of topics and concepts beyond the requirements of regular courses. The curriculum for the gifted student assures access to the general curriculum with emphasis on what the Educational Plan (EP) team determines as opportunities for growth for the gifted learner based on the student's strengths and present levels of performance. Therefore, the curriculum for gifted students will reflect the District of Columbia's Learning Standards and the Gifted Goals and Objectives identified in the students' EPs. These include, but are not limited to, the important concepts of critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, and problem solving.

Delivery Models

Cambridge Prep Academy will meet the special needs of the gifted and talented students based on the student's Educational Plan (EP) through the following delivery model as applicable:

Gifted Program through the Content Areas (6-12) Model

Cambridge Prep Academy believes that all students are Gifted and that through our differentiated and scaffolding approach to learning, every child can succeed in advanced placement courses. However, Cambridge Prep Academy will offer gifted content area courses (Honors and/or Advanced Placement) and/or State-approved middle/high school elective courses. All of the students in the gifted course will be eligible for gifted services. Teachers of gifted students will be endorsed to teach gifted or on an approved waiver to complete the gifted endorsement and do so within three years.

Middle/High School Gifted Services - For students who have been evaluated and are identified as gifted, a monthly meeting with their teacher to discuss their progress and set realistic goals will take place. The teacher of the gifted may also contact the administration, counselors, general education teacher(s), social worker, parent, and/or the respective students, if he/she deems appropriate, to discuss and/or monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in their courses. For gifted students in this model, the gifted student will maintain a monitoring log to document level I meetings which will occur monthly, level II meetings which will occur bimonthly and level III meetings which will occur weekly.

The School's inclusive approach allows all students to reach their full potential and experience education that is developmentally appropriate, as influenced by student interest, and addresses each student's zone of proximal development in each curricular area. These methods ensure maximum engagement and progress for all students, including gifted and talented, as they allow students to take topics of study to deeper levels of understanding and application. The needs of students with varying degrees of academic performance and potential, including gifted students, are naturally addressed

by using curriculum and instruction differentiated in a manner that provides an appropriate level of challenge and is based on student interest.

Cooperative learning allows gifted and talented students to excel both academically and socially. It also allows teachers to support advanced students in developing their own helping and teaching skills, which is an excellent way to deepen learning. In addition, cooperative learning opportunities enhance social and critical thinking skills. Cooperative learning structures serve as a platform for differentiated roles, tasks, and responsibilities and can be used with heterogeneous and homogeneous groups. Cambridge Prep Academy will implement the RTI method to increase the quality and level of services for all students and be responsive to gifted and talented students.

RTI for Gifted Students	
RTI Principle	System Implications for Gifted Learners
Universal Screening	Students who score above established criteria receive differentiated and advance instruction.
Early Intervention	Abilities are identified within a nurturing system regardless of label or potentially biased teacher recommendations.
Tiered System of Interventions	The more intense the needs, and the farther from typical the student, the more intense and long-term the instructional interventions provided.
Fidelity of Intervention	The student actually receives instruction geared to particular needs; not a 'one-size-fits-all' gifted program.
Progress Monitoring	Documented student progress has a goal of moving a child from a more intensive to a more intensive tier of intervention as a child raises achievement levels.
Professional Development	Training is provided for specific strategies of acceleration, enrichment, and differentiation that are effective for gifted learners.
Collaborative Structure	Gifted education professionals collaborate with general education teachers to identify and serve high-achieving students in need of differentiated services. Greater possibilities for appropriate services for twice-exceptional students are available through collaborations with special education professionals.
Parental Involvement	Sharing information to and from families raises the achievement levels and effectiveness of interventions. Targeted interventions are built upon acquired information regarding interest areas and areas of strength.
Resources	Gifted education resources are more targeted to meet the needs of students, rather than the needs of the program. ¹⁷

Although RTI was originally conceived of as an approach for the early identification of students with learning disabilities, it is now widely viewed as a framework for reform across general and special education.

¹⁷ Karen Rollins and Clair E Hughes. "RTI for Nurturing Giftedness." *Gifted Child Today* (2000) 32 (3) Summer 2009.

e. English Language Learners

Identification & Evaluation Process

Cambridge Prep Academy will serve English Language Learners based on the US Department of Education's six steps of progression through an ELL program: 1) enrollment; 2) identification of potential ELLs; 3) assessment to determine need for ELL services; 4) provision of appropriate services; 5) transition from ELL services; and 6) monitoring ability to participate meaningfully.

Specifics are outlined below:

1. **Enrollment:** The School will not discriminate based on English language proficiency or immigration status. Our enrollment form will not request a social security number. The School will provide our families communication in a language and format they understand. In addition, the School will secure an ELL coordinator in order to meet with parents and ease their transition into our school.
2. **Identification:** The identification process for every student will include a home language survey that will serve to identify all students' primary or home language as well as to identify a family's potential need for interpretation or translation. The ELL Coordinator will meet with guardians of all students identified as having a primary or home language other than English to discuss the results of the assessment and the educational plan the School will follow to support their child's educational needs and to instruct them on their rights in the process.
3. **Assessing Students Language Proficiency:** If a student's home Language survey indicates that a language other than English is spoken in the home, the DC Public School Office of Bilingual Education (DCPS OBE) will administer the WIDA-ACCESS Placement Test (W-APT) to measure the student's proficiency in English and determine whether the student is considered an English Language Learner, and what level of support may be necessary.
4. **Placement and Services:** The primary goal of services for the ELLs is for students to acquire oral and written English both for interpersonal communication and for academic purposes. ELL services at the School will be provided through a "push-in" approach. (previously described under Adaptations/Strategies/Models for English Language Learners) The School's Leadership Team will include the ELL Coordinator as the expert in ELL and second language acquisition and will use a coordinated approach to student intervention and instructional consultation- the Response to Intervention ("RTI") model. On a bi-monthly basis, the ELL Coordinator will meet with both classroom teachers and grade level teams as appropriate to assess the progress of ELL students. The ELL Coordinator along with the classroom teachers will be responsible for monitoring the assessment off ELL students, reevaluating ELL services, and communicating with ELL students' families on a quarterly basis about their children's progress.
5. **Transition/Exiting ELL Support:** The progress of ELL students towards proficiency will be assessed annually using WIDA ACCESS. Results will be used to determine whether the ELL students are meeting Annual Measurable Achievement Objectives for English language proficiency, as well as determine which students are no longer considered English Language Learners. However, because the School's goal is for all students to achieve Cognitive Academic Language Proficiency (CALP) in both English and Spanish before they graduate, our language program does not end

once a student gains proficiency in English. The ACCESS results will be used to regularly assess a student's ELL designation and his or her ongoing need for any extra language support.

6. **Monitoring:** Once a student gains sufficient proficiency in English, he or she will be re-designated, no longer participating in extra language support programs beyond the "push-in" model that all of our ELL students receive. The ELL Coordinator and the classroom teachers will continue to monitor the student's progress for an additional two years to ensure he or she is thriving without support.

Delivery Model for ELL Students

The school will use the "push-in" approach with the ELL teacher and the core Language Arts/English teachers simultaneously addressing the needs of the ELL students in a co-teaching model. Lessons will be designed to 'invisibly accommodate' the needs of ELLs; visuals and graphic organizers will be used to augment linguistic representations; interactive strategies and cooperative learning activities will take advantage of peer-to-peer teaching and conversation. Classwork will be modified as needed, using strategies including varying the complexity of assignments, allowing non-linguistic representations of content understanding, allowing verbal rather than written work, and the occasional use of home language for instruction or clarification. The Center for Research on Diversity and Excellence (CREDE) has established Five Standards for Effective Pedagogy-ideas for best teaching practices that has significance for effectively including ELLs in English-dominant classrooms. The Five Standards for Effective Pedagogy include:

1. **Teachers and Students Producing Together** - Facilitate learning through joint productive activity among teachers and students.
2. **Developing Language and Literacy Across the Curriculum** - Develop students' competence in the language and literacy of instruction throughout all instructional activities.
3. **Making Lessons Meaningful** - Connect curriculum to experience and skills of students' home and community.
4. **Teaching Complex Thinking** - Challenge students toward cognitive complexity.
5. **Teaching through Conversation** - Engage students through dialogue, especially instructional conversation¹⁸

The "push-in" approach allows our school to provide ELL students with an equitable access to the curriculum, that is, to ensure that a language barrier does not become an achievement barrier. This "push-in" or mainstream approach fits into our schools' vision for our ELL learners (push-in model is fully described under the heading, A.2.e *English Language Learners*).

The School will use as a foundation an ELL approach developed by the New Teacher Center- a project of the Alliance for Excellent Education- that has been adopted by almost 200 school districts in more than 30 states, including the entire state of Hawaii and all of New York City Schools. This resource consists of six research-based

¹⁸ <http://crede.berkeley.edu/>

strategies identifying effective methods for developing ELL’s content knowledge, use of the academic language and interpersonal communication skills. These strategies also help native speakers learn language that is not part of everyday English, such as academic words like “algorithm” or “allegory”. The School will train all staff to use this approach to help all students as they learn both English and Spanish.¹⁹

Six Strategies for Teachers of Language Learners

Vocabulary and Language Development	Introducing new concepts by discussing key vocabulary words. Exploring specific academic terms like “algorithm” starts a sequence of lessons on larger math concepts and builds the students background knowledge.
Guided Interaction	Structuring lessons so students work together to understand what they read by listening, speaking, reading and writing collaboratively about academic concepts in the text.
Metacognition and Authentic Assessment	Modeling and explicitly teaching thinking skills crucial to learning second languages and becoming highly proficient readers. Various assessments are employed because students require ways to demonstrate understanding of concepts that are not reliant on advanced language skills.
Explicit Instruction	Directly teaching concepts, academic language and reading comprehension strategies needed to complete classroom tasks.
Meaning-Based Content and Universal Themes	Employing meaningful aspects of students’ lives to spur interest in academic concepts. When students can connect concepts to their lives or cultural backgrounds, they are highly motivated and learn better.
Modeling Graphic Organizers and Visuals	Using visual aids including diagrams and charts helps all students, but especially ELL students, recognize essential information and its relationship to supporting ideas. Visuals make both language and content more accessible.

The School will apply those six strategies to the WIDA (World Class Instructional Design and Assessment) Consortium standards, English Language Proficiency Standards for English Language Learners, and apply them at all grade levels.

Cambridge Prep Academy will provide additional support for families in order to celebrate diversity, facilitate communication and enhance relationships between staff and families. Cambridge Prep Academy will use the following strategies: hire multilingual staff, provide access to interpreters, and provide verbal and written communication in multiple languages. All staff will participate in extensive professional development in supporting language development and particularly in working with language learners.

f. Strategies for Providing Intense Academic Support

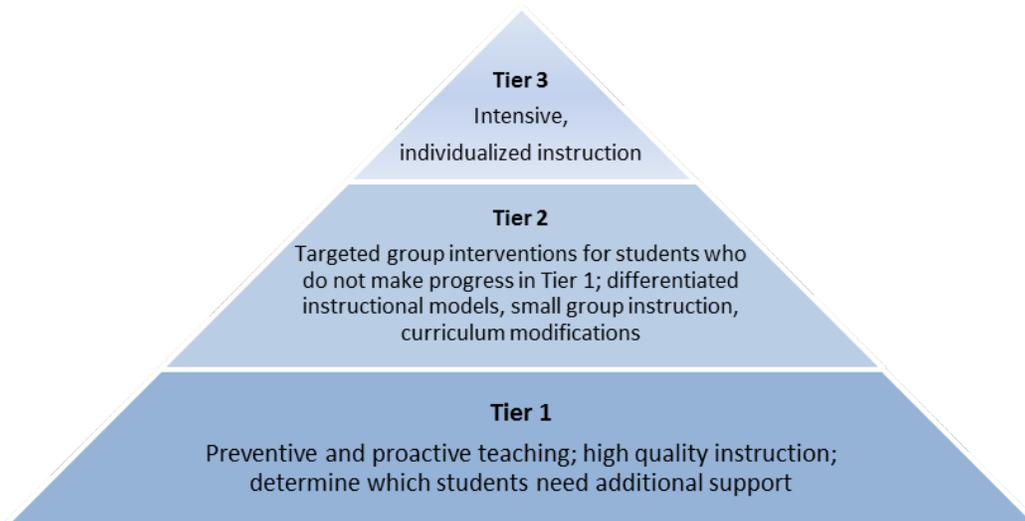
Cambridge Prep Academy expects that all students enrolled will reach their maximum potential in the most challenging academic setting provided. The curriculum at the

¹⁹ <http://www.newteachercenter.org/index.php>

School will provide students with the knowledge, tools and strategies to solve problems throughout their life. The School also recognizes that in order to achieve and maintain high academic standards, additional support for individual students will be necessary. It is the intent of the School to establish support in all areas for students not achieving high academic success. Strategies for support will include continued parental/guardian involvement; extended school services; modified delivery of instruction; small group interaction; extensive professional development for implementing strategies for struggling readers and data-driven decision making. Cambridge Prep Academy's philosophy is to provide additional services beyond the regular school curriculum and beyond the regular school day to ensure success.

Identification and Evaluation Process

The use of the Response to Intervention (RTI) Model will be used at the School. Rather than reacting to students failing in classrooms and on assessments, RTI provides a much closer look at students' weaknesses early on. Intensive interventions are identified to support students who fall into the at-risk category and levels of support are identified in the RTI Model. Early intervention can be a major factor in determining the level of intervention for the student. The RTI Model, using early interventions, can identify students who are actually underperforming as opposed to those students who actually have a learning disability. The RTI Model identifies and emphasizes the quality of the curriculum and instruction and provides for immediate interventions to help every student. The RTI Model encompasses a three-tier approach for employing a particular research-based intervention for a small group of children with similar problems in a given domain. Tiers 1 and 2 are classroom prevention steps and Tier 3 is a combination of prevention and eligibility determination, as explained below.



As described below, a successful RTI system integrates three key components: a) high-quality instructional practice, b) continuous review of student progress, c) collaboration. To address a student with specific needs and/or talents, RTI incorporates: 1) the use of multiple tiers of intervention with increasingly intense intervention; 2) a problem-solving approach that provides educators with a step-by-step process to identify and analyze problems, develop a plan and evaluate the efficacy of interventions; 3) an integrated

data collection/assessment system to guide decision-making in each tier of service delivery.

RTI Principle Traditional RTI Actions for Struggling Students

- **Universal Screening**: Students who score below established criteria receive intensive remedial instruction.
- **Early Intervention**: Students can qualify for intervening services before “waiting to fail.”
- **Tiered System of Interventions**: The more intense the needs, and the farther from typical the student, the more intense and long-term the instructional interventions provided.
- **Fidelity of Intervention**: The student actually receives instruction geared to particular needs; not a ‘one-size-fits-all’ remedial program.
- **Progress Monitoring**: Documented student progress has a goal of moving a child from a more intensive to a less intensive tier of intervention as a child raises achievement levels.
- **Professional Development**: Training is provided for specific, research-based interventions that are effective for struggling learners.
- **Collaborative Structure**: Greater collaboration is needed between special education, reading specialists, and other intervention specialists to identify and serve struggling learners. Greater use of collaboration and co-teaching facilitates this process.
- **Parental Involvement**: Sharing information to and from families raises the achievement levels and effectiveness of interventions. Targeted interventions are built upon acquired information regarding interest areas and areas of strength.

By utilizing the RTI Model and continuously monitoring student progress, Cambridge Prep Academy will be better equipped to make informed decisions about interventions and curriculum differentiation. When monitoring student progress, classroom teachers will be able to reteach areas of weakness as well as provide enrichment for students who have grasped each concept. Teachers can also assess their own delivery of curriculum based on classroom results. High quality instruction coupled with immediate intervention upon review of data ultimately provides for high academic achievement.

Support Strategies

In addition to the RTI Model, Cambridge Prep Academy will address students in the at-risk category with specific strategies. Several support strategies are listed below:

- **Classroom Rotational Model** - Teachers will be provided professional development to enable learners to reach their maximum potential. The School will follow current research that shows rotational models in the classroom provide additional learning opportunities for students. The following is an example of a period with a rotational model within a 90 minute reading block:
 - Whole Group Instruction (all students)..... 30 minutes
 - Small Group Rotations (based on data)..... 15 minute intervals
 - Whole Group Review..... 15 minutes

This rotational model allows for small group instruction during “small group rotations”. One group will be at the technology station utilizing a technology based program; a second group is working individually or in a group on the curriculum taught in whole group; and the third group is working with the teacher reinforcing the students’ areas of weaknesses. All three groups will be formed based on individual data from benchmark exams.

- Literacy Leadership Team – A Literacy Leadership Team will be established to promote literacy throughout Cambridge Prep Academy. A team of professionals across ALL core, non-core and non-curricular (activities/athletics), will be created to establish a culture of literacy throughout the building.
- Literacy Focus – An expert in reading will be hired as an instructor at the School. The job of this professional, in addition to teaching reading, will be to identify struggling readers and writers immediately prior to opening school. These students will be placed in a remedial reading course for immediate support. In addition, ALL staff will be provided professional development in literacy strategies in order to incorporate and reinforce reading across all subject areas throughout the day.
- Extended Day Tutorial/Enrichment Services (Saturday School) – Students at Cambridge Prep Academy will be provided extended services after school and on Saturdays for immediate support. The more opportunities there are for students to remediate, the quicker and closer the student will be to working on grade level. After school and Saturday tutorials will use data to make curriculum and placement decisions for academic support. Instructors will be paid hourly for tutorial services. (The Saturday tutorials are further detailed in the *A.4.c School Organization and Culture* section of this application.)
- Extended Professional Development Activities – Each month ONE day will be designated as a Professional Development Day. This will enable teachers to share best practices during the meetings. In addition, it will provide a time for discussions regarding student progress to take place. Each month a new topic based on the current research will be presented and a follow-up activity will be planned for the following meeting. Teachers will be provided strategies on how to improve reading across all areas of the curriculum.
- Cross-Curriculum Integration of Strategies – Several core areas will be paired together. In order to encourage cross curricular integration, social studies and Language Arts will be paired and science and mathematics will be paired. They will be placed side by side in the building for ease of communication. For example, content from the social studies curriculum will be used to teach Language Arts and strategies from Language Arts will be used to teach Social Studies. Projects given in each course will utilize the same strategies and rubrics. Teachers will work closely as planning and communication are essential to improving academics for struggling students.

- Parental Involvement – As the research states, parental involvement is a key factor in academic success. Parents will be invited and required to be engaged in their child’s educational program. Parents will be encouraged to complete up to 30 hours of service in support of their child’s education and to solidify the home: school connection. This opportunity will ensure the parent is familiar with the child’s curriculum and also the academic expectations of the course. In addition, Cambridge Prep Academy will hold one parent night each nine weeks to offer strategies for parents to use at home with their child. Some of the topics for parents may include: individual assessment data of the child; strategies to improve reading across all areas; recognizing difficulties the child’s academic success.
- Common Planning – Communication amongst teachers is a key component for improved academics among struggling students. Teachers in the core areas will have common planning in order to identify and plan specific lessons for remediation. This time will also be utilized for discussion regarding student academic difficulties and strategies for remediation.
- Data Chats – Data Chats will be held with teachers each nine weeks after assessments are completed by students. Each teacher will be provided with individual student data and teachers will then begin grouping their students for individual classroom support. Administrators will be responsible for holding the chats and teachers will be provided additional resources as needed to support their students. If support personnel are needed to support the classroom, they will be hired. A reading coach will model and co-teach in the reading classrooms to provide remediation for students in need.

Additionally, instructional strategies include an effective and differentiated approach designed for the abilities of all students. The following curriculum differentiation strategies will be in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate:

- Curriculum Compacting: Involves eliminating the repetition of work that has already been mastered and streamlining lessons that can be mastered at a pace commensurate with the student's motivation and ability.
- Independent Study: Opportunity for students to pursue areas of personal interest or to individually investigate course topics.
- Enrichment Clusters: Learning situations that are purposefully designed to produce a product or service that will have an impact on an intended audience.
- Learning Centers: A physical area of the classroom that is organized with various materials and learning experiences for specific instructional purposes.
- Flexible Grouping: Grouping of students according to their learning needs, strengths, and preferences.

Cambridge Prep Academy expects that all students enrolled will reach their maximum potential in the most challenging academic setting provided. The strategies and support mechanisms put in place will allow each student reach this goal. The strategies mentioned are to be used simultaneously rather than in isolation as students will need a myriad of supportive tools to increase their academic functioning levels.

Furthermore, Cambridge Prep Academy will utilize curriculum materials from Cambridge International for the core classes and from other publishers, to enrich the curriculum and provide intervention for specific student needs. (A sample list can be found in J.8.b.Required Documents under the heading *Curriculum Materials*.)

3. Student Performance

a. Student Progress and Achievement

The baseline student academic achievement levels for the School will be established using multiple measures of student's academic performance, including the District assessments where applicable. Some of the assessments to be utilized in the first year of operation will include the following:

- DC Comprehensive Assessment System (DC CAS)
- Standards-Based Teacher Made Assessments

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels across DC, when data is available, in order to assess rates of academic progress. Notwithstanding in subsequent years the School will compile other baseline assessments that serve to provide multiple indicators of academic performance.

Baseline academic levels will provide teachers and support staff with current levels of functioning. In addition to standardized test scores, baseline data may include report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior). In the case of Special Education (ESE), Individual Education Plans (IEP) will be secured and the Individual ELL Student Plans will be obtained. This data will be made available to teachers who will assess progress against the baseline data.

Baseline data will also be utilized to determine the extent to which educational goals and performance standards have been met (inasmuch as the achievement of the specific measurable objectives identified in the charter school application for the first year of operation). This will enable instructors to make proper adjustments when planning lessons. In subsequent years, the results (based upon those baseline data items) will be gauged against the objectives specified in the Academic Strategic Plan created by the School and this will be utilized for goal setting and data collection as a means to ensure continuous improvement.

The School will participate in all required assessments as specified in the DC School Reform Act. In addition to the discussion of required and mandated assessment requirements for graduation; and teacher-made classroom assessments for evaluative purposes to determine mastery of Common Core and Cambridge Standard's content for earning specific class credit requirements, as discussed herein this petition; the School will use state standardized assessment scores, district and school-based assessments to measure student progress toward mastery of the Common Core and Cambridge Standards in all grade levels. These include but are not limited to the following:

School-Based Assessments in all Courses:

- Weekly common core department-generated quizzes;
- Monthly common core department-generated chapter tests;
- Midterm and Final Examinations;
- Student presentations;

- Class participation graded by rubrics;
- Classroom presentations graded by rubrics;
- Quarterly projects/investigations;
- DC benchmark assessments;
- Cambridge Exams:
 - Cambridge IGCSE
 - Cambridge International A/AS Level
 - Cambridge Checkpoints Exams
 - Cambridge Checkpoints - progress checks for quarterly monitoring

The School will seek to adopt and implement the DC Testing Calendar, as applicable, and amended from time to time for all State and DC required assessments; however, additional assessments will be given, as needed, to enable teachers to readdress areas of weaknesses.

Desired Outcome

The extent to which the effectiveness of the curriculum can be evaluated will be determined by the achievement of the specific measurable objectives which will serve as the means to evaluate mastery of the performance indicators described below.

- meeting or exceeding the state average Reading proficiency level, as assessed by the DC CAS;
- meeting or exceeding the state average Mathematics proficiency level as assessed by the DC CAS;
- meeting or exceeding state average of students who meet the requirements for high school graduation;
- meeting or exceeding the state average of students who meet local college entrance requirements, at the conclusion of their high school career;
- demonstrating mastery of grade level common core standards as evidenced by the number of students who pass individual courses.
- demonstrating mastery of the Cambridge course objectives and standards as evidenced by the number of students who pass the course exams and
- demonstrating competence in acquisition of a second language, as evidenced by the number of students who pass the language examination in the appropriate course level (for students who elect to pursue the language academy option).

Moreover, Cambridge Prep Academy will implement an Academic Strategic Plan as a means to have a clear and precise snapshot of student progress and achievement in order to identify strategies for improvement and target student needs.

Further, the educational strengths and needs of students will be determined on a school-wide and then individual basis. Analysis on a school wide basis will assist in determining staff development needs, curriculum realignments, and the objectives submitted in the Academic Strategic Plan. Data will be used to understand and improve school effectiveness by targeting benchmarks indicating which students need additional support to master specific grade level skills. An array of educational activities and strategies will be integrated into the curriculum to support the goals of the Academic Strategic Plan to enhance the overall academic success and performance of the

students. In order for Cambridge Prep Academy to consider that students have met the desired outcomes of learning, baseline measures will take place as described above.

The School will operate in a continuous improvement framework since inception, and will seek accreditation in year two with the expectation to receive accreditation in the third year of operation. The ongoing continuous improvement process through AdvancEd accreditation provides for reflection and action plans for all school areas with special emphasis on academic standing and school climate concerns of all stakeholders (student, parent, community). Additionally, the School's commitment to continuous improvement, as an accredited school, serves as a means to evaluate not only the effectiveness of the curriculum but also the entire school program

The continuous improvement process will allow for the creation of goals (common goals amongst core areas); adaptation of strategies (different methods of providing support for curriculum); implementation of curriculum; evaluation of progress and the analysis of data. In order to implement this model effectively, no section may be compromised. This cycle will be used throughout the School to provide a consistent model of improving curriculum and student success. Cambridge Academy is committed to using this model for effective school wide improvement.

In general, student progress and performance will be evaluated in terms of the School's ability to achieve the specific measurable objectives set annually by Cambridge Prep Academy, in accordance with State and NCLB Federal guidelines. The objectives included in this application will be used to determine and evaluate progress for the first year of operation, and performance objectives will be strengthened to ensure the School maintains a cycle of continuous improvement, where all stakeholders seek to improve upon their previous year's performance. In subsequent years, progress and performance results will be gauged against the objectives specified in the Academic Strategic Plan. The School Leadership Team will prepare this plan annually, in fulfillment of continuous improvement efforts, to ensure the school can pursue and maintain accreditation through AdvancEd.

Student progress and performance will be evaluated on both an individual student basis, as well as on a school wide basis. The School will work with students to attain mastery of the skills/standards necessary for advancement to the next level, in-line with DC Public Schools. Student performance and achievement will speak to the School's effectiveness, and whether or not the School meets performance goals will speak to the ability of the School to create learning gains for students. AYP progress reports will also document the School's progress to achieve grade level proficiency of all students by specific subgroups.

Annually, the School will compile student performance and achievement results and compare these results to closely comparable schools with similar student populations. In addition to School District and State student performance and achievement results Cambridge Academy will use these as a measure to determine how well Cambridge Prep Academy is progressing towards goals and objectives.

The comprehensive assessment program will be used to inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction. Additionally, it will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress of specific learning objectives. Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the School are achieved.

Student performance in the classroom will be assessed by the classroom teacher, and students not making adequate progress towards the Common Core Standards, as evidenced in teacher/department made evaluations, will also be identified, and appropriate measures for improvement will be instituted. Ongoing communication between the School and the parents will be maintained through on-line reporting systems for example, web-based grade book, progress reports, parent conferences, and other forms of written and oral communication that the parents may be comfortable to utilize. Ongoing internal audits (Interim Progress Reports and Report Cards) of student performance, including baseline data, mid-year assessments, and end-of-year assessments, will also be utilized as reflective and guidance tools.

The establishment of an Academic Strategic Plan will ensure school-wide student assessment and performance data be shared with parents, students and other stakeholders. In addition, this Plan will document specific strategies used in the core areas for achieving high levels of success. A School Advisory Council comprised of parents, faculty and community members will participate in the development of the Academic Strategic Plan to ensure input from all stakeholders. The attainment of specific learning objectives, with supporting documentation, will be the basis for this Academic Strategic Plan.

Furthermore, the School will develop and utilize a Response to Intervention Model (RTI) that integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. Cambridge Prep Academy will identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and in some cases identify students with learning disabilities or other disabilities. The RTI implementation at the School will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the School, and assist with the identification of learning disabilities and other disabilities.

The RTI model at Cambridge Prep Academy will have four essential components: A school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system. Regardless of the number interventions the School implements, each will be classified under one of the three levels of prevention:

primary, secondary, or tertiary. This will allow for a common understanding across the entire process.

Student Assessment and Instructional Intervention

The RTI framework will be a comprehensive support to students. Cambridge Prep Academy will practice RTI as prevention oriented approach to linking assessment and instruction. This can then inform teachers on how to best teach their students. The goal of the RTI model at the School is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities that will impact their learning and outcomes.

Multi-level Prevention System

The model being employed by the School is a rigorous prevention system that provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. The School may use more than one intervention within a given level of prevention. These levels of intervention will be as follows:

- **Primary prevention**: high quality core instruction that meets the needs of most students;
- **Secondary prevention**: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students; and
- **Tertiary prevention**: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

Identification of Students at Risk for Poor Learning Outcomes of Behavior

Struggling students will be identified by implementing a 2-stage screening process. The first stage, universal screening, is a brief assessment for all students conducted at the beginning of the school year. For students who score below the cut point on the universal assessment (summative assessment), a second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, more in-depth testing or short-term progress monitoring to confirm a student's at risk status. The tools utilized for the screening will mirror those used at the school district.

Researched Based Interventions

Classroom instructors will use research-based curricula in all subjects. When a student is identified via screening as requiring additional intervention, evidence-based interventions of moderate intensity will be provided. These interventions are in addition to the core primary instruction and will typically involve small-group instruction to address specific identified problems. These evidenced-based interventions are well defined in terms of duration, frequency, and length of sessions. Students who show minimal response to secondary prevention move to tertiary prevention, where more intensive and individualized supports are provided. All instructional and behavioral interventions will be selected with attention to their evidence of effectiveness.

Adjustment to Interventions

Progress monitoring data will be used to determine when a student has or has not responded to instruction at any level of the prevention system. For a student who has not responded to the intervention, the increasing of the intervention will take place. This can be accomplished by lengthening instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. The intervention may also be increased by providing intervention support from a teacher with more experience and skill in teaching students with learning or behavioral difficulties. Some students may be provided a Secondary prevention by the School. That may typically involve small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration and frequency of instruction.

Tertiary Intervention

This will be the most intensive of the three levels and the School will individualize and target each student's area(s) of need. At this level, the teacher will begin with a more intensive version of the intervention program used in secondary prevention (e.g., longer sessions, smaller group size, more frequent sessions). The teacher will conduct frequent progress monitoring (i.e., at least weekly) with each student. When the progress monitoring data indicates the student's rate of progress is unlikely to achieve the established learning goal, the teacher will engage in a problem-solving process. The teacher modifies the components of the intervention program and continues to employ frequent progress monitoring to evaluate which components will enhance the rate of student learning. By continually monitoring and modifying (as needed) each student's program, the teacher is able to design an effective, individualized instructional program.

b. Gateway Measures

The School will participate in all State and DC wide assessments in accordance with statutory, DC School Reform Act, and District of Columbia Public School requirements. In addition to State wide and DC wide assessments, Cambridge Prep Academy will administer assessments in conjunction with the program offered. Each assessment will utilize the most effective and appropriate means of measuring attainment on the standards set forth by the University of Cambridge; International Examinations.

Cambridge Program Exams

Grade Level	Program Offered	Assessment Given	Timeline
Middle Grades	Cambridge Checkpoints	1. Written and Oral Exam	End of 2 year course
9-10	Cambridge IGCSE	1. Written and Oral Exam	End of 2 year course
		2. Practical Assessment	
		1. Written and Oral	

	Cambridge O Level	Exam 2. Practical Assessment	End of 2 year course
11-12	Cambridge International A/AS Level	1. Formal Written Assessments 2. Oral Practice Assessment 3. Projects	Twice a Year

Language Examination(s)

National Spanish Examinations (6-12) for students who participate in the Spanish language courses. These exams are not grade level specific, they are language level specific

DC Comprehensive Assessment System (DC CAS)

Periodic and annual assessments will be provided through core standardized tests. The periodic assessment, the DC Benchmark Assessment System (DC BAS), will track student progress and achievement throughout the year for students in grades 6-10. Student performance on the DC BAS provides an indication of how well students will then perform on the DC Comprehensive Assessment System (DC CAS). The DC CAS is administered once a year and indicates whether students are meeting grade-level standards.

Cambridge Prep Academy will participate and administer the District of Columbia Comprehensive Assessment System, (DC CAS), to assess students on reading and math in grades 6-8 and 10, science in grade 8, biology in grade 10, and composition in grades 7 and 10. DC CAS testing will take place mirroring the calendar of the DC Public Schools system. Students with severe cognitive disabilities will be offered the opportunity to take the District of Columbia Comprehensive Assessment System – Alternate Assessment (DC CAS-ALT) as delineated on their IEP.

All students are expected to take the DC CAS. The test results will not be used for report cards or promotion; however it will aid teachers in understanding a student’s strengths and weaknesses so as to provide the appropriate additional reinforcement/intervention as necessary.

Parents will receive copy of the students DC CAS scores during the following academic summer. Scores are broken down into four levels. The levels are: Advanced (the highest), Proficient, Basic and Below Basic (the lowest). The scores are used to measure how well a child understands the grade level material; measure the effectiveness of school instruction; and monitor performance of schools.

WIDA ACCESS Placement Test (W-APT)

The School will coordinate all requirements and assessments for newly enrolled public school students whom indicate on the home language survey that they are in need of

English language instructional services with the DC Public Schools Office of Bi-lingual Education (DCPS OBE). Upon administration of the W-APT, The School will offer tailored instruction and support services in accordance with the determined level and placement of the student's individualized learning plan.

ACCESS for English Language Learners

The Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELL) is a large-scale test administered to address the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners. The ACCESS for ELLs test will be administered as an annual assessment which will be implemented for all students receiving ELL services.

The *Assessing Comprehension and Communication in English State to State* (ACCESS for ELLs™) test places students in English language proficiency (ELP) levels 1 to 5. The School will implement the ELL program in accordance with the DC Public Schools system to provide services to students scoring levels 1 to 4 and will exit students from support programs when they reach Level 5. Please see the chart below outlining the five scoring levels. It is expected that at level 5, students are ready to meet state academic content standards with no language support services.

ACCESS for ELLs™ measures language across the four domains: listening, speaking, reading, and writing, and across the following content areas: social and instructional English, language arts, math, science, and social studies.

Level	Name	Description
1	Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support.
2	Beginning	Knows and uses some social English and general academic language with visual and graphic support.
3	Developing	Knows and uses social English and some specific academic language with visual and graphic support.
4	Expanding	Knows and uses social English and some technical academic language.
5	Bridging	Knows and uses social English and academic language working with modified grade level material.

Student Progression Plan

Cambridge Prep Academy will implement the DC Public Schools *Student Progression Plan* as a vehicle to guide the progression and implementation of the curriculum to be taught in the manner described herein the following section. The School's unique middle and high school program seeks to expand each student's foundation in each core subject to build upon the preceding acquired knowledge in order to prepare all students to compete in a global market. Accordingly, the curriculum is specifically tailored to ensure that all students ultimately meet or exceed the requirements for high school graduation -- including mastery of all courses respective to the DC Common Core State

Standards, as adopted - while participating in an innovative, career and college preparatory program.

Middle School/High School

Cambridge Prep Academy will meet high standards of student achievement through the delivery of a challenging and rigorous international curriculum, within a quality learning environment, and with an added option for students to pursue the acquisition of a second language. It is anticipated that a seamless Cambridge curriculum from middle into the high school, coupled with a systemic approach for teaching rigorous standards across core academic areas (e.g. Common Core State Standards for Mathematics and Language Arts(Reading) and as specified below for the other subject areas) will allow students to continue to yield a high achievement record in all subject areas as evidenced by student's future success on the DC State Exams and concomitantly to the Cambridge exams, respectively by grade level and/or course, as applicable.

The School will deliver increased learning opportunities for its students, as students take Pre-AICE or IGCSE (International General Certificate of Secondary Education) courses their Freshman and Sophomore years, AS (Advanced Subsidiary) courses in their Junior Year and then additional advanced Cambridge courses (e.g. students can further their studies in the AS classes they took by taking A-level courses whenever applicable) through their Senior year. A continuous improvement methodology will be employed, wherein student assessment results will offer opportunities for differentiated and targeted instruction, leading to consistent increased student achievement outcomes. In addition, the School will also offer Advanced Placement courses in response to student need and interest. All students who indicate a desire and commitment to AP course offerings will be permitted to pursue AP course offerings as it works within their schedule. All students will have access to opportunities for acceleration and/or remediation through Cambridge and/or AP course offerings.

In order to earn a High School Diploma from the School, the recommended course of study for all students will include four years of English/Language Arts, Mathematics, Science, Social Studies, at least two years of a world language of the same language in an effort to develop bi-literacy, 1.5 credits of health and physical education, .5 credits in both Music and Art, as well as 3.5 elective credits to complete the 24 credits required to earn a high school diploma in D.C. (with at least 2.0 credits being earned from the approved "College or Career level" list). In addition to course requirements, students will also demonstrate computer literacy; and complete a community service project (with a minimum 100 hours of dedicated service to the community).

c. Leading Indicators

Promoting Attendance

Cambridge Academy will be successful by engaging students in relevant curriculum each and every day; thus making it inviting for students to be in school each and every day. Low rates of attendance in early school years correlates to a high drop- out rate in the upper grades of school. It is the intent of Cambridge Academy to engage all students in a rigorous course of study with a focus on college preparatory curriculum.

To that extent, Cambridge will impart the following “10 Point Commitment” involving all stakeholders to ensure that students are committed to the educational institution:

1. Cambridge Academy will make all students and parents/guardians feel welcome.
2. Cambridge Academy will create an environment that enables students to feel successful in some curricular area.
3. Cambridge Academy will immediately talk to the parent/guardian when a student is absent (personnel will not just leave a message).
4. Cambridge Academy will immediately talk with the students about why they were absent and let them know the School is aware and concerned.
5. Cambridge Academy will forge a relationship with local businesses where youth may congregate when truant to encourage them to keep students in school during school hours.
6. Cambridge Academy will forge a relationship with local law enforcement to make them allies to show students and parents/guardians that school is the best place to be.
7. Cambridge Academy will provide a comfortable atmosphere during lunch with food choice in order not to tempt students to find food elsewhere.
8. Cambridge Academy will empower and expect classroom teachers to promote school in a positive manner and encourage attendance daily.
9. Cambridge Academy will reward and recognize consistent attendance for students.
10. Cambridge Academy will provide a place where students feel safe and respected.

This “10 Point Commitment” will provide an avenue for stakeholders to work collaboratively to support students’ choice to attend school. Attendance, although only one part in the success of Cambridge Academy, allows for consistent acquisition of knowledge for students and will be reviewed on a daily basis.

Cambridge Prep Academy will be nonsectarian in its programs, admission policies, employment practices and operations. The promotional and retention plan to be followed in publicizing the School will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. By publicizing the availability of the School throughout the DC community, the School’s demographic composition should mirror that of the local community. The School will provide copies of its promotional materials and announcements in languages compatible with local community demographics and organizations to make sure those “harder-to-reach” families (e.g. single-parent families, low socio-economic households, etc.) are aware of the School and their eligibility to apply for enrollment. In particular, an emphasis will be placed on recruiting students who may be at-risk for dropping out.

The School will prepare a press release in multiple languages for dissemination to the major print media in the county so that the general public can be made aware of the enrollment period and location of the School. The School will conduct general information meetings that will be open to the public and announced through public service announcements. The School will post flyers in local public facilities such as the post office, community centers and other locations of public access.

Through parent participation and involvement, students will be provided the needed support and encouragement and witness the true collaboration and partnership in their future.

4. Support for Learning

a. Parent Involvement

Cambridge Prep Academy regards its relationship with families as a partnership in which school and home share responsibility for children's learning. As a result of this partnership it is expected that an increase in the levels and types of parent involvement as well as the support that families demonstrate for the School will be realized. In addition, the school is committed to having a minimum of two parents on the Board of Trustees of the School. It is also the intention of the Founding Board to extend this partnership to include the larger community, with the hope that the benefits are greater yet. Perhaps most important is that when responsibility for children's learning is shared by the School, home, and community, children have more opportunities for meaningful, engaged learning. Students are able to see the connection between the curriculum in the School and the skills that are required in the real world.

The founding group of the School understands that research shows that building family and school partnerships promotes student success. Evidence to their commitment to build the family-school partnership, is their decision to employ a parent/community school coordinator for the purpose of supporting this goal.

Students with involved parents are more likely to:

- Earn higher grades and pass their classes,
- Attend school regularly and have better social skills,
- Go on to postsecondary education.

When families, schools, and communities work together:

- Student achievement improves,
- Teacher morale escalates,
- Communication increases,
- Family, school, and community connections multiply.

According to the National Network of Partnership Schools for parental involvement programs to work they must be fully integrated into a schools program and community.²⁰ It is the intent of the Founding Board to use the evidence of research based practices to support a parental involvement initiative. In yet other research, Wendy S. Grolnick and her colleagues, in articles published in 1994 and 1997, conceptualized three dimensions of parental involvement based on how parent-child interactions affect students' schooling and motivation. Behavioral involvement refers to parents' public actions representing their interest in their child's education, such as attending an open house or volunteering at the school. Personal involvement includes parent-child interactions that communicate positive attitudes about school and the importance of education to the child. Cognitive/intellectual involvement refers to

²⁰ Sanders, M. G. (1999). Schools' programs and progress in the National Network of Partnership Schools. *Journal of Educational Research*, 92(4), 220-229.

behaviors that promote children's skill development and knowledge, such as reading books and going to museums. Parental involvement, according to this theory, affects student achievement because these interactions affect students' motivation, their sense of competence, and the belief that they have control over their success in school²¹.

It is also understood by the Founding Board that the involvement does not just happen, but must be encouraged and cultivated by the School. It is the intention of the Founding Board to provide parents the opportunity to become active participants and decision makers in their child's education. This is particularly important at the secondary level as parents tend to detach from participating in their children's school career as they get older.

Parent Training

Understanding that schools may have limited resources, the Founding Board is devoted to the concept that parents hold a key to their children's education. It is so committed to this issue that the school has budgeted for a parent training academy. This academy will focus on the skills that parents will need to provide support for their children's learning and social and emotional development. The training program will include the following workshops, to be selected from a menu and held on a monthly basis:

- Involved Parents: The Key to Success
- Parenting for Drug Prevention
- Preparing for Parent-Teacher Conferences
- Effective Parenting
- Families Building Better Readers
- Building Your Child's Cultural Literacy
- Academic Skill Building
- Anti-bullying and Violence Prevention
- Anti-bullying and Violence Prevention
- Transition (Middle, to High)

In research conducted by the ParentNet Foundation, they found that Parent training is a major factor in long-term positive outcomes for students. Parent training will provide the skills that the parents need to manage their children beyond their primary years of education. The School's parent training program will be effective because the parents will be provided a similar methodology and structure as to what is already being

²¹ Grolnick, Wendy S.; Benjet, Corina; Kurowski, Carolyn O.; and Apostoleris, Nicholas H. 1997. "Predictors of Parent Involvement in Children's Schooling." *Journal of Educational Psychology* 89: 538 - 548.

Grolnick, Wendy S., and Slowiaczek, Maria L. 1994. "Parents' Involvement in Children's Schooling: A Multidimensional Conceptualization and Motivational Model." *Child Development* 65: 237 - 252

implemented at the school. Parents will also benefit from the on-site expertise of teachers who will also present at workshops and have the added benefit that they work with students each day. This enhances the training by providing individualization to the particular child and their parents. A key component of the parental partnership plan is the establishment of a parent training academy at the School. This academy will focus on the skills that parents will need to provide support for their children's learning and social and emotional development. In order to facilitate these parent workshops the school will utilize school staff experts and its partnerships with local area organizations like the Latin American Youth Center (LAYC) to deliver its curriculum. A member of the School's leadership team will deliver a Parent Academy. The training program will include the following workshops, to be selected from a menu and held on a monthly basis:

- Involved Parents: The Key to Success
- Parenting for Drug Prevention
- Preparing for Parent-Teacher Conferences
- Effective Parenting
- Families Building Better Readers
- Building Your Child's Cultural Literacy
- Academic Skill Building
- Anti-bullying and Violence Prevention
- Anti-bullying and Violence Prevention
- Transition (Middle, to High)

The goals of the School training program are to empower parents to do the following:

- Become actively and positively involved in their child's educational process.
- Recognize the key elements that every parent needs to know in order to help their child as well as other children achieve academic success.
- Walk through the steps to build a strong, healthy relationship between parents, students, teachers, counselors and school administration.
- Use strategic steps to resolve discipline and other school related issues.
- Become strong, positive, knowledgeable advocates for their child at the school site.

Parental Involvement

As a matter of practice, The School will highly recommend to parents to provide 30 service hours to the school each year. The opportunity to complete these service hours, for example, may be completed by attending parent training workshops, volunteering at school events, working in classrooms assisting teachers, or a variety of other methods that parents will be made aware of on a monthly basis by the parent/community school coordinator.

In order to give parents the opportunity to become involved, the School will:

- Hold at least two activities per quarter in which families can get involved.
- Put students' work on display to the community.
- Talk to parents about their goals and any concerns they may have with respect to their children's education.

- Create a newsletter for parents, to keep them informed of what is going on in the school. In addition, produce that newsletter in the native language of the majority of non-English speaking parents to increase communication with all parents.
- Determine which activities parents can participate in during non-working hours as opposed to during the work day.

In addition to involving parents, it is equally important to recognize parents who take active roles and support the School on a continual basis. A parent recognition program will be established on a monthly basis to acknowledge parents who have given of their time to the School. The parent will be highlighted in the monthly newsletter and will receive a token of appreciation from the School.

Parent Communication

Clearly one of the most important elements in involving parents is the communication between the parent and school. The School recognizes that communication with parents is extremely important, to: ensure the best continued support; guarantee that accurate information is conveyed; and to maintain positive word-of-mouth PR, on an ongoing basis. It is important that parents not only receive appropriate information, but that they receive it frequently, that the information is current, and it is available in a variety of ways to make it more accessible to a larger group.

To that end, the School will implement the following strategies to increase parent and school communication:

- Employ a parent/community coordinator;
- Establish a weekly update for parents on the School's website;
- Collect parent emails for emailing information;
- Require teachers to maintain a parent communication log ;
- Establish a program to have teachers communicate positive comments about students to parents;
- Purchase a phone communication system that dials parents with pre-recorded messages from the School, including absentee information;
- Encourage teachers to establish their own websites with class information;
- Hold a parent conference night, at the mid-point of each quarter to allow parents face to face meeting time with teachers;
- Use a web based grade book program to assist parents in monitoring student progress; and
- Establish a Parent, Teacher, Student School Advisory Council.

Additionally, in response to NCLB requirements for schools to make parents aware of the School's performance in meeting Adequate Yearly Progress (AYP), and make parents aware of the teacher's credentials in the core academic subject areas, Cambridge Prep Academy will implement the following processes:

- Report to parents disaggregated data AND the performance of students for the following sub groups:
 - All Students,
 - Major Racial and Ethnic Groups,

- Students with Disabilities,
- Limited English Proficient,
- Economically Disadvantaged,
- Migrant, and
- Gender.

Additionally, Cambridge Prep Academy will inform parents of teacher credentials, as required by NCLB, via letters home to parents, to communicate whether or not the teacher has met all of the requirements to be highly qualified.

b. Community Participation

Building community partnerships is an important component of supporting the students at Cambridge Academy PCS. Partnerships have been developed and will be sought as a collaboration of public, private, and non-profit sectors with the resources to support the School’s innovations. Some collaborators and their respective contributions are detailed below:

- Schools with Similar Focus – The School will create partnerships with feeder schools for vertical curriculum planning, to ensure a smooth transition for students entering the Cambridge curriculum.
- Local Colleges and or Universities - technical assistance when requested, negotiations for articulation agreements with the School, professional development and training, resource for formal project evaluation services.
- Local Workforce - provision of career-related services, including referrals, assessments, employment searches, job placement, and job retention training.
- Local businesses - provision of site visits, job shadowing, internships, employment, fund-raising.

The founding group has already established partnerships with a number of organizations that are committed to supporting Cambridge Prep’s mission. The partnerships address areas such as student achievement, facility support, professional development, and support for families. (Selected letters of support are attached in K.1.under Optional Documents as referenced for *Evidence of Community Support.*)

Community Partnerships

Community Partner	Activity	How It Builds School Capacity
L.A.M.B.	To aid in the transition of students from elementary to middle school.	By participating in vertical planning of the curriculum
Building Hope	Provide support to locate an educational facility and assist with financing.	Address the need to find a suitable facility to carry out the goals and mission of the school.
Latin American Youth Center	Provide afterschool tutoring programs for students	Addresses support for students in reading and math.

National Council of La Raza	Provide afterschool tutoring programs for students	Addresses support for students in reading and math.
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c. School Organization and Culture

Wagner (2000) conceptualizes school culture as shared experiences both in school and out of school (traditions and celebrations), a sense of community, of family and team. The founders of Cambridge Prep Academy believe that a positive school culture exists when all students feel comfortable, wanted, valued, accepted, and secure in an environment where they can interact with caring people they trust. A positive school climate affects everyone associated with The School – students, staff, parents, and the community. At The School educators will constantly work toward improving the school climate, culture, and conditions so that student learning is realized.

The School will be a place where the most highly qualified and outstanding instructors are recruited to support student learning. These teachers will be individuals that value their students and understand that each child presents with them a different set of circumstances and needs. The School will be a place where teachers are engaged in professional conversation with each other for the betterment of the academic success of their students.

Throughout the school year and in order to insure that the culture is meaningful and positive, The School will use environmental or school climate surveys to review factors that might influence a student’s overall functioning. The surveys will be conducted at the school or classroom level and involve students, staff, parents, community members, and school administrators. The data collected will be used to begin a dialogue among the school’s stakeholders for the purpose of addressing school culture and climate concerns.

The school will start with 225 students in grades 6-9, and will create a culture of supporting each student through college preparatory program with a focus on world languages. This goal is directly related to the schools mission and vision. The support to meeting the mission of the school will manifest itself in providing each student an individualized plan to best support their academic goals.

The school day will be divided into the following components:

- Traditional school day
- Extended Day Tutorial/Enrichment Activities • Afterschool extracurricular activities (clubs, sports, etc.)
- Saturday School (in conjunction with Parent Academy)

Because of the large number of foreign born residents in the area where the school is located the school will celebrate its multicultural diversity. Twice per year the school will host an International Fair to celebrate the music, literature, culture and food of a particular region(s) of the world representative of its student body. It is expected that this will promote an understanding of each other’s culture and to support the respect and understanding of individual differences among the student population.

In order to facilitate the best possible environment for student learning and to take into account the social and emotional development of the students the school building will be divided into a middle and high school area. Within the middle and high school areas teachers will be departmentalized to facilitate planning and professional development.

The school will also have Departmental Chairs that will comprise part of the Curriculum Development team of the school. The Department Chairs will be responsible for overseeing, monitoring and mentoring members of their department. They will assist the Principal in selecting the appropriate courses within their departments to meet the mission and vision of the school.

In addition to the traditional school day, students will have the opportunity to participate in an Extended School day. The Extended School Day Tutorial Program will focus on remediation skills in reading, science and mathematics, while the enrichment program will focus on advanced academic areas, as well as SAT/ACT review and preparation, etc. The Saturday School “Crunch Time” preparation for the DC CAS will reinforce Reading and Mathematics evaluated on the DC CAS Assessment. The School will also have clubs and activities that are reflective of The School’s mission and vision. These clubs will include honor societies, interest clubs and student government associations.

The School understands that parents play a key role in the success of their children in school. As a matter of policy, parents will always be welcomed as guests and volunteers. A parent/community liaison office will be housed in the school that will provide parents volunteer opportunities. In addition, the office will serve as a resource center for parents to schedule parent training workshops.

Additionally, community partnerships are an integral part of the Founding Board’s philosophy to building a positive school culture. Throughout the school day, visitors will include guest speakers from the community as well as tutors and mentors. These individuals will bring with them “real-life “experiences that will add value to the student’s educational experiences. They will help students to understand that the community sees itself as a valuable partner in their success.

Students will also be expected to play an active role in the decision making process at The School. As part of building the school culture, it is expected that student representatives will sit on the Principal’s advisory council. This council comprised of students, teachers and administrators will meet monthly to discuss topics related to student achievement, school climate, activities, and other such related topics.

Another important aspect of building school culture at The School is student behavior. Each student and parent will be expected to sign a behavioral contract that lists the expectations for behavior at The School. Prior to the beginning of the school year, parents and students will be brought together for a required student/parent orientation. This orientation will not only discuss student behavior but will outline the expectations for academic performance, parental responsibilities and expected outcomes of learning.

The Founding Board of The School is also aware that creating a positive teacher culture is remarkably important to the success of the students. The school will provide many opportunities for teachers to collaborate. This collaboration will take place through the establishment of critical friends groups, peer observations, interdisciplinary planning, social gatherings, mentoring and professional development.

d. Extracurricular Activities

In a study published in 1989 by the Women's Sports Foundation and based on the analysis of data conducted by the U.S. Department of Education's High Schools and beyond indicated that participation in extracurricular activities has positive effects on students who participate. Those effects can be particularly important for students who belong to ethnic minorities, students with disabilities, and students at risk of dropping out of school. The research also indicates that:

Activities Support the Academic Mission of Schools

They are not a diversion but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students who do not participate in extracurricular due to access or by choice.

Activities Foster Success in Later Life.

Participation in high school activities is often a predictor of later success – in college, a career and becoming a contributing member of society.

Activities are Inherently Educational.

Activity programs provide valuable lessons for practical situations – teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.

The School Founding Board believes that extracurricular activities are an essential component to creating a positive school culture and further developing a connection to their school beyond the classroom. The extracurricular activities at The School will be designed to reflect the mission and vision of The School and to reinforce the academic goals of The School.

While The School will offer many of the traditional afterschool programs for secondary students, such as clubs, intramural sports and honor societies, the Founding Board has a more structured vision for afterschool activities. Within the schools budget, an allocation has been designated for Extended Day Tutorial/Enrichment Services. The program will be developed around a series of modules designed to support the student's academic needs. These modules will change quarterly, and will take place four days per week, for two hours per day from 3:30-5:30. The modules can be taught by school staff or in conjunction with a community partner. The chart below indicates

the type of course that students will have the opportunity to take during the quarterly rotation schedule.

The modules can be taught by school staff or one of the community partners. The chart below indicates the type of course that students will have the opportunity to take during the quarterly rotation schedule.

Sample Modules	Course	Days
Module 1 (Social and Emotional Development)	The Coping Course stresses general coping skills that are directed to adolescents' behavior (actions, thoughts, and feelings) both in and out of school.	M, W
	Strategies for surviving middle/high school	T, TR
Module 2 (Academic Development)	SAT Prep	M, W
	Building Reading Fluency	T, TR
Module 3 (Developing Critical Thinking Skills)	Using Chess to increase critical thinking	M, W
	Gamming for improved critical thinking	T, TR
Module 4 (Preparing for Postsecondary Education)	The college application process	M,W
	Financial and local college tours	T,TR

e. Safety, Order, and Student Discipline

Cambridge Prep Academy intends to adopt policies, procedures and plans to ensure a safe, orderly, and drug-free environment to encourage the highest academic and educational pursuits. These plans will be developed and reviewed with all school staff. Additionally, information sessions will be held with new and current students, a minimum of once yearly, to inform all students and parents of the policies and procedures of the School. A clear line of communication with faculty, students and parents is crucial to fostering a safe, orderly, respectful and engaged environment for students to succeed.

The School will have zero tolerance policies in regards to drugs, weapons, violence and threats of violence. The School principal shall meet regularly with federal and municipal officials and request that the School be updated on the most current health and national security measures so as to implement in the policies and procedures of the School. The following general security procedures shall be implemented to ensure the culture of the School is maintained:

- Principal shall ensure that all administrators and designated staff members are provided with clear and concise procedures for reporting and handling all serious incidents that might occur in or within close proximity of the School.
- The School shall have an emergency response plan and staff shall be trained to activate the plan effectively and timely in the event of an emergency.
- The School staff will be instructed and trained to handle and report suspicious visitors or unusual activities in and around the School.
- Organized systems for student reporting of incidents and concerns will be developed and implemented to encourage an empowered sense for students to participate in a positive environment.
- Students and faculty will collaborate to create a clear set of rules aid in creating a safe, respectful and peaceful environment.

Behavior and Discipline Philosophy

The School founders' philosophy regarding student behavior ensures commitment to the School's mission on a daily basis. The founders believe that a safe and orderly school is of primary importance to creating an enjoyable learning environment for both students and teachers, and therefore they will adopt policies and procedures to ensure a safe and orderly environment. Furthermore, when students behave in a respectful, responsible and safe manner, they enjoy a more productive learning experience and develop into responsible adults and citizens.

Thus, students will be expected to abide by a strict code of behavior. Proper conduct will be recognized and acknowledged and consequences will be given for breaking rules in accordance with the belief that inappropriate behaviors that interfere with the learning process must be extinguished. It is anticipated through a progressive discipline model, with commitment to apply consistent, best-practice behavior management techniques, students will take ownership of their behavior or mistakes and learn from these. The School will encourage children to believe that "mistakes" of judgment can and often do occur, and it is the acceptance of responsibility for our actions and lesson(s) learned from the "mistakes" that develop a student's character.

Additionally, students will be taught character education throughout the school year, reinforcing a sense of responsibility in their actions and deeds, thus molding more self-aware, capable individuals. Students will be encouraged, at minimum, to be honest, kind, respectful, patient, proud, and courteous. The School expects each parent to take an active role in supporting this plan. It is in the student's best interest that parents, faculty and staff work together to ensure a happy, safe and productive learning experience.

Cambridge Prep Academy will follow (and mirror) the DC Public Schools Student Discipline (Title 5) guidelines, as applied through the standards outlined as follows. The most appropriate disciplinary action taken by the School's officials will be the least extreme measure that can resolve the discipline problem. Teachers and administrators strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action.

The following will be the manner for issuing consequences for violations of classroom and/or school rules:

Classroom Consequences:

- 1st Consequence – Verbal warning
- 2nd Consequence – Detention
- 3rd Consequence – Parent contacted/Referral note sent home
- 4th Consequence – Referral sent to Administration

Administrative Consequences*:

1. Administrative Detention
2. School Center for Special Instruction (SCSI) - Indoor Suspension
3. Detention – Alternate to Outdoor Suspension

4. Outdoor Suspension.

*Severe Clause-Violation – The School will have a zero tolerance policy with regards to Fighting or violence and/or the threat of violence, Drugs, Weapons, and Bullying. Infractions of this nature will result in immediate suspension from school, to ensure that students, faculty and staff can focus on learning.

The use of corporal punishment, including physical force or physical contact applied to the body as punishment is prohibited by any member of the school staff and extends to parents or guardians on school grounds. National origin minority or English Language Learner (ELL) students shall not be subjected to any disciplinary action because of the use of a language other than English.

When confronted with an act which may require the imposition of disciplinary action by the School, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident. The School will make every effort to inform a parent of disciplinary action prior to the action being taken, if possible.

Some of the disciplinary actions that may be utilized include:

- Removal from Class
- Student Work Assignment
- Assignment to a “School Center for Special Instruction” (“SCSI”)
- Peer Mediation
- Other Alternatives (e.g. After school hours detention, off-site suspension, etc.).

Suspension:

The Principal of the School may suspend a student from school for up to ten days for gross misconduct and/or persistent disobedience. Principals take this action when they have exhausted informal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Outdoor Suspension may be utilized by the School under the following conditions (weather permitting):

- The student's presence in school presents a physical danger to the student or others;
- A "cooling off" period is needed in order to relieve tensions and relieve pressure; and/or
- The student and/or parent refuse an alternative to suspension.

During a suspension the child will be given the opportunity to complete the work that was missed during the suspension. Failure to make up the assigned work missed during a period of suspension will result in the student being given the academic grade of "F" for those assignments. A suspended student completing assigned work missed during the period of suspension will not be subject to the withholding of passing final grades unless the student has, in addition to suspension, attained five or more unexcused absences in a semester course or ten or more unexcused absences in an annual course. In addition to making up assigned work, the student will be held responsible for the material presented during his or her absence.

Under no circumstances are teachers required to make special provisions to comply with this procedure. The responsibility for securing assignments missed during the suspension period will be that of the student. Upon completion of the makeup work, within a reasonable amount of time, the student should submit the work to the teacher. The teacher must grade and record the makeup work as it is received. Improved effort and conduct by the student are expected, and lack of improvement will be handled by the teacher in an appropriate manner (e.g., parent conference, lowered effort and/or conduct grades, or referral to administration).

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

In setting high expectations for both students and teachers, Cambridge Prep Academy will be committed to maintaining self-renewing high quality instructors through the implementation of a comprehensive professional development plan. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this petition, as well as an ability and motivation to work as part of a team. The School will seek personnel who bring with them a sense of enthusiasm and commitment to: student performance and achievement; and personal and professional growth, as a means to model a continuous improvement attitude and a strong belief in and understanding of the charter school concept.

Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days. This will include a five day “boot camp” intensive training and team building professional development prior to the beginning of the school year as well as a minimum of five professional development days throughout the school year.

All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development program. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs. Some of the trainings and/or participation in the following:

- National Association of Secondary School Principals Annual Conference
- AdvancEd or other Secondary Accreditation Organization
- CollegeBoard Training for Advanced Placement coursework
- Cambridge International Program
- Carnegie Cognitive Tutoring for Mathematics
- Creating Independence through Student Owned Strategies Training
- International Reading Association

In addition to school wide professional development opportunities, faculty members will each complete a Professional Development Plan (PDP) as a means to document and identify areas for personal targeted professional growth. The PDP will include the identification of strategies for obtaining specified goals, the respective compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. All PDPs will be approved by the Principal, or his/her designee, and at such time, the principal may elect to recommend additional recommended professional development that should occur within a given timeframe. The principal or member of the administrative staff, together with the teacher will commit to the PDP including the allocation of necessary resources for plan implementation.

Support for New and/or Struggling Teachers

Observation of new and struggling teachers by veteran teachers may be conducted and support strategies will be implemented as applicable. The NESS (New Educator Support System) format will also be utilized as a means to offer support to beginning teachers, through the assignation of a willing mentor, who will be assigned for struggling and/or beginning teachers. Staff will participate in school-initiated and other relevant and necessary workshops for professional development, and with the intent of consistent and continuous improvement to educators as professionals. The School administration will coordinate, assist and monitor the staff development process. In-house workshops and meetings will be held monthly by administrators and may occur as often as bi-weekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs. This chart delineates the NESS program mentoring activities that Cambridge Prep Academy will provide:

Mentoring Program Components	Sample Activities and/or Discussion Topics
Training Mentors	Classroom observations, Constructive Criticism, Clinical Supervision Training, etc.
New Cambridge Prep Academy Teacher Orientation	Tour of the school, meet & greet the mentors and department heads, etc.
Matching Mentors with Mentees	How to identify mentors, Supporting the Late Arrival (teachers who don't begin in August), etc.
Opening of School Support	Teacher products (welcome letter/syllabus; Classroom Rules, Lesson Plans, etc.)
Assessing/Supporting Classroom Management	"Harry Wong" Discipline Approach, Consequences/Rewards, Parental Involvement
Teaching Strategies/Techniques	Surveying/Identifying teacher needs, Teacher Training Options; Differentiated instruction, CRISS-(Creating Independence through Student Owned Strategies)
Student Assessments	Using/Creating rubrics, Sample review, etc.
Teacher Professionalism	Ethics and Professionalism, Classroom Walkthroughs, Formal Observations

Professional Development Support

Cambridge Prep Academy will participate in ongoing teacher training sessions, via a variety of formats, including but not limited to train the trainer model, virtual workshops, and/or face to face training as necessary. Some of the specific professional development activities in which the Founding Board will expect the Administrative team to provide for Cambridge Prep Academy faculty and staff will include:

1) Data-Driven Decision Making for Teachers and Administrators:

Interactive Workshop in which teaching staff will use Specific Performance Indicators to identify student needs. Staff and administrators will be divided into teams and trained at the beginning of school year and ongoing throughout the school year by teams. Training will cover, at minimum, the educational research, corresponding sources of data, and collection instruments to be used for continuous school improvement. Teachers will be trained to use quantitative and qualitative data to plan and improve classroom instruction.

2) Improving Individual Student Achievement:

Small group training focusing on specific subject related instructional and assessment strategies used to increase student achievement. The focus of this training will be on specific strategies by core academic areas as detailed in the instructional program strategies and assessments.

3) Mission and Vision: (*Summer in-service prior to school start every year.*)

School administrators build understanding of the School's mission and vision. Faculty and staff will be trained in the development and use of the School's mission and vision toward achieving teaching and learning goals. The faculty, staff, parents, students, and community stakeholders play a role in annually assessing how well the mission and vision statements are aligned with the School culture and needs. Results of this assessment will be reviewed in this training yearly to ensure that the mission and vision statements serve as the vehicle for continuing school excellence.

4) Continuous Improvement Process:

This training, conducted by lead and administrative staff, will build on the importance of adopting a school "culture" of continuous improvement through goal setting, climate surveys, student and staff assessments.

5) Reading and Writing across the Curriculum:

This training, conducted by specific Language Arts or literacy leader at the School, will deliver in-services prior to school opening to explain and detail the Language Arts Curriculum framework to be covered as well as the particulars of the Reading program to be offered at the School. Throughout the school year, the literacy leader will provide ongoing literacy support, sharing and assisting teachers to disaggregate and make meaning from the DC benchmark assessments to guide further instruction and target student learning needs in the area of literacy. Additionally, the literacy leader will also offer additional workshops and professional development sessions in all aspects of reading, including mentor/coaching activities to further literacy development in all curriculum areas.

Professional Development Expertise for Cambridge

The founders of the School commit to bring in outside expertise, to further develop the staff, as needed, in an effort to target and address learner needs as defined by the ongoing needs assessment and administrative direction. Such commitment includes “Cambridge Workshops” to be offered to faculty and staff, in support of the mission of the School. Cambridge Workshops such as on-line, face-to-face, and Best Practices Workshops, will be delivered, as applicable by grade and course, to ensure faculty deliver engaging, effective courses with fidelity to the course syllabi. Cambridge offers regular training workshops for Cambridge syllabi, as well as online training, increasing access for teachers who have limited time or are a long way from training events. Additionally, teachers will receive Cambridge in-service to learn the means and manner in which exams are graded for content, to appropriately teach not only the required content but also to teach students both the art of thinking and how to express their ideas at a higher level.

Additionally, new teachers within the School will work with colleague teachers serving as mentors or master educators to work and assist them to become aware and exposed to all of the materials available to teach the Cambridge syllabi, including past question papers, mark schemes, examiner reports and lesson plans and schemes of work. Also, these mentors can assist new educators to become aware of the nuances of the Cambridge model, where he or she must also learn to serve the student as a guide and a facilitator for learning. The teacher must foster students to create metacognition, where the process of thinking and development of knowledge is of equal importance to having the exact and precise answer – and students are more aware and rewarded for what they know and can offer versus being penalized for not having the precise answer.

g. Structure of the School Day and Year

Organization of School Day

The School will follow the same quarter system school year calendar as traditional DC Public Schools. The School will begin and end the school year on the same calendar dates, and observe the same holidays as prescribed by DC Public schools for students but will add its’ own twist to the calendar by ensuring that students and teachers have additional learning opportunities beyond from the ones offered by DCPS. Students at our school will have the opportunity to participate in the Extended Day Tutorial/Enrichment Services that will be offered four times a week for an additional two hours daily-emphasizing Reading, Mathematics, and other needs as presented by the student population. In addition, all students in grades 6th-10th grade who will be assessed yearly in the DC CAS, will have the opportunity to attend a four hour “Crunch Time” review for the DC CAS on Saturdays beginning the first Saturday of January and finishing on the Saturday before the week when the DC CAS is administered. Teachers at our school will be asked to report the school one week earlier than the DC calendar requests for their teachers, thus allowing our teachers two weeks of Professional Development. In addition, it will be our certified teachers who will be asked to deliver the Extended Day Tutorial/Enrichment Services and the Saturday Academy to ensure continuity to our program.

The School will utilize a seven (7) period per day schedule in order to ensure that all students receive their required courses of work: Language Arts/English, Mathematics, Science, Social Studies, a Modern Language class (if chosen by students), and their chosen electives. Additionally, the school will offer an “Intensive Reading” course and an “Intensive Mathematics” course as an additional curriculum resource to ensure that students’, who are not meeting standards in the DC CAS assessment, will have the opportunity to fill in their gap during the school day thru these courses. These courses will be counted as an elective course in their course work. The assignment of who takes these courses will be the responsibility of the school’s counselor and the administrative team in order to ensure placement is accurate.

The “Intensive Reading” course will allow all struggling readers will be provided enhanced instruction in basic literacy strategies to enable access to curriculum in the core subjects. As supported in the previously mentioned Reading Next publication(detailed therein *Resources and Instructional Materials*) nine instructional improvements are identified that will lead to increased facility in reading and writing among middle and high school students as well as infrastructural elements²². In addition, NCES research shows that an intensive writing component goes hand-in-hand with a successful reading program. The “Intensive Mathematics” course will focus on assuring that the students master the concepts presented by grade level by actively engaging the students in problem solving, reasoning, communicating, making connections, and using multi-representations as recommended by the National Council of Mathematics (NTCM) in order to successfully help students minimize their gaps in the mathematical process.

The school day will be one (1) hour longer than the traditional DCPS school day. The traditional instructional day will begin at 8:00 am and end at 3:30 pm, with a 30 minute lunch daily. We will offer breakfast daily from 7:00 – 7:45 am. But as mentioned earlier the school is offering “Extended Day Tutorial/Enrichment Services” as an extension of the school day.(See below for a detailed daily schedule)

Teachers at The School will be required to have a slightly longer day than traditional teachers in DCPS, working at The School from 7:45-4:15 daily, allowing collaborative professional development and common planning time from 3:30-4:15 in addition to planning blocks during the school day. This is designed to ensure ongoing, site-embedded professional development that builds a true professional learning community.

Draft Daily Schedule

The School will offer the following daily Middle and High School Bell Schedule:

Time *	Period
8:00-8:55	1
9:00-9:55	2

²² <http://www.all4ed.org/files/ReadingNext.pdf>

10:00-10:55	3
11:00-11:55	4
12:00-12:30 4 th period teacher responsible to take and deliver students to lunch.	Lunch
12:35-1:30	5
1:35-2:30	6
2:35-3:30	7
3:30-5:30	Extended Day Tutorial/Enrichment Services

(* 5 minutes are allowed to transition from class to class.)

School Calendar

The School will follow (and mirror) the annual public school calendar established by the DC Public Schools, which requires a minimum of at least 180 actual instructional days per school year. We anticipate, incorporating 200 teacher days, including: five (5) professional development days during the year and ten (10) prior to the start of the school year in August; four days for parent-teacher conferences; a two-week winter break; and a one-week break in the spring.

Below is a sample of the calendar Cambridge Prep Academy will utilize to build their school calendar. As mentioned above, the School will modify their calendar to accommodate the learning needs of the students they will serve.

**2012-2013
School Calendar**

July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31					2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29
Independence Day * July 1 st -Administrative Team FD							O/PD FD							Labor Day * PD M						

October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
Columbus Day Observed * RD PD							Veterans Day* Thanksgiving Day * G RC B							Christmas Day * M B						

January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30
New Years Day * MLK Jr. * B RD G							Presidents' Day * RC PD M PC							Easter * PD RD						

April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
H G RC							Memorial Day * M PC L													

FD	First Day of School	PC	Parent conference day; no school for students
G	Grades due from teachers	RC	Report cards issued
B	No school for students and teachers	O	New Teacher Orientation
L	Last Day of School	M	Term Midpoint
PD	Prof. Development for teachers/aides - No school for students	SS	First Day of Summer School
T	DC CAS testing	H	Holiday: No School for students, Teachers and Staff
MU	Make-up Day if Necessary	RD	Records Day; 12:15 Dismissal for students

B. Business Plan

1. Planning and Establishment

The Founding Group

The following individuals make up the Founding Group of Cambridge Prep Academy (the School). Their varied skills and expertise in the areas of education administration, curriculum/instruction, business and finance, law and community involvement form a group of founders who are committed to the mission and vision of the School. Members of the Founding Group have a strong background in education reform in Washington D.C. The Founding Group, as a whole, represents and reflects the interests of parents, teachers, students and the community the school intends to serve.

Douglas Rodriguez – has 23 years experience in middle and high school education and administration. He began his teaching career as a Social Studies instructor at Miami Central Sr. High School in Miami, Florida. While an administrator at G. Holmes Braddock Sr. High School Mr. Rodriguez received his first appointment as Principal of Miami Springs Sr. During his tenure at Springs Sr. Mr. Rodriguez led the school from a “D” grade to “B” grade, as per the Florida A+ Accountability Plan, in three short years. In 2005, he was given the honor of being the founding Principal of the first public high school in the City of Doral, FL, Ronald W. Reagan/Doral Senior High. Mr. Rodriguez was the first to bring the Cambridge Model to a Miami-Dade County Public School. It has since been replicated several times throughout the school district. The school opened with an “A” grade and has maintained that status each year. In 2009, he volunteered to take over as Principal of Miami Central Senior High School which had received five straight “F” grades from the Florida Department of Education. When test scores were released in June, Miami Central had made substantial gains in all areas of the Florida Comprehensive Assessment Test and the grade had improved to a “C”. In 2010, Mr. Rodriguez took over as Principal of Doral Academy Charter High School. He is currently serving as Principal and is working on opening the first fully integrated college for high school students.

He has served as the chair of the Senior High School Principals committee and was selected as Miami-Dade County School’s Police Principal of the Year in 2003, Dade County Council of Teachers of Mathematics Principal of the Year in 2007, Miami-Dade County Principal of the Year in 2008, State of Florida Principal of the Year in 2008 and was the recipient of The Leonard Miller Principal Leadership Award in 2008. He also currently serves as an educational consultant to various private organizations, the Council for Educational Change and presents to Principals who work in low performing schools.

Teresa Sarduy - has 11 years experience as a teacher at the Secondary level. Ms. Sarduy’s first teaching position was in Miami Springs Senior High School, in Miami Springs, Florida, where she taught sophomore English and was the adviser of both the school newspaper and yearbook. Subsequent to that she accepted the position of Lead Teacher for the Cambridge AICE Program at Ronald W. Reagan/Doral Senior High School in Doral, Florida. She continues her work as AICE Coordinator as well as

teaching the senior AICE English Literature classes. This will be Ms. Sarduy's her fourth graduating class since the school's inception.

Joe Bruno – a certified public accountant with over forty years of real estate, banking and finance experience, Mr. Bruno serves as President of Building Hope, a Sallie Mae sponsored entity, which supports high quality public charter schools by providing (a) funding for all aspects of facilities planning, acquisition, leasing, construction, and renovation; and (b) back office services. Mr. Bruno is Project Director of America's Charter, a Department of Education Grantee in the Credit Enhancement for Charter School Facilities Program. Since Building Hope's inception in 2004, Mr. Bruno has facilitated the creation of over 20,000 seats for public charter school students in over 50 facilities. The efforts of Building Hope under Mr. Bruno's leadership have lead to financing of the modernization of commercial spaces and existing school buildings for charter school occupancy as well as the development of new school properties. Building Hope is the fifth largest provider of its kind in charter school facilities financing in the United States

Mr. Bruno was a partner at two of the four premier global accounting firms, KPMG and PriceWaterhouseCoopers. He was also CFO of a publicly traded company. Mr. Bruno qualifies as a Sarbanes-Oxley financial expert. Mr. Bruno is a member of a number of corporate and non-profit boards including two charter schools. He is chairman of the Georgetown University Hospital. He has been a frequent presenter at charter school conferences. He currently serves on the National Alliance of Public Charter Schools' Facilities Task Force and chairs its Audit Committee.

Carlos Becerra – has over 15 years of experience advancing public education in urban cities and leveraging relationships to achieve intergovernmental collaboration in the public sector. As Director of Federal Relations, Florida International University, Washington, D.C. Carlos Becerra represents the university's interests before Congress, advances the University's research agenda with federal agencies and manages its presence in the nation's capital. At the National League of Cities, Carlos assisted mayors in acquiring federal resources to support youth employment strategies. Previously, he served as Chief of Staff to the Chairman of the Miami-Dade School Board, managing policy development and media outreach and served as a liaison with other elected officials. Carlos has been advancing FIU's agenda since serving as two-term student body president and later, leading alumni relations and annual fundraising. In those roles, he led student and alumni advocacy campaigns for the establishment of a College of Law and approval of intercollegiate football.

Kevin Chavous - is a noted attorney, author and national school reform leader. As a former member of the Council of the District of Columbia and Chair of the Council's Education Committee, Mr. Chavous was at the forefront of promoting change within the District public school system. His efforts led to over 500 million new dollars being made available to educate children in DC.

A leading national advocate for school choice, Mr. Chavous helped to shepherd the charter school movement into the nation's capital. Under his education committee chairmanship, the DC charter school movement became the most prolific charter school jurisdiction in the country, with over 20% of DC's public school children attending charter schools. In addition, Mr. Chavous assisted in shaping the District's three sector education partnership with the federal government. That partnership led to fifty million new federal dollars for DC public schools, DC charter schools and it funded the first federal scholarship program to allow 2,000 low income children to attend private schools.

Mr. Chavous is a partner at the law firm SNR Denton and he is also an accomplished author, having published *Serving Our Children: Charter Schools and the Reform of American Public Education*. Mr. Chavous is involved with many education reform groups such as BAEO and the Center for Education Reform. He also is a co-founder and Chair of Democrats for Education Reform. Mr. Chavous was born and raised in Indianapolis, Indiana and graduated from Wabash College, where he was an NCAA All-American in basketball. He also graduated from the Howard University School of Law, where he was president of his graduating class.

Darrin Glymph - partner at Orrick, Herrington & Sutcliffe LLP, in Washington, D.C. office, is a member of the Public Finance Department. Mr. Glymph's practice focuses primarily on transactional matters, such as general obligation and revenue financings, economic development incentives, financings for charter schools and other non-profit organizations, securities law matters and legal issues relevant to state and local governments.

Before joining Orrick, Mr. Glymph was counsel within the Public Finance Group at Hunton & Williams LLP. He also has served as chairman, director or member of several boards and commissions including the Small and Local Business Opportunity Commission (D.C.), EdBuild, Center for Youth and Family Investment, D.C. Mayor's Task Force for Procurement Reform, Industrial Development Authority of the City of Richmond, Virginia, Balm in Gilead, Inc., the United Way of Greater Richmond, Allocations and Assessments Committee, the Boy Scouts of America, Friends Association for Children and Richmond AIDS Ministry.

Aileen Marty - Adjunct Professor for Bioterrorism Studies College of International Security Affairs, National Defense University. Dr. Marty is Director, Member of the Mass Gathering Advisory Group for the World Health Organization (WHO), Global Alert and Response, WHO Consultant for Public Health Promotion, Adjunct Professor for Bioterrorism Studies at The College of International Security Affairs, National Defense University, and Board member of Healthcare Technology Partners LLC (HTP). She previously served as Medical Director of Biological and Chemical Strategic Planning for the International Homeland Security Program of BMI and for SRA International. She is also on the roster as a Team Member for the United Nations Monitoring and Verification (UNMOVIC) Weapons Inspection Team.

Fluent in Spanish, Dr. Marty holds an appointment as *Profesora Especialista de la Extranjera en cargo de el Modulo de La Patología de Parásitos*, Facultad de Farmacia, Universidad de Valencia (Spain). She has been a faculty member, and is now an adjunct faculty member, at the Uniformed Service University's Hébert School of Medicine, in the Departments of Emerging Infectious Disease and Pathology. Dr. Marty served for 4 years as a member of the Executive Committee for the PhD program in Emerging Infectious Disease, serving as the Pathology advisor. At the same time, she served on the Board for the Uniformed Service University's International Registry of Tropical Imaging.

Cherita Whiting (Parent Member) – is the Chairperson and Founder of the Ward Four Education Council. Ms. Whiting is currently on the Board of Directors of the DC Congress of Parents and Teachers (DCPTA) as the Historian, and PTA President of McKinley Tech High School, She also serves as a Trainer for the National PTA. Ms. Whiting has lived in Ward 4 for over 41 years. Cherita Whiting is currently the Chair of Ward 4B ANC Commission, and the ANC Commissioner for 4B08 and a member of The DC Education Compact which the superintendent of DCPS organized. She has worked together with principals and teachers to provide an effective and meaningful partnership between parents and educators to ensure and enhance the quality of public education for every child in every school.

Tiffany Mitchell – a graduate of Old Dominion University in Norfolk, VA with a Bachelor of Science degree in Political Science and Communications. In addition she holds a Master's in Teaching specializing in Elementary Education from American University. In her third year teaching, she is certified in both elementary education and middle school social studies in Washington, DC. Prior to teaching, she served as the Thomas M. Menino Fellow at the National League of Cities Institute for Youth, Education and Families working with local elected officials on policies involving youth civic engagement, education, and afterschool. A native of Hampton, VA, she is an active member and mentor in her community, and has worked with children from ages 6-21 in various afterschool and summer programs for over eight years.

Dianne Cottman (Parent Member)– has 25 years of service in educational and community-based settings and has successfully managed a broad range of grants in adult education, employment and training, social services and health education. Mrs. Cottman is an experienced administrator, teacher, and advocate for youth services and bilingual education. Ms. Cottman is currently *Executive Director and Co-founder of the Latin American Montessori Bilingual Public Charter School*. As a charter leader, she has demonstrated expertise in contract negotiations, data-driven, short- and long-term strategic planning; including assisting other educational institutions set priorities in bilingual education, accreditation and professional development. Ms. Cottman managed the renovation of the historic Military Road School building, as well as the addition of a new wing which received recognition in the 2010 issue of *Architectural Record* Magazine. Prior to founding the Latin American Montessori Bilingual Public Charter School Mrs. Cottman worked with the Latin American Youth Center where she raised millions of dollars to support outreach initiatives for at-risk youth in Washington, DC. Ms.

Cottman also developed and sustained the organization's college preparatory programs including the Upward Bound and Health Careers Opportunity Programs
Mrs. Cottman earned a Masters of Art in Teaching (MAT) in Bilingual Multicultural Education from Trinity College (1982)] and a B.A. with a major in Spanish and minor in Education from Susquehanna University and the University of Madrid.

Mari Cabrera – Mari Cabrera is the Director of Development and External Affairs of the Congressional Hispanic Leadership Institute (CHLI), a non-profit and non-partisan organization dedicated to promoting the positive advancement of the diverse US Hispanic community in the public, private, and non-profit sectors, as well as in the international community.

Previously, Mari worked for Congressman Lincoln Diaz-Balart in his Washington, DC office, where she served as one of his legislative assistants and legislative correspondent. In that capacity she provided the Congressman with memos and vote recommendations, conducted research, drafted floor speeches and talking points, and met with constituents and advocacy groups on issues dealing with Education, Housing, Government Reform, Postal, and Election Reform legislation. She also served as the principal staffer responsible for all correspondence and managed the writing of all letters, ensuring that all constituent mail was answered in a timely manner.

Mari holds a Bachelor of Arts degree in English from Florida International University, with a second concentration in Political Science. The daughter of Cuban exiles, Mari was born and raised in Miami, FL. She currently lives in the Washington, DC area.

Reflecting the Interests of the Community

The Founding Group, and the partner organizations involved in the establishment of Cambridge Prep Academy, including Building Hope and Academica, are committed to providing the students of the District with excellent education opportunities, with a special importance placed on those students in underserved communities. These organizations have over 10 years of experience providing service and support to Washington D.C. charter schools and charter schools in multiple states throughout the country.

Members of the founding group are experts in the fields of secondary education, school administration, business, finance, law, facilities, fundraising and community involvement. Parent members, hopeful that they may send their children to this School, are present in the founding group.

The founding group has strong ties to charter school support organizations such as Building Hope, which has been supporting the expansion of successful charter school organizations since 2003. The president of Building Hope, Joe Bruno, is a member of the Founding Group and a long-time supporter of charter schools.

Any new member of the Founding Group and Board will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members.

Entity submitting the petition

Cambridge Academy DC, Inc. is the entity submitting this petition

b. Planning Process

Decision to Apply

The decision to apply for this charter came about through a collaborative effort between national and local philanthropic organizations and successful charter school service and support organizations.

NewSchools Venture Fund, the Walton Family Foundation, CityBridgeFoundation, and other local philanthropic organizations, along with principal members of Building Hope, a Washington D.C. based charter school facilities and finance support organization, are committed to the expansion of successful charter school programs in the District of Columbia, and in other cities in our nation.

Through an existing relationship with Building Hope President Joe Bruno, representatives from Academica, one of the nation's longest-serving and most successful charter school service and support organizations were invited to meet with representatives of the above mentioned entities to discuss the possibility of bringing their successful charter school model to the students of Washington D.C. thereby, providing parents in this community with the opportunity to send their children to a charter school offering an internationally recognized curriculum under the umbrella of a nationally recognized, accredited network of high performing charter schools.

Need for a School

Research and a close analysis of the student performance in the community, specifically students in Wards 1 and 4, demonstrated a need for a strong 6th through 12th grade, college-preparatory international program offering students the option to pursue acquisition of a second language. Founders and stakeholders gathered data from area public schools and found a K-5 International Baccalaureate program and multiple K- 5 public schools with a bilingual and/or foreign language focus. These students beyond grade 5 do not have another college prep program to matriculate to in their neighborhood, nor do they have a bilingual and/or foreign language focused secondary school in which to continue their language studies. As a result of this research and strong interest Academica proposed a 6th to 12th grade school, Cambridge Prep Academy, which will provide these students the opportunity to continue their international/foreign language education at the Secondary level.

Service and Support Organization

Several Founding Group Members' with significant knowledge and background in the national Charter School movement, recommended Academica to the other members of the Founding Group, The Founding Group anticipates engaging the services of Academica as its Education Service Provider (ESP).

Founded in 1999 on the principle that each charter school is a unique educational environment governed by an independent board of directors that best knows the right path for its school, it is Academica's mission to facilitate that governing board's vision. Academica has a proven track-record developing growing networks of high performing charter schools.

The organization serves more than 100 charter schools in Florida, Georgia, Texas, Utah, Nevada and California providing educational programs from pre-kindergarten through high school. Academica serviced schools have been recognized on a local, state, and national level for their achievements. For example, the Somerset Academy Schools were recently designated by the Southern Association of Colleges & Schools (SACS) as the first, and only, fully accredited charter school system in the United States. Further, Doral Academy High School and Mater Academy Charter High School in Florida were, for the second consecutive year, listed as two of the "Best High Schools in America" by both U.S. News & World Report and Newsweek magazines.

According to data derived from "A Review of Charter Schools 2003-2004," a January 2006 study by Sally A. Shay, Ph.D. of the Miami-Dade County Public Schools Office of Program Evaluation, a student attending an Academica affiliated charter school in Miami-Dade County was 3.5 times more likely to outperform a matched peer at a traditional public school in the District (14 instances versus 4). No other charter school service company had a comparable result.

Source: "Review of Charter Schools 2003-04" "Table 2, Page 10" by Sally A. Shay, Ph.D., Miami-Dade County Public Schools, Office of Program Evaluation, January 2006				
Table 2: Summary of Academic Performance Indicators, by School				
School	Total Number Comparisons	Number Criteria Met for Charter	Number Significant Controlled Comparisons	
			Advantage Charter	Advantage Traditional
Academica Managed Schools				
Mater East Charter School (3100)	18	17	4	1
Doral Academy Charter Elementary School (3030)	14	14	2	
Mater Academy Charter High School (7160)	8	5	2	
Pinecrest Preparatory Academy Middle School (6022)	8	8	2	
Pinecrest Preparatory Academy (0600)	14	14	1	
Doral Academy Charter High School (7020)	8	5	1	
Mater Academy (0100)	14	14	1	
Mater Academy Charter Middle (6012)	12	12	1	3
Archimedean Academy (0510)	6	6		
Doral Academy Charter Middle School (6030)	12	12		
The Theodore R. & Thelma A. Gibson Charter School (2060)	4	0		
Total Academica Affiliated Charters	118	107	14	4
91%				

Another reason for selecting Academica (in addition to the successful academic track records achieved by schools that utilize Academica services) is that Academica provides its services to charter schools at below market rates, thereby enabling the schools to allocate more funds to academic programs. All schools supported by Academica are fiscally sound, and have established significant reserves for operations and programming needs, and several have developed and funded, from such reserves, substantial additional educational programming for their students.

Founding members analyzed data regarding several education service and support providers currently working with charter schools in the Nation and concluded that the Academica offered the most competitive price and had a proven track record of success. Members of the Founding Group reached out to Principals and Governing Board members of schools currently serviced by Academica. These conversations resulted in the Founding Group's assurance that Academica provides high quality service with a strong commitment to see that each Board's vision and mission is carried out.

c. Corporate Structure and Nonprofit Status of the School

Cambridge Preparatory Academy DC, Inc., a nonprofit incorporated in the District of Columbia, is the legal entity that will operate the School as per the *Articles of Incorporation, (Exhibit A) and Bylaws (Exhibit B)*.

2. Governance and Management

a. Board of Trustees

Selection process and terms of office of the proposed Board of Trustees.

Selection: The members of Cambridge Preparatory Academy's Founding Group comprise the primary group from which the initial Board of Trustees will be selected. Upon chartering, each Founding Group member will receive a copy of the Board of Trustees Job Description and execute the Board of Trustees Performance Expectations. The Board of Trustees will be elected at a duly organized meeting of the initial Board of Trustees. Notice of the Board's intention to elect individuals to serve on the Board will be included in the agenda for that meeting and publicly announced. In the case of the first Board of Trustees of the School to be elected or selected, the election or selection of parent board members, as prescribed by law, shall occur on the earliest practicable date after classes at the school have commenced. Until such date, any other members who have been elected or selected shall serve as an interim Board of Trustees. Such an interim Board of Trustees may exercise all of the powers, and shall be subject to all of the duties, of a Board of Trustees.

Parent input into the selection of parents to the Board of Trustees. Parental involvement is an integral part of the selection of the Board of Trustees and the overall success of the school. Two of the appointed board members will be parent representatives (appointed on an annual basis), as required by the D.C. School Reform Act. If the Founding Group does not consist of any parent representatives, upon selecting the Board of Trustees, they will work with community partners in order to identify potential candidates. The parent board members will assist the Board of Trustees in ensuring that there is active parental participation in the governance of the school and will provide parental feedback on the board's effectiveness in carrying out the school's mission in meeting the needs of all students.

Board composition, roles, and responsibilities

Board Composition: The Board of Trustees of the proposed school will comprise of highly experienced professionals that possess expertise in the areas of curriculum, finance, accounting, law, school management, facilities, and governance in order to effectively oversee school operations.

The Board will have an odd number of members not exceeding fifteen, a majority of whom will be residents of the District of Columbia, and at least two of whom will be parents of students attending the school.

Board Roles and Responsibilities:

The Board of Trustees will ensure that the School is held accountable to its mission. The sole responsibility of the Board will be to govern the School by developing and maintaining school policies, hiring and evaluating the Principal, and maintaining financial oversight and fiduciary responsibility for the School. The Board will delegate management of the school to the Principal, whom will report directly to the Board of Trustees. The following is a list of Board duties that will be performed in alignment with the mission and vision of the school.

1. Oversee operational policies;
2. Enforce academic and financial accountability systems;

3. Adopt and maintain an operating budget;
4. Exercise continuing oversight over charter school operations;
5. Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, pursuant to § 38.1802.04(c)(11)
6. Review and approve the audit report, including audit findings and recommendations
7. Monitor a financial recovery plan in order to ensure compliance (if applicable).
8. Report progress annually to the charter authorizer, in compliance with §38.1802.04(c)(11), including but not limited to the following components:
 - Student achievement performance data
 - Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of ways in which to meet financial obligations and timely repayment of debt.
 - A report on the extent to which the school is meeting its mission and goals as stated in the petition for the charter school
 - Types and amounts of parental involvement;
 - Any other reporting requirements required by law.

The Board will ensure that all compliance requirements are being met and that the Principal is working efficiently in implementing adopted policies and procedures.

Providing strategic direction for the school, monitoring of student performance, and succession planning for the board and leadership

Strategic direction-The Board of Trustees will provide strategic direction for the School by adopting numerous policies and procedures, while making certain that all stakeholders (Principal, staff, parents) abide by adopted policies and procedures. The Board will create, and subsequently maintain continual oversight of, the School's operational policies; academic and financial accountability systems, school personnel, and etc. The Board will hire, supervise and work closely with the Principal to ensure that he/she is executing the mission of the school. The Principal and his/her staff will implement the Board adopted policies and subsequently report all progress to the Board of Trustees.

Student performance-It is the dedication of the Board to ensure that the School achieve high expectations, create a safe environment and caring atmosphere where parents, teachers, students, Board, and community stakeholders act as a cohesive team. The founders and stakeholders of Cambridge Preparatory Academy PCS are committed to serve the needs of the student population by increasing student performance at local and national levels, and will do so with the addition of the School to the District. Further, the educational strengths and needs of students will be determined on an individual and school-wide basis. Analysis on a school wide basis will assist in determining staff development needs and curriculum realignments. The Board will then revise adopted policies in order to best meet the needs of staff and students. An array of educational activities will be integrated into the curriculum to

support the goals of the School and enhance the overall academic success and performance of the students. The Board will:

- Utilize stakeholders, as consultants who have experience in providing training to the proposed school's administrators, faculty and staff
- Adopt high expectations of student behavior and parental involvement
- Adopt Professional Policies and Standards for staff
- Implement sound policies for financial management and oversight proven effective in existing successful schools
- Provide ongoing communication, training, and support for the school's changing operational needs

Succession planning/Term: The Board Members will serve three (3) year terms. Terms will be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. The Board will establish the term for a newly elected Board member before the election, in order to stagger the terms of each member of the Board. A Board member may seek re-election to the Board at the end of any term. When the term of a Board Member has expired or when a Board Member resigns, the remaining Board members shall elect a new member to fill the vacancy. The complete plan for Board succession is explained in the draft of the proposed Bylaws (*Exhibit B*).

Holding school leadership accountable/Ensuring "demand" for the proposed school. School leadership accountability is a vital duty instilled in the Board of Trustees. The Board of Trustees will evaluate the Principal annually. The Board will use a comprehensive assessment form in order to validate Principal competence and effectiveness. Administrative performance will be measured in terms of meeting or exceeding said competencies with emphasis in the areas of: improved student achievement; overall school site leadership; information and analysis; strategic quality planning; management of processes; human resources and customer focus. Other data included as part of the school leader's evaluation may include: results of parental involvement efforts; student performance reports in terms of continuous improvement efforts; professionalism and attendance statistics; and results of parent, and staff climate surveys. The Board will hold the public charter and use strategic planning and thoughtful governance and oversight to ensure that the school is held accountable to its mission.

By maintaining a strong system of accountability and providing a vigorous educational program the Board will ensure that there will be a demand for the School. Also, the Board will make sure that the School implements a promotional plan designed to reach the entire community and, accordingly, all racial/ethnic groups within it. The School will be sure that the needs of all populations represented at the School are being met. Parents and community members will have extensive opportunities for involvement in aspects of school operations. The School will promote community awareness and seek demand for the School by, for example, including a business/community member on the School Advisory Council, disseminating school information via the School's website, monthly newsletters, event calendars, and including the community in extra-curricular activities. The Principal will periodically report to the Board on the progress of said plans.

Executive decisions about the operation of the school.

As partly described above, *Board Member duties*, the Board's continual oversight of the School's operational policies; academic accountability, financial accountability, etc. ensures that the Board will operate as the entity with the executive decision-making power over the operation of the school. Upon transition from Founding Group to Board of Trustees, the Board will adopt its Bylaws and any other policies needed to effectively provide school oversight. Under the supervision of the Board, the Principal is directly responsible for the operation of the school and all staff hiring decisions. As the only staff member who is directly evaluated by the Board and whose employment terms and compensation are set by the Board, the Principal is advised by and advises all Board members, working particularly with the Board Chair and Treasurer. All policies and procedures are in place to ensure that the Board can effectively govern while the Principal manages the day to day operations of the School.

Relationship of the Board of Trustees to the school's administrative structure and staff

As described above, the Principal is hired by the Board and retains responsibility for all aspects of school operations within the scope of operating policy and budgetary approval by the Board. The school's faculty and staff will report directly to the Principal, who reports to the Board of Trustees. The Board will meet regularly to discuss the state of the school and its progress since the last report was provided to the Board. The School's on site administration will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School, and in turn, the Board of Trustees ensures that all Administrators and staff are operating in accordance with the School's mission and vision.

Relationship of the Board of Trustees to parents and students.

The Board believes that parental support is an integral part of a student's education, and will make every effort to ensure that parental input is considered in the Board's decision-making process. The two parent Board members will be able to directly address the Board in issues and concerns relating to students and school operations. They will serve as the primary voice of parents in addressing the Board.

Additionally, the Board will be actively engaged in student life at the School. The Board will observe classes and attend school functions in order to engage with the students. Doing so will provide them with personal understanding on how effective decision-making opens the door to a quality education and great opportunities for students, ensuring success in many aspects of their lives. The Board members will not have direct supervision of or prescribed interaction with the students but will rather be instructed to notify the Principal, of any input or complaints, so that official policy may be followed.

b. Rules and Policies

The Schools' rules and policies for governance and operation of the public charter school by which the Board will operate, including specific board member powers, are specifically detailed in the attached Bylaws, **Exhibit B**, herein. The Code of Ethics and Conflict of Interest statements are attached as **Appendix J.5**.

The Schools' rules and policies, proposed for the purpose of carrying out the mission and vision of the School, will clearly define the roles and responsibilities held by the Board and those of administrative leadership.

The Board of Cambridge Preparatory Academy PCS is the ultimate policy-making body that determines the academic direction, approves curriculum, and oversees operation of the School. The school principal, hired by the Board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Board. The school's faculty and staff will report directly to the Principal, who reports to the Board. The school principal, hired by the Board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Board.

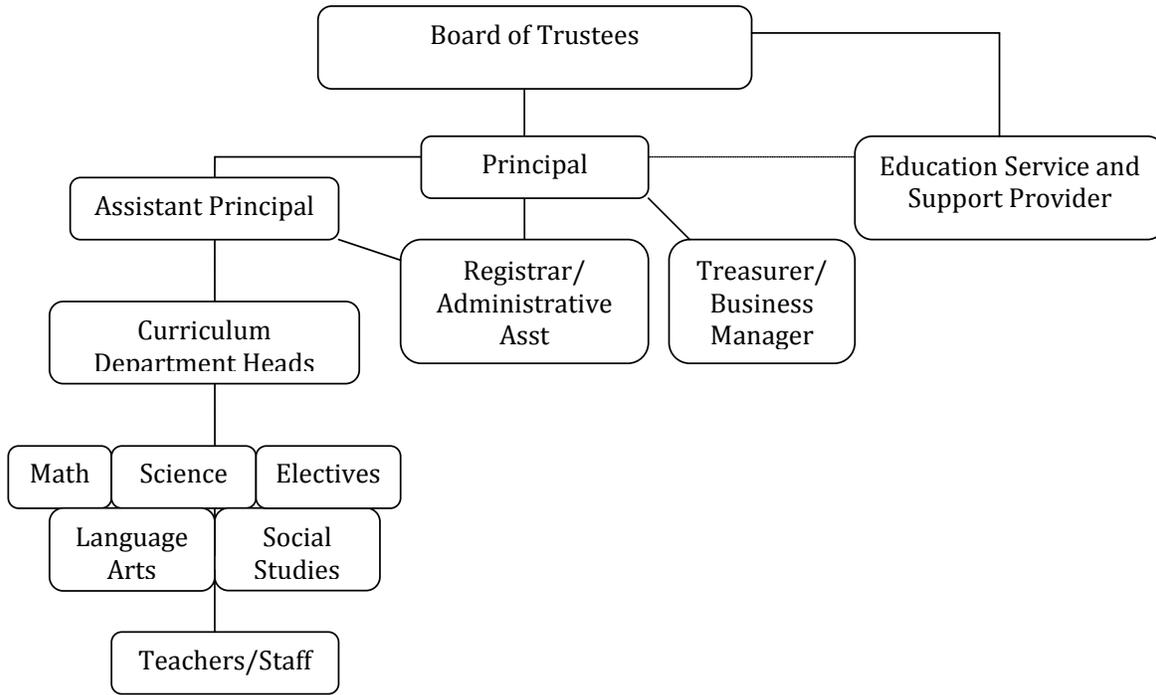
The School's on site administration (principal, an assistant principal and/or lead teacher) will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community.

All Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the School as well as participate in charter school governance training and successfully undergo a background check, as specified by law.

Governance Training: The administrators and Board members will be trained in the areas of Non-Profit Board Governance, DC Public Records Law, DC School Reform law, and any and all applicable laws. This training will be provided by approved vendors. Further, the School shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

Human Resources Training: Board members will be trained each year by an approved vendor in the area of Human Resources. The training will cover the areas of Hiring, Utilizing, and Evaluating Administration, Personnel Policies and Procedures, Hiring Practices, Evaluation, Taxes and Benefits.

c. Administrative Structure



The Organizational Chart details the relationship of the Board to the leadership of the School and describes the decision making process at Cambridge Preparatory Academy D.C., Inc. and the School once the full program is implemented

The Board is fully responsible for the operation and fiscal affairs of the School – specific duties are described in detail herein Section B(2)(b). The Board will hire the school leader, the principal, who is in turn responsible for hiring and overseeing all faculty and support staff and managing aspects of daily school operations within the scope of operating policy and budgetary approval by the Governing Board.

The School's administration will consist of the Principal, Assistant Principal, and Department Heads. These individuals will be responsible for overseeing daily school operations (property control, facilities management, curriculum, human resources, working with the faculty and staff, addressing student and parent and community related issues, etc.)

The Principal, hired by the Board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Board. The Principal, with the support of the School's staff will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school.

The Assistant Principal, Department Heads, faculty, and staff report to the Principal. The faculty will be responsible for carrying out the School's mission and instructional program. Faculty and staff are involved in the successful implementation of school-wide policies and procedures.

Department Heads are responsible for the oversight and development of a curriculum which supports the school's education model and student needs. They oversee the teachers and staff in their respective department and work closely with teachers to ensure the curriculum is being implemented effectively.

The Treasurer/Business Manager position will work with the Principal and Board to develop finance related policies, manage reporting, manage facilities and other business related aspects of running a charter school.

The Education Service and Support Provider, or ESP, is hired by the Board of Trustees and reports to the Board.

Teacher, parent, and student input in school decision making

The success of the School is dependent on its stakeholders collaborating fully by: continuously designing, developing, and adapting to meet the needs of its students. Parents and community members will have extensive opportunities for involvement in aspects of School operations. Parental and community involvement in school matters is fundamental and is required as part of the philosophy and operation of the School.

The School will ensure that parents, students, teachers, and other community members are actively engaged in the design and implementation of the school. Examples of areas where parents, students, teachers and community members will be involved are listed below:

School Advisory Council – is composed of school personnel, parents, students, local business, and community members. The School Advisory Council will meet monthly to discuss significant issues concerning the school (needs for materials, budget, curriculum plan, student progression, etc.). The School Advisory council will consist of 11 members: 2 students appointed by the student council, 2 parents appointed by the PTSA, 2 teachers appointed by school staff, 3 community and business leaders from the local area appointed by the Principal, and 2 other people appointed by the Principal. The School Advisory Council shall select a representative to report to the Board at each Board meeting. The representative shall also report back to the School Advisory Council following each meeting of the Board.

Student Council – The student council will be composed of volunteers or elected members of the student body. The purpose of the student council is to increase student decision making and participation opportunities in school as well as in wider social, political, and economic affairs. The School believes that student input can improve and strengthen programs while giving students more ownership of their school.

Quarterly Parent/Teacher Conferences – will be hosted in the evenings at the School for parents to discuss topics that affect their children’s educational progress

Open houses, Career Fairs, Family Picnic - Events will be held yearly to maintain communication and active involvement between the School and the surrounding community.

School Website, Monthly Newsletters, and Event Calendars – will be updated, at minimum, monthly to disseminate information and maintain open lines of communication in the community.

Parental Service– Parents are encouraged to volunteer a minimum of 30 hours per family annually with their child’s teacher and/or be involved in school activities. The Principal will maintain a list of opportunities that parents can participate in and work with parents in a cooperative and flexible fashion to maximize the ability of parents to participate in volunteer activities. The parent volunteer hours cannot be legally enforced but will be strongly encouraged. The School will make many volunteer options available to parents on campus and at home in order to help parents who have time or work restraints complete this request.

P.T.S.A. – Parent Teacher Student Association coordinates extra-curricular events involving the community. The School is committed to ongoing communication with parents in order to maximize parental involvement and input in decision making at their child’s school. The PTSA will play a role in the proposing of potential parent board members to the Board of Trustees.

d. School Management Contracts

Education Service Provider Academica: History & Background

The Founding Group anticipates engaging the services of Academica, one of the nation’s longest-serving and most successful charter school service and support organizations.

All schools supported by Academica are fiscally sound, and have established significant reserves for operations and programming needs, and several have developed and funded, from such reserves, substantial additional educational programming for their students. Academica has a longstanding relationship with each of its client schools, **no school receiving services and support from Academica has, in the history of the organization’s existence, cancelled its contract.**

Founded in 1999 on the principle that each charter school is a unique educational environment governed by an independent board of directors that best knows the right

path for its school, it is Academica's mission to facilitate that governing board's vision. Academica has a proven track-record developing growing networks of high performing charter schools.

The organization started began serving 50 students in a two-room schoolhouse. Today, the organization serves more than 100 charter schools in Florida, Georgia, Texas, Utah, Nevada and California providing educational programs from pre-kindergarten through high school. Academica serviced schools have been recognized on a local, state, and national level for their achievements. For example, the Somerset Academy Schools were recently designated by the Southern Association of Colleges & Schools (SACS) as the first, and only, fully accredited charter school system in the United States. Further, Doral Academy High School and Mater Academy Charter High School in Florida were, for the second consecutive year, listed as two of the "Best High Schools in America" by both U.S. News & World Report and Newsweek magazines.

The organization is staffed by professionals and educators with extensive knowledge of and experience with charter schools across the nation. Founder and President of Academica, Fernando Zulueta, is a founding Board Member of the Florida Consortium of Charter Schools, and a Board Member of The National Alliance for Public Charter Schools. Mr. Zulueta has received numerous awards for his work with charter schools including the "Cervantes Award" sponsored by Nova Southeastern University for significant efforts to support excellence in the education of Hispanic and minority students.

Parental demand has fueled the need to replicate successful charter school models serviced by Academica in the last few years. **Academica's plans for expansion in the next five years are based on the need and demand from the communities of the schools it serves.**

Roles & Responsibilities

Academica has an experienced team of professionals to provide services and solutions for every aspect of charter school establishment and operation. The organization ensures the school's Board of Trustees has complete autonomy and control over its school academic program, staffing needs and curriculum. Academica assists charters in many ways including, but not limited to:

Prior to Charter Approval

- Working with founding group members to design the school and complete the application
- Training and Assistance through the Application Process
- Corporate Establishment and Coordination
- Budget forecasting

Board Facilitation

- Coordination of Board Meetings and Trainings
- Public Notice Compliance
- Government in the Sunshine Compliance

Human Resources

- Identifying staffing needs
- Recruiting of staff
- Incentive programs
- Payroll Coordination
- Governmental compliance

Financial Services

- Bookkeeping and accounting services
- Quarterly and annual budgets
- Cash flow projections and Obtaining financing
- Establishment of credit facilities
- Development of Capital Outlay plans
- Coordination and logistical support of financial audits

Facilities

- Site Selection and Acquisition
- School Design and Development
- Land Use Approvals
- Providing Access to Award-Winning Facilities
- Compliance with Fire and Security Requirements
- Planning for Future Facilities Needs

Strategic Planning and Implementation

- Long and Short-Term Planning and Budgeting
- Strategic Positioning
- Identifying Underserved Markets
- Replication and Scaling of the Program
- N.E.S.T.ing

Public Relations and Marketing

- Identity and brand development
- Student recruitment strategies
- School climate surveys

Governmental Liaison

- Charter Sponsors/Authorizers
- Local and Federal Agencies
- Advocacy
- Reporting

Accountability

- Charter Compliance
- Reporting fulfillment
- Renewals and Numerous annual site inspections
- Quality Assurance (NCLB)
- Statutory Compliance

At the direction of the Board, the ESP will coordinate the services required to support the School. The ESP will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Academica will comply with all Board of Trustees and School policies and procedures, the Charter, and with all applicable local and federal rules and regulations.

Academica, at the direction of the Board, may identify and or assist in developing curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal and local laws and regulations. All proposed curricula shall be research based and approved by the Board prior to use.

Academica may coordinate a student assessment methodology and retain on behalf of the School, professionals to administer and evaluate results. Academica will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

Financial Mgmt/ Internal Controls

The Board of Trustees (“the Board”) will be responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school’s

assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. The ESP will coordinate with the accounting firms selected by the Board of Trustees and serve as liaison with them to ensure the accuracy and timeliness of financial reporting, record keeping, and audits as may be required by the District of Columbia and the Public Charter School Board (PCSB). Financial reporting will be subject to any directives issued by the District of Columbia, the PCSB, and any other applicable laws.

Compensation

The School shall pay a services and support fee of \$500 per student per annum during the term of the Agreement, unless terminated, provided that the School receives such funds. The fee shall be payable in equal monthly installments provided that the School shall have no obligation to pay such fees before receiving its per pupil allocation.

Renewal/Termination

The initial term of the contract is from August 2012 – August 2013. At the conclusion of the term of the Agreement, the parties may mutually agree, but have no obligation, to renew the terms of said Agreement. In the initial year of the Agreement, it may be terminated either without cause or with cause as more fully described in the Service Agreement attached herein Appendix J7. Draft Service Agreement & Related Docs.

Draft of Proposed Educational Service and Support Agreement

*See Form J7: Draft Service Agreement & Related Documents

Academica Annual Report

*See Form J7: Draft Service Agreement & Related Documents

Academica Financial Statements

The financial statements of the service provider are provided in a separate sealed envelope, and are **CONFIDENTIAL UNDER SECTION 2-534 OF THE DC CODE as the disclosure of these statements will be of substantial harm to the competitive position of the service provider.

Credit Rating

The service provider is privately-held, has no debt outstanding, and has never issued any debt so it does not have a “credit rating” (we note for the Board’s convenience that companies do not receive “company” ratings, rather credit ratings are only issued by rating agencies as to particular debt issues of a company). However, the service provider has very strong financials, and would, if the charter is granted, post a letter of credit from an A-rated bank, which provides true additional financial strength, as compared to a “rating” which changes with the fortunes of the rated entity

Due Diligence

Founding members analyzed data regarding several education service and support providers currently working with charter schools in the Nation and concluded that the Academica offered the most competitive price and had a proven track record of success.

Members of the Founding Group reached out to Principals and Governing Board members of schools currently serviced by Academica. These conversations resulted in the Founding Group's assurance that Academica provides high quality service with a strong commitment to see that each Board's vision and mission is carried out. Founding Member Joe Bruno visited a number of schools serviced by Academica and reported to the Founding Group that, upon visiting such schools, he found that the Board members and administrators at the Academica serviced schools were highly satisfied with Academica's performance as a service provider. Founding Group members verified student performance data at the school's receiving services from Academica by visiting the organization's website as well as through student performance reports online from the Florida Department of Education, Georgia Department of Education, Texas Education Agency, and the Utah State Office of Education.

Academica Serviced School Information

*See Form J7: Draft Service Agreement & Related Documents

3. Finance

a. Anticipated Sources of Funds

Anticipated Per Pupil Allocation

	Planning Year	Year 1	Year 2
Student Enrollment			
Grade 6		75	100
Grade 7		75	100
Grade 8		50	75
Grade 9		25	100
Grade 10			25
Total Students		225	400
Percentage Special Education		10%	10%
Percentage LEP		10%	10%
Per Pupil Allocation		8,770	9,033
Grades 6-8		9,033	9,304
Grades 9-12		10,173	10,478
Per Pupil Facilities Allowance		3,000	3,090
Per Pupil Revenue			
Total Per Pupil Allocation		2,060,950	3,868,425
Total Facilities Allowance		675,000	1,236,000
Total Special Education Funding		171,804	302,067
Total LEP/NEP Funding		90,770	162,596
Total Per Pupil Summer Allocation		-	-
Total Per Pupil		2,998,524	5,569,088
Other Public Revenue			
Federal Entitlements	180,000	444,600	596,072
National Food Program		64,430	117,978
Total Other Public	180,000	509,030	714,050
Private Revenue			
Supplemental Program Fees			
Paid Meals		20,325	37,216
Total Private Revenue		20,325	37,216
Total Income	180,000	3,527,878	6,320,354

Financial Resources

The founding group members will leverage their resources to assist the school in applying for public grants (i.e. Walton Family Foundation Public Charter School Pre-Authorization Grant, Office of the State Superintendent of Education (OSSE) Charter Schools Program Planning and Implementation Grant, etc), soliciting private donations, and running fundraisers to raise money for the School. If awarded, the grants will assist the school with the planning and start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor as well as additional funds available during the school's first two years of operations. In the event that the grants are not awarded (or proves inadequate), the school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures. In addition, the School's Education Service Provider (ESP), Academica, may assist the school by providing a start-up loan (at below market rates).

The School will also seek financial contributions from local business partners and private philanthropists who contribute to the educational progress of children. The annual contributions received from these educational partners will be utilized to support and enhance the development of the school's program prior to opening.

Contingency Plan

In the event that District and federal funds per pupil allocations are delayed or lower than expected the School may undertake measures such as:

- Reducing the number of teachers hired.
- Reducing certain full-time positions to part-time based on student need
- Reducing expenses of instructional technology equipment
- Hiring teachers who are qualified to teach more than one subject area

In addition, the school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures and the School's Education Service Provider (ESP), Academica, may assist the school by providing a loan.

Budget Goals and Objectives

The main goal of the five year budget is to generate surplus revenues annually. The close monitoring and appropriate management of funds may lead the school to establish significant reserves for operations and programming needs. The School intends to develop and fund, from such reserves, substantial additional educational programming for its students.

b. Planned Fundraising Efforts

Planning/Startup Funding

The School will draw upon various partners for financial and human resources to ensure the successful implementation of the school's model. Furthermore, the School will seek financial assistance from the community to support its model. The applicant and founding group have proven to have strong ties with the community as is referenced herein Section B(1)(a) Profile of Founding Group.

The Applicant and founding group will leverage its resources to assist the school in applying for public grants (i.e. Walton Family Foundation Public Charter School Pre-Authorization Grant, Office of the State Superintendent of Education (OSSE) Charter Schools Program Planning and Implementation Grant, etc), soliciting private donations, and running fundraisers to raise money for the School. If awarded, the grants will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded (or proves inadequate), the school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

The School will also seek financial contributions from local business partners and private philanthropists who contribute to the educational progress of children. The annual contributions received from these educational partners will be utilized to support and enhance the development of the school's program prior to opening.

Ongoing Fundraising

Fundraising will serve as a catalyst to further service the School's needs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School may also apply for grants from national, state, and local foundations, as well as other sources for education grants. Specific grant sources will be determined, based on appropriateness and feasibility, by the school administration and Governing Board.

Additionally, the School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and in-kind donations that will promote the educational program from the benefit of the community.

Most of the school expenses are covered in the basic charter school funding formula, reflected in the proposed operating budgets, which have been prepared conservatively and exclude grant funds. A larger surplus is projected for each year that the school has reached its enrollment capacity, giving the school a financial cushion so that it is able to handle emergency or unexpected expenditures and can operate on a financially sound basis.

c. Financial Management and Accounting

The Board of Trustees has the ultimate responsibility to ensure that the School's finances are managed properly. The Board will maintain its financial records in accordance with generally accepted accounting principles as defined by the American Institute of Certified Public Accountant. Additionally, The Board will contract with an Education Services and Support Provider "ESP" which will assist the Board and the Principal with the preparation and reporting of the School's finances.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter or month, depending on the needs of the School, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly, and to the Board of Trustees on the progress of the site-based budget and make recommendations and seek approval for

large expenses. The Board of Trustees will oversee the Principal and remain responsible for all financial matters delegated to him/her.

The School will establish financial procedures to further safeguard its finances. The Board will annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

Controls - The Board of Trustees is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts
- Expenditures, accounts payable, and cash disbursements
- Budgeting and financial reporting
- Risk management
- School inventory & capital assets
- Student records
- Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of generally accepted financial records, as defined by the American Institute of Certified Public Accountants, in all transactions pertaining to its operations. Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks & checks over a certain amount will require board chair signature and/or approval. Authorized signatures on checks are limited to the Chair of the Board of Trustees, the Principal, or designee, as approved by the Board.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Authorizer including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the Authorizer and the D.C. School Reform Act.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - any funds collected at the school (i.e., lunch monies, fundraisers, field trips) may be initially collected by the school staff. These funds along with supporting documents are submitted to the Financial Manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.

Capital Expenditures - purchase orders are required for all capital expenditure and are pre-approved by the Executive Director, Principal, or Designee. Limits are set by the Board of Trustees and may change as necessary. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Trustees requires Board action.

Operational Checking Accounts - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Trustees for review.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Trustees.

Data Security - financial data will be maintained on a secured system/network. Only the Principal and authorized representatives of the Board of Trustees have access to the data. Appropriate file backups and physical records will be maintained in a secure environment. The School will provide the Authorizer with annual audited financial reports. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Authorizer's timelines.

Cash flow management plan- the Principal, working with the ESP, will adjust revenues and expenses as appropriate to ensure that the School's current and future cash flow is adequate. Monthly cash flow reports will be generated and the Principal and ESP will update the Board of Trustees regularly on the school's cash flow position. Account

receivables will be managed to ensure revenue are received when expected and lines of credit will be established with vendors that will allow payment deferment if necessary.

d. Civil Liability and Insurance

Insurance and levels of coverage sought The School will meet or exceed recommended levels of insurance coverage for the School. The School has contacted an insurance provider to present insurance options and costs specifically related to the School. Below is a table demonstrating the minimum levels of insurance coverage that will be provided according to DC law.

TYPE	ESTIMATED AMOUNT
General Liability	\$1,000,000 per occurrence, \$,2000,000 aggregate
Directors and Officers Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
Student Accident	Per student basis
Umbrella Coverage	\$3,000,000; \$5000,000 if providing transportation
Property/Lease Insurance	100 percent of replacement cost
Boiler and Machinery Insurance	\$1,000,000 (if appropriate actual loss sustained)
Auto Liability Insurance	\$1,000,000
Workers Compensation	As required by law

e. Provision for Audit

Provisions for annual audits of the financial operations of the school.

An audit of the School’s financial statements will be made annually. The audit will be conducted according to Government Auditing Standards. Additionally, the audit will be conducted by a Certified Public Accountant licensed in the District of Columbia, and included in the Approved Auditor List for charter schools. Upon completion of the audit, the School will timely provide the DC Public Charter School Board with a copy of said findings.

4. Facilities

a. Identification of a Site

Identification of a Site

The Founding Group of the School is working with Building Hope to assist in identifying a school site. Building Hope's Charter School Incubator Initiative will meet the needs of the School. Should an existing site not be available, Building Hope has committed to finding a site for Cambridge Prep Academy through other options by looking to develop other incubator opportunities through commercial, co-location, and DCPS options.

Upon charter approval, Building Hope will immediately begin working to ensure Cambridge Prep Academy has adequate space to open in the Fall of 2012.

Timeline:

April 2011 – December 2011

- Site search & selection

January – February 2012

- Lease negotiation and formalization and architectural design

March – July 2012

- Renovations/beautification of site, if applicable

August – September 2012

- Occupancy

b. Site Renovation

A site has not been identified at this time. Upon site selection, the Founders/Board will ensure that the facility is appropriate to the needs of the School. For the proposed school, the facility will be a one or multi-story structure (existing, built or renovated) meeting all requisite codes and life-safety regulations set forth by the applicable governing agency. The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards.

c. Financing Plans for Facilities

Financing Plans

The charter school intends to work with experienced charter property development and finance organizations such as Building Hope, who have access to a network of financial institutions ready to commit the necessary capital for a school facility.

d. Building Maintenance

Building Maintenance, Codes and Standards

The School and the Board of Trustees will ensure that the building complies with all applicable building codes and that all necessary permits are obtained. The facility will meet all local and District of Columbia requirements for secondary education facilities, including but not limited to, restrooms, fire safety, campus security, air quality control, weather proofing, etc. The School will participate in any and all site compliance visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include inspections of kitchens and related spaces as well as Department of Labor and Employment to for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations.

5. Recruiting and Marketing

a. Outreach to the Community

Publicizing the School

In order to publicize the School and its program, a comprehensive advertising and promotional plan will be implemented. The plan will include the use print, broadcast and online media – including minority and community periodicals -- to disseminate information about the school’s educational program.

Promotional flyers and/or brochures will be distributed to, community centers, shelters, libraries, post offices and other locations of public access within the community. In order to best reach out to the community’s diverse population, informational materials will be available in multiple languages as needed.

The goal of the outreach plan is to create partnerships with local community organizations and members, who share in the vision of the Founders of the School and who seek to assist in the carrying out of the school’s mission. Partners will work cooperatively with the Founders and the School to enhance the program and provide opportunities for the students.

The founding group has already established partnerships with a number of organizations that are committed to supporting Cambridge Prep’s mission. The partnerships address areas such as student achievement, facility support, professional development, and support for families. Selected letters of support are attached in Appendix referenced *K1. Letters of Support*.

Community Partner	<u>Community Partnerships</u> Activity	How It Builds School Capacity
L.A.M.B.	To aid in the transition of students from elementary to middle school.	By participating in vertical planning of the curriculum
Building Hope	Provide support to locate an educational facility and assist with financing.	Address the need to find a suitable facility to carry out the goals and mission of the school.
Latin American Youth Center	Provide afterschool tutoring programs for students	Addresses support for students in reading and math.
National Council of La Raza	Provide afterschool tutoring programs for students	Addresses support for students in reading and math.
Yu Ying PCS	To aid in the transition of students from elementary to middle school	By participating in vertical planning of the curriculum
Pleasant Plains Civic	To aid the school in	Builds partnerships with

Association

acquiring community
partnerships and assist in
advocating for the school

local organizations to
support and advocate for
the school

Serving the Community

It is the intention of the Founders that the School not only provide an excellent education to its students, but that the School be a place the community takes ownership of and is proud of. Students will be encouraged to participate in community service and “give back” to their community. Opportunities to volunteer at shelters, hospitals, and schools will create a sense of unity between the School and its surroundings.

The School may, during non-school hours, offer its facilities as a space for local community members and agencies to hold adult education courses, after-school programs, etc. The Founders of the school seek to be good neighbors to the community and have a positive and on-going relationship with the members of the community it serves.

b. Recruitment of Students

Student Recruitment

In order to effectively identify and draw students, the School will develop partnerships with community centers, churches and other organizations in the targeted Wards which work with local children and families or focus on education. In close collaboration with these community organizations, the School will hold numerous bilingual informational sessions for prospective students; widely distribute bilingual recruitment materials and work to achieve balance among students that is reflective of the District and local area.

The School will make great efforts to reach families reflective of the demographic of the community it serves. A comprehensive advertising and promotional plan will include the use of print, broadcast and online media – including minority and community periodicals -- to disseminate information about the school’s educational program and open enrollment period. Promotional flyers and/or brochures will be distributed to community groups, shelters, social service agencies, and churches to ensure that harder-to-reach families, those who do not contact the school directly, are aware of the school and their eligibility to apply for enrollment. This information will also be posted in local public facilities such as the post office, community centers, shelters, libraries and other locations of public access. In order to best reach out to the community’s diverse population, informational materials will be available in multiple languages as needed.

The School will distribute press releases and public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the school and its programs. A banner will also be posted on site with relevant information.

The Founding Group and parent members will work cooperatively with the School to reach out to families in the community to expand the recruitment effort. This group is vital in the recruitment process as they are the visionaries responsible for the establishment of the School. Once the school has opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials will be invited to visit the School. They will also be given updates on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

It is the intent of the School to implement and maintain a comprehensive recruitment strategy in close collaboration with our community partners so that the School will continue to attract a broad and diverse group of students. The school will not limit enrollment on the basis of race, color, religion, or intellectual or athletic ability. If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random lottery. Preference may be given to siblings of a student already attending or selected for admission.

The School's proposed timeframe for student recruitment and enrollment is as follows:

February 2011 - June 2011	Board/Principal collaborates on design concepts of marketing strategy.
	Design website, radio advertisements, newspaper advertising, local community newsletter advertising, and promotional flyers and brochures in multiple languages.
	Contact and involve potential community members and partners
June 2011 – December 2011	Meet with community organizations and school leaders to explain target student population. Focus on “hard to reach” families.
	Make presentations to community leaders and groups.
	Publicly announce open enrollment period dates
January 2012 – April 2012	Work with recruitment partners and community organizations to start recruitment process.
	Put up signage at school site directing interested parents and students to School office and website.
	Send mailers to target families.
	Advertise on radio.
	Advertise in city and local newspapers, newsletters, website, bus benches, political offices, post offices, shelters, afterschool programs and other public locations.
	Hold parent meetings, recruitment events and make additional presentations to community organizations and churches.
	Application forms accepted
March 31, 2012	Application submission deadline
April 2012	Public lottery takes place, if needed
	Begin accepting proof of D.C. residency for admitted students
May – July 2012	Official enrollment takes place
	Analyze student records to target deficiencies and implement special program schedules.
	Continue recruitment if necessary/accept students from waiting list.
August 2012	Conduct Student and Parent Orientation Meetings.
	Continue recruitment if necessary

In the case of under enrollment the School will adjust the number of faculty and staff in order to ensure the viability of the program. The School will continue recruitment and promotion efforts as detailed above.

c. Future Expansion and Improvements

Enrollment Projections: Years 1-5

The school will open in 2012 with 225 students in grades 6-9 and increase by one grade level per year until Year 4 when the program reaches 6th – 12th grade as detailed below. Enrollment numbers increase yearly until each grade level reaches a maximum of 150 students. In the event that some attrition should occur, the school will enroll students who are on the waiting list to enroll. Further marketing and recruitment will begin in order to make sure the School meets its projected enrollment numbers.

The school expects that approximately 10% of the school's population will be limited or non-English proficient and approximately another 10% of the population will be students with exceptional needs.

Grade Level:	6	7	8	9	10	11	12	TOTAL
School Year:								
2012-13	75	75	50	25				225
2013-14	100	100	75	100	25			400
2014-15	125	125	125	125	100	25		625
2015-16	150	150	150	150	125	100	25	850
2016-17	150	150	150	150	150	125	100	975
2017-18	150	150	150	150	150	150	125	1025
2018-19	150	150	150	150	150	150	150	1050

Projected Enrollment: SpEd/NEP-LEP Students

Grade Level:	6	7	8	9	10	11	12	TOTAL
School Year:								
2012-13 SpEd/NEP-LEP	7/7	7/7	5/5	2/2				21/21
2013-14 SpEd/NEP-LEP	10/10	10/10	7/7	10/10	2/2			39/39
2014-15 SpEd/NEP-LEP	12/12	12/12	12/12	12/12	10/10	2/2		60/60
2015-16 SpEd/NEP-LEP	15/15	15/15	15/15	15/15	12/12	10/10	2/2	84/84
2016-17 SpEd/NEP-LEP	15/15	15/15	15/15	15/15	15/15	12/12	10/10	97/97
2017-18 SpEd/NEP-LEP	15/15	15/15	15/15	15/15	15/15	15/15	12/12	102/102
2018-19 SpEd/NEP-LEP	15/15	15/15	15/15	15/15	15/15	15/15	15/15	105/105

Future Expansion

The gradual increase in enrollment will allow the School to expand its programs at a controlled rate, attain the viable number of staff and students in order to offer a full range of extra-curricular, athletic and supplemental programs. A full range of student athletics and activities programs, which are traditionally available in large high schools, is vital to the model's success in raising the self-esteem and academic interest of minority and underserved student populations.

The School will continue community partnerships with groups to reach out to parents of 'underserved' student populations in the community in order to achieve its enrollment projections in subsequent years.

The Founders of the school are seeking a facility that will be able to house the program in its initial phases of enrollment with the possibility of expanding the facility to meet the school's intended maximum enrollment. If such a facility is not identified, the school will open at a temporary site while Building Hope assist the School in seeking a permanent facility that will allow the School to reach its maximum potential. As enrollment increases, the School will analyze what positions become necessary and hire new staff as appropriate. The school's budget reflects an increase in enrollment and can sustain the hiring of new members of faculty and staff, yearly.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

Registration and Enrollment Calendar Enrollment in the School, as a public charter school, shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who pay the tuition established by OSSE.

Below is a school calendar describing key dates for the registration and enrollment of students.

Timetable for Registering and Enrolling Students

Development of Student Application	<i>December, 2011</i>
Recruitment of Students and Dissemination of Application (<i>including postings at shelters to serve homeless children</i>)	<i>January-March 2012</i>
Application Deadline (<i>cutoff date</i>)	<i>March 31, 2012</i>
Lottery Date (<i>random selection</i>)	<i>April 2, 2012</i>
Notification of Parents	<i>April 4, 2012</i>
Intent to Enroll Deadline	<i>June 1, 2012</i>
Verification of D.C. residency	<i>July 15, 2012</i>
Parent Orientation	<i>August 25- 26</i>
First Day of School	<i>August 30, 2012</i>

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

Policies & Procedures:

Eligibility & Enrollment

In accordance with § 38-1802.06, DC School Reform Act, all students of appropriate grade level who are residents of the District of Columbia, and who have completed the application for enrollment, shall be eligible for enrollment at the School. The School will conduct an open enrollment process and shall not discriminate on the basis of race, religion, national or ethnic origin, language proficiency, aptitude or exceptionality in the admission of students. If the number of applicants exceeds capacity, a lottery will be conducted. Students not selected in the lottery may be placed on a waiting list.

If student stations remain open after the lottery, the School may elect to enroll students who are not residents of Washington D.C. and who agree to pay tuition in the amount set forth by the Office of the State Superintendent.

Students selected for enrollment are required to provide the School with further documentation upon enrollment. Such documents include: Proof of their residency in the District, unless they are tuition paying nonresidents, immunization forms and in the

case that the student has an Individualized Education Plan, this documentation will also be requested.

Withdrawal

A student may withdraw from the School at any time. Should a parent choose to withdraw their child, the School will ask that the parent/guardian complete a formal withdrawal request and conduct an exit interview.

Suspension & Expulsion

The School founder's philosophy regarding student behavior ensures commitment to the School's mission on a daily basis. The founders believe that a safe and orderly school is of primary importance to creating an enjoyable learning environment for both students and teachers, and therefore they will adopt policies and procedures regarding student conduct and discipline procedures to ensure a safe and orderly environment. Furthermore, when students behave in a respectful, responsible and safe manner, they enjoy a more productive learning experience and develop into responsible adults and citizens.

The School principal shall meet regularly with federal and municipal officials and request that the School be updated on the most current health and national security measures so as to implement in the policies and procedures of the School.

The School will have zero tolerance policies in regards to drugs, weapons, violence and threats of violence. Infractions of this nature will result in immediate suspension or expulsion from school.

All students will be treated fairly and in accordance with all District of Columbia and Federal laws and principles.

The use of corporal punishment, including physical force or physical contact applied to the body as punishment is prohibited by any member of the school staff and extends to parents or guardians on school grounds. National origin minority or English Language Learner (ELL) students shall not be subjected to any disciplinary action because of the use of a language other than English. The School will abide by the Individuals with Disabilities Education Act (IDEA) provisions on the discipline of students with exceptionalities at the School.

The school will develop a Code of Conduct and discipline policy that identifies behavioral expectations. These policies will be clearly stated in the Student and Parent Handbooks. They will also be discussed during student orientation, at assemblies, and in the classroom. These handbooks will be finalized by July 2012.

An overview of the policies with respect to suspension and expulsion is presented below:

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch

period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

The Principal of the School may suspend a student from school for up to ten days for gross misconduct and/or persistent disobedience. Principals take this action when they have exhausted informal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

During a suspension the child will be given the opportunity to complete the work that was missed during the suspension. Failure to make up the assigned work missed during a period of suspension will result in the student being given the academic grade of "F" for those assignments. A suspended student completing assigned work missed during the period of suspension will not be subject to the withholding of passing final grades unless the student has, in addition to suspension, attained five or more unexcused absences in a semester course or ten or more unexcused absences in an annual course. In addition to making up assigned work, the student will be held responsible for the material presented during his or her absence.

A student may be expelled either by the Principal upon the recommendation of an Administrative Panel or by the Board of Trustees following a hearing before it. The Administrative Panel should consist of at least three members who are neither a witness of the incident or a Board member of the School. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, as listed in the Schools policies and procedures for expulsion to be adopted by the Board. Parents/guardians may challenge the expulsion and if not satisfied with the outcome parents/guardians may appeal the decision to expel to the Board of Trustees.

2. Human Resource Information

a. Key Leadership Roles

Prior to the School's first year of operation, the Board of Trustees will place significant effort during interviews to hire the most qualified candidates who possess leadership skills and a comprehensive educational vision that is consistent with the School's mission and educational program.

The Key Leadership Roles are currently filled by interim leaders who are highly qualified possess expertise in the areas of administration, curriculum, business and law.

Chief Administrative Officer (CAO)/Principal - The duties of the CAO are currently being fulfilled by Founding Group member Douglas Rodriguez. Mr. Rodriguez is a life long educator. who began his teaching career as a Social Studies teacher at Miami Central Sr. High School twenty three years ago. He taught at various Miami-Dade Public School District schools prior to his first administrative appointment at Howard Doolin Middle School as an Assistant Principal. Mr. Rodriguez then received his first appointment as Principal of Miami Springs Senior High. During his tenure at Springs Sr. Mr. Rodriguez led the school from a "D" grade to "B" grade in three short years. In 2005, he was given the honor of opening the first public high school in the City of Doral, Ronald W. Reagan/Doral Sr. The school opened with an "A" grade and has maintained that status each year. Two years ago he volunteered to take over as Principal of Miami Central Senior High School which had received five straight "F" grades from the Florida Department of Education. When test scores were released in June, Miami Central had made substantial gains in all areas of the FCAT and the grade had improved to a "C". In 2010, Mr. Rodriguez took over as Principal of Doral Academy Charter High School. He is currently working on opening the first fully integrated college for high school students.

A native of New York City, Mr. Rodriguez holds a B.A from Barry University, M.A. from Nova Southeastern University and a Specialist of Education in Educational Leadership from Barry University. He has served as the chair of the Senior High School Principals committee and was selected as Miami-Dade County School's Police Principal of the Year in 2003, Dade County Council of Teachers of Mathematics Principal of the Year in 2007, Miami-Dade County Principal of the Year in 2008, State of Florida Principal of the Year in 2008 and was the recipient of The Leonard Miller Principal Leadership Award in 2008. He also currently serves as an educational consultant to various private organizations, the Council for Educational Change and presents to Principals who work in low performing schools.

Instructional Leader: Teresa Sarduy serves as the schools Instructional Leader until such time when the School hires the permanent Instructional Leader. Ms. Sarduy has 11 years experience as a teacher at the Secondary level. Ms. Sarduy's first teaching position was in Miami Springs Senior High School, in Miami Springs, Florida, where she taught sophomore English and was the adviser of both the school newspaper and yearbook. Subsequent to that she accepted the position of Lead Teacher for the Cambridge AICE Program at Ronald W. Reagan/Doral Senior High School in Doral,

Florida. She continues her work as AICE Coordinator as well as teaching the senior AICE English Literature classes. The School's permanent Instructional Leader will be a specialist in the Cambridge curriculum.

Business Manager: Mr. Joe Bruno will provide lead guidance in the area of Business Management until a Business Manager has been hired at the School. Mr. Bruno is a certified public accountant with over forty years of real estate, banking and finance experience, Mr. Bruno serves as President of Building Hope, which supports high quality public charter schools by providing funding for all aspects of facilities planning, acquisition, leasing, construction, and renovation; and back office services. Mr. Bruno is Project Director of America's Charter, a Department of Education Grantee in the Credit Enhancement for Charter School Facilities Program. Mr. Bruno was a partner at two of the four premier global accounting firms, KPMG and PriceWaterhouseCoopers. He was also CFO of a publicly traded company. Mr. Bruno qualifies as a Sarbanes-Oxley financial expert. Mr. Bruno is a member of a number of corporate and non-profit boards including two charter schools. He currently serves on the National Alliance of Public Charter Schools' Facilities Task Force and chairs its Audit Committee.

Legal Counsel: Darrin Glymph currently serves as the legal counsel for the School. Mr. Glymph is partner at Orrick, Herrington & Sutcliffe LLP, in Washington, D.C. He is a member of the Public Finance Department. Mr. Glymph's practice focuses primarily on transactional matters, such as general obligation and revenue financings, economic development incentives, financings for charter schools and other non-profit organizations, securities law matters and legal issues relevant to state and local governments.

b. Qualifications of School Staff

Standards, Qualifications, and Background of School Staff

Considerable effort will be taken during interviews to hire the most qualified candidates. Under NCLB, all teachers must be "highly qualified" to teach in the school. The definition of a highly qualified teacher includes meeting at least the following three criteria:

- Having a bachelor's degree
- Passed the Elementary II Praxis II (6th) or Passed the Praxis II (7th-12th)
- Demonstrated core academic subject matter competence

SELECTION OF STAFF:

The Principal will be selected by the Board of Trustees through a rigorous selection process that will evaluate applicants to determine the following qualities:

Entrepreneurship - The Principal must be prepared to implement, and be responsive to needs, opportunities and the design of a highly innovative, model middle/high school. He/she will be knowledgeable and immersed in the national movement to rethink and reinvent the comprehensive urban school.

Committed Mentor and Role Model - The Principal must be able to participate in the student - teacher interactions and set the standard in that area. He/she will know every

student at the school by name, and maintain a good sense of each student's progress. He/she must also be able to mentor all staff, paying particular attention to beginning teachers. There will be a commitment to allow staff to attend innovative professional development workshops.

Constant Learner - The Principal will be an educator who seeks ways to improve and evaluate his/her own teaching and acquires knowledge that enhances his/her personal and professional development.

Self-aware - The Principal will be an educator who is perceptive about how others regard him/her and knows how to treat students, parents, colleagues and others. He/she must be able to reflect on his/her own strengths and weaknesses and have the ability to assess their skills realistically.

Dedicated - The Principal will be an educator who goes above and beyond what is nominally required to ensure that his/her students achieve academic success. He/she must be committed to the community he/she serves through academic, social and extracurricular activities.

Effective Communicator - The Principal will be an educator who possesses excellent oral and written communication skills and who demonstrates strong interpersonal skills when interacting with students, parents, colleagues, community and the media.

Faces Challenges - The Principal will be an educator who understands the challenges associated with an underserved student population and will possess an unwavering determination to do whatever it takes to help these students succeed.

Leadership - The Principal will be an educator who demonstrates the ability to lead students and other professionals. He/she will demonstrate problem-solving abilities, intelligent risk-taking abilities, integrity, confidence, respect and humility. He/she must be able to inspire and motivate children and adults.

Visionary - The Principal will be an educator who possesses a powerful vision of a high-achieving public school and has the ability to execute the strategies to realize that vision.

For all faculty/staff positions, the School will look for candidates who demonstrate, at minimum, the following qualifications:

- Educational background: Bachelor's Degree or higher in field
- Demonstrate expertise in their field (i.e. Literacy/Reading instruction and training)
- Excellent presentation and interpersonal skills
- Satisfactory recommendation and/or evaluations from previous employer
- Personal characteristics, knowledge, and belief in the school's mission
- An ability and motivation to work as part of a team in a small-school setting with parental involvement
- References/Letters of Recommendation

All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

Prior to hiring a teacher/staff member or volunteer, school administration will verify the credentials of all interviewees (proper documentation, prior experience, degrees held, etc). All staff/faculty and volunteers will be required to complete a background check prior to the beginning of their employment or service at the school. The background check may be conducted by the DC Metropolitan Police Department or a private firm.

Recruitment of Staff

The School will ensure that faculty members are highly-qualified and match the learning needs of its students.

Accordingly, the School will:

- Recruit teachers through local and national employment websites, local colleges and universities;
- Develop a relationship with Teach for America and DC Teaching Fellows;
- Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns whenever possible, and
- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community that we serve.

The School's Governing Board will appoint a school screening committee to interview and recommend to the Board the hiring of all other employees. The plan is as follows:

The School Governing Board:	Interviews and hires the School Principal;	Develops partnerships with local universities to attain qualified, certified teachers; and	Appoints a school site screening committee.
The Screening Committee is comprised of school administrators, teachers, counselors, and lead staff:	Posts positions on teacher recruitment websites, Develops an interview questionnaire for specific positions and conducts initial screening interviews	Verifies credentials of interviewees (proper documentation/degrees obtained, and background checks are conducted)	Makes official recommendations to the specific department or administrator
The Department Chair or Administrator:	Conducts in-depth departmental interview	Determines interviewee's expertise in regards to subject area or position	Makes official recommendations to the Principal or Board
The Principal:	Conducts final interview;	Reviews recommendations of both interviewers; and	Makes final hiring decisions and reports to the Governing Board

c. Staffing Plan

The School's staffing plan in the first year of operations consists of the Administrative Staff (Principal and Assistant Principal). These individuals serve as the educational, business and administrative heads of the School. These positions, with the help of the Administrative Assistant, operate the daily functions of the School.

Instructional staff is comprised of 13 general education teachers, 2 paraprofessionals, 2 Special Education Teachers, 2 LEP-NEP Teachers, 1 Counselor, 1 Registrar, and 1 Reading specialist. Together, this educational team works together to provide all students with the best education possible. This group will work cooperatively to make sure all students are performing to their maximum potential. Instructional staff will meet periodically and as often as necessary to discuss student performance and share information on ways to improve classroom instruction.

The School's instructional teams – consisting of the principal, assistant principal, department heads, SpEd and LEP-NEP teachers, Reading Coach and Media Specialist - will work together to monitor and analyze data to maintain a problem solving system that brings out the best in the school, teachers, and its students. The instructional teams will meet to:

- Evaluate data and correlate to instructional decisions;

- Review progress monitoring data at the grade level and classroom level to identify students and their academic levels.
- Identify professional development to enhance students' achievement levels.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Department heads will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Each teacher will use data to determine the instructional focus of whole group lessons.

As grade levels expand and enrollment increases in year 2 and beyond, teachers will be hired at a ratio of 20 students per teacher and additional support staff (i.e. Media Specialist, additional Administrative Assistant, etc) will be hired as allowable by the School's operating budget.

All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design of the School. The School will look for personnel who bring with them a sense of enthusiasm and commitment to accomplish the School's mission as well as a strong belief in and understanding of the charter school concept.

Staffing Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5
Principal/Executive						
Principal	\$90,000	1	1	1	1	1
Asst. Principal	\$70,000	1	1	1	1	1
Teachers						
Gen Ed Teachers	\$55,000	13	23	36	50	57
SPED Teachers	\$55,000	2	2	4	5	5
ELL Teachers	\$55,000	2	2	4	5	5
Teacher Aides						
Paraprofessionals	\$35,000	2	4	6	9	10
Other Education Professionals						
Counselor	\$50,000	1	1	1	1	1
Reading Specialist	\$50,000	1	1	1	1	1
Media Specialist	\$45,000	0	1	1	1	1
Business/Operations						
Registrar	\$45,000	1	1	1	1	1
Treasurer	\$60,000	0	1	1	1	1
Development Director	\$55,000	0	1	1	1	1
Clerical						
Receptionist/Admin Assistant	\$40,000	1	1	2	2	2
Lunch Staff	\$25,000	1	1	1	1	1

The School's staffing plan in the first year of operations consists of the Administrative Staff (Principal and Assistant Principal). These individuals serve as the educational, business and administrative heads of the School. These positions, with the help of the Administrative Assistant, operate the daily functions of the School.

Instructional staff is comprised of 13 general education teachers, 2 paraprofessionals, 2 Special Education Teachers, 2 LEP-NEP Teachers, 1 Counselor, 1 Registrar, and 1 Reading specialist. Together, this educational team works together to provide all students with the best education possible. This group will work cooperatively to make sure all students are performing to their maximum potential. Instructional staff will meet periodically and as often as necessary to discuss student performance and share information on ways to improve classroom instruction.

The School's instructional teams – consisting of the principal, assistant principal, department heads, SpEd and LEP-NEP teachers, Reading Coach and Media Specialist - will work together to monitor and analyze data to maintain a problem solving system that brings out the best in the school, teachers, and its students. The instructional teams will meet to:

- Evaluate data and correlate to instructional decisions;
- Review progress monitoring data at the grade level and classroom level to identify students and their academic levels.
- Identify professional development to enhance students' achievement levels.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Department heads will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Each teacher will use data to determine the instructional focus of whole group lessons.

As grade levels expand and enrollment increases in year 2 and beyond, teachers will be hired at a ratio of 20 students per teacher and additional support staff (i.e. Media Specialist, additional Administrative Assistant, etc) will be hired as allowable by the School's operating budget.

All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design of the School. The School will look for personnel who bring with them a sense of enthusiasm and commitment to accomplish the School's mission as well as a strong belief in and understanding of the charter school concept.

d. Employment Policies

Salaries and Benefits

The School shall utilize local pay scales and benefit packages including other Public Charter School Board - authorized charter schools and private schools to create a pay scale and benefit package that allows it to be competitive while meeting budgeting concerns. Full time, salaried employees will be entitled to Health Insurance. For employee insurance and benefits selection, the Board of Trustees may choose to engage the services of a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization would allow the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

Hiring/Dismissal

All employees of the School shall demonstrate a commitment to the mission and educational philosophy of the School. A Personnel Manual/Employee Handbook will be created and approved by the School's Board of Trustees and its legal counsel.

Policies to be covered in the Employee Handbook include, but are not limited to:

- Hiring policies and practices
- Dismissal/Termination policies
- Employment eligibility requirements
- Wages/benefits
- Evaluation
- Vacation/Holidays
- Personnel Policies

The school will not discriminate in its hiring practices based on race, religion, national origin or ancestry, sex, or disability. All employees will provide proof of eligibility to work in the United States. Additionally, the School's employment policies will include provisions for hiring DCPS employees who request a leave of absence from DCPS for two years. During their time at the School, the School will pay into the employee's DCPS retirement plan.

The rules set forth below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. However, such listing cannot identify every situation of unacceptable conduct and performance. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

Ninety-Day Probation Period

Employees will be given annual employment contracts agreed upon by the Board, Principal and potential employee. All employees will be hired on a 90-day provisional contract and may be terminated at any time in accordance with the School's termination provisions.

Voluntary Termination

The School will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination

The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the District of Columbia and the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the school's rules of conduct for employees.

Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

Job Performance

Employees may be disciplined/discharged for poor job performance, including but not limited to, the following:

- Below-average work quality or quantity
- Poor attitude or lack of cooperation
- Excess absenteeism, tardiness, or abuse of break or lunch privileges
- Failure to follow instructions or procedures
- Failure to follow established safety/security procedures

Misconduct

Employees may be disciplined or discharged for misconduct, including but not limited to the following:

- Insubordination
- Dishonesty
- Theft
- Discourtesy (to students, parents, peers, supervisors, etc.)
- Misusing or destroying school property or the property of another
- Disclosing or using confidential or proprietary information without authorization
- Falsifying or altering school records, including the application for employment
- Interfering with the work performance of others
- Harassing other employees or students
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students.

- Possessing a firearm or other dangerous weapon on school property or while conducting school business
- Conduct which raises a threat to the safety and well being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

Drug Free Workplace

The School will have a policy establishing it as a drug, alcohol and tobacco free workplace. The policy will adhere to Title IV of the Safe and Drug-Free Schools and Communities Act to ensure that the campus is kept safe and are tobacco, drug, and alcohol free.

Evaluation of Administrator

The Board of Trustees will evaluate the principal annually. The Board will use a comprehensive assessment form in order to validate principal competence and effectiveness. Administrative performance will be measured in terms of meeting or exceeding said competencies with emphasis in the areas of: improved student achievement; overall school site leadership; information and analysis; strategic quality planning; management of processes; human resources and customer focus. Other data included as part of the school leader's evaluation may include: results of parental involvement efforts; student performance reports in terms of continuous improvement efforts; professionalism and attendance statistics; and results of parent, and staff climate surveys.

Evaluation of Staff

The administrative team and/or the Principal's designee(s), will conduct all faculty evaluations. A performance appraisal system will be established to validate teacher competence. The standards upon which teachers will be evaluated will be comprised of the knowledge, skills and abilities needed by all teachers to effectively support high student achievement around the following standards:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments
- Understanding and Organizing Subject Matter
- Planning Instruction and Designing Learning Experiences
- Assessing Student Learning

- Developing as a Professional Educator

Because every effective teacher must be able to integrate and apply all of the skills involved in the aforementioned areas of professional practice, competent demonstration of the above standards will be evaluated. Formal teacher observations will be conducted at least four times a year for new teachers and bi-annually for experienced teachers. Additional appraisals may be effected, as needed, to address areas of concern and/or to inform completion of plans that may include specific strategies, resources, and timelines for improvement deficiencies.

A walk-through of each classroom will be conducted weekly to provide feedback on: objective setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies, (as evidenced in Bloom's Taxonomy) and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction.

Other support staff, such as clerical staff and teacher assistants will also receive feedback on their performance via in-house assessment tools and individual conferences with the Principal or his/her designee. School staff performance will be continually improved through a number of strategies. The Principal, or his/her designee will complete performance evaluations.

e. Use of Volunteers

Parental Involvement enhances learning when a school encourages parents to stimulate their children's intellectual development. Parental 'investment' in a student's education is crucial to student success as well as to the advancement of the School's mission and vision. Parental involvement agreements will encourage parents to contribute volunteer hours to ensure parents actively participate in their child's education. Parental involvement will also be encouraged through (Parent Teacher Student Association) PTSA and other such school commitments. Home-based volunteer projects will be available to parents who are unable to volunteer on-site due to work or family constraints.

Community partnerships will provide opportunities for community members to volunteer and be involved in the enhancement of the School's program. Volunteers will be recruited to: serve as classroom assistants, provide tutoring services, assist with school fundraising projects, assist during fieldtrips, community service activities, and in the lunchroom.

A background check shall be conducted on all volunteers who contribute 10 hours or more at the school. Volunteers will be supervised by a staff member at all times and will attend a training session prior to volunteering onsite. Volunteers interacting with students will be required to have a tuberculosis test on file.

3. Arrangements for Meeting District and Federal Requirements

The School will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property. In the event of an emergency, teachers are responsible for the supervision of students in their care, and shall remain with students until directed otherwise. They shall take steps deemed necessary to ensure student safety. The shall:

- Direct students in their charge according to established Universal Emergency Procedures (to assembly area, Severe Weather Safe Area, etc.)
- Render first aid if necessary.
- Take roll book or attendance sheet with them for student accounting.
- Take roll when the class relocates in Assembly area
- Assist as directed by the Principal, or representative of the Emergency Management Team.

The School will comply with all applicable Health and Safety laws, specifically §38-1802.02(11) and §38-1802.04(c)(4), of the DC School Reform Act

b. Safety

The School will comply with all applicable safety laws, specifically those regarding compliance of facilities with the American with Disabilities Act and all requirements described in the DC Code.

c. Transportation

The School will inform parents and guardians of their rights, as their children are students attending a public charter school, of eligibility for reduced fares on the Metrobus and Metrorail Transit System on the same terms and conditions as are applicable, by law, to a student attending a District of Columbia public school. Additionally, the School will arrange for transportation of students with disabilities and if necessary will contract with a private provider if public transportation is inconvenient.

d. Enrollment Data

The School will collect and maintain accurate enrolment records for all students. The Principal will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. The Board will review the budget and make revisions, as necessary. All student enrollment data will be compiled in order to provide the Board of Education with said data as required by law.

e. Maintenance and Dissemination of Student Records

The School will maintain both student and financial records in accordance with District of Columbia School Reform Act. Additionally, the School will maintain both active and archival records for current and former students in accordance with federal and local laws and with the regulations prescribed in the District of Columbia School Reform Act. The school ensures that all student records are kept confidential as required by applicable law.

All permanent records of students leaving the school, whether by graduation or transfer to another school are transferred to the school in which the student is enrolled. All

students leaving the school to attend an out-of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

All student and financial records are kept in locked, fireproof cabinets or in a fireproofed locked records storage vault. Only certain school personnel have access to student records, and computerized student records are backed up regularly and stored in a secure area.

f. Compulsory Attendance Laws

Cambridge Preparatory Academy PCS will maintain careful enrollment and attendance records to ensure that every student is accounted for each school day. Because parents of children attending the school are expected to become increasingly involved with the School, they will be informed of the importance of regular attendance of their children. Additionally, staff will take appropriate steps to remedy persistent violations of school and District requirements.

g. Subchapter B of the Individuals with Disabilities Education Act The School will adhere to all applicable provisions of Federal and local law relating to the education of students with disabilities, (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; SRA §§ 38-1802.02(11); 38-1802.04(c) (5)

The educational program for exceptional students will include and adhere to a number of principles of the law as follows:

Identifying students with special needs:

It is expected that students with disabilities will be totally integrated into the school program through an inclusive instructional model. If extraordinary support for teachers or students is necessary, it will be provided through personnel or contracted services. The school will ensure that it complies with federal and local regulations/policies regarding students with disabilities.

The school will develop or purchase screening forms to ensure that all federal requirements are met regarding identification, referral, due process, evaluation, individualized educational programs and procedural safeguards. The forms will incorporate guidelines for assisting staff and parents to understand the nature of the disabilities. The School will disseminate information to its staff for identifying students eligible for special education. Teachers and Staff will receive appropriate training in order to adequately meet the needs of students with special needs. For each new students enrolling without appropriate records of screening, evaluation, and progress the School will ensure to obtain the appropriate documents to meet the needs of the student.

The School Support Team (SST) will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes.

In addition to the SST being a valuable resource for schools it is also a filtering process which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data-based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address student's academic, behavioral and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence based interventions, formally enter the SST process.

Developing Individualized Education Plans (IEP):

Students will be guaranteed a free appropriate education through aforementioned identification and elevation as well as consequent placement and implementation of an appropriate IEP. The written individualized educational plan for each student will include measurable annual learning goals and behavioral goals that may include the development of a Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP).

Providing a Full Range of Services:

Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment which promotes acceleration.

Special Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP (e.g. including, but not limited to, if applicable, extended year Services (EYS)– for students needing specialized services as required by students IEP).

Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services. The School believes that the philosophy it adheres to, the construct it provides, and its attention to learning style and behavior management reflects an inclusive educational environment. The staff will ensure that the needs of the students are met in the most appropriate setting. Parents of students with disabilities will receive procedural guidelines and guidance in their native language.

504 Plan Procedures:

A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability should initially be referred to the Child Study Team (CST)/School Support Team (SST)/Student Development Team (SDT). It is the

responsibility of the CST/SST/SDT to determine when it is appropriate to refer for possible 504 services. All established procedures for CST/SST/SDT should be followed.

Students with obvious physical or health needs that require accommodations need not go through the CST/SST/SDT process in order to be referred for Section 504 eligibility determination. Section 504 Eligibility Determination teams and Section 504 teams that convene to write the initial Section 504 plan should consist of the following professional staff:

- a person who knows of the documented disability,
- a person who know the student, and
- a person who knows of accommodations.

Though special education personnel may be requested to provide support at a Section 504 meeting, the Section 504 process is the responsibility of general education. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting and provide input that would help the committee in making decisions. The parents' attendance, however, is not required. Section 504 teams that convene for annual or interim meetings should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor.

Section 504 plans should not be developed for a student who is eligible for Individual with Disabilities Education Act (IDEA) services, and it has been determined that parents do not have the right to choose Section 504 services instead of IDEA services. The Principal must assume responsibility of the Section 504 coordinator or assign a designee who is responsible for proper implementation of Section 504 regulations. Furthermore, it is inappropriate to provide Section 504 services automatically to a student who has been found ineligible for IDEA or to a student with Attention Deficit Disorder (ADD) or Attention Deficit Disorder with Hyperactivity (ADHD). Section 504 eligibility is based on whether or not a student has a physical or mental impairment that substantially limits one or more major life activities.

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

It is expected that the School will receive Title I funds. These funds will be used to provide intensive academic support programs within the school. All use of funds will comply with federal and local laws.

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

The School will adhere to all applicable provisions of Federal and District civil rights laws, including Title VI of the Civil Rights Act of 1964 and the Age Discrimination Act of 1975, to ensure that all students, employees, and volunteers are treated equally and are not discriminated against in any unlawful manner.

j. Other: other requirements that apply to your particular case but do not appear on this list.

The School, anticipating a significant minority population, will ensure that it adheres to all applicable provisions of Federal law relating to students who are limited English proficient and additionally adhere to the Equal Educational Opportunities Act of 1974. Hence, ensuring equal educational opportunities to all individuals and strictly prohibiting denial of said opportunities on account race, color, sex, or national origin.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

In order for the Cambridge Preparatory program to be successful, the school culture, (partnership and commitment required among the school, staff, parents, and community) must be formed prior to the opening of school. Parents must understand the mission and vision of Cambridge Preparatory Academy PCS and in turn the school will integrate the needs and values of parents and their students into the school design. Accordingly, the implementation plan and timeline for the school's instructional program, pending the charter approval process, will be as follows:

IMPLEMENTATION TIMETABLE- *pending approval process*

TIMETABLE AND TASKS FOR 2011

FEBRUARY 2011	MARCH – JUNE 2011	JULY - DECEMBER 2011
<ul style="list-style-type: none"> • Continue community outreach and build parent support. • Continue facility search. • Continue market analysis. 	<ul style="list-style-type: none"> • Expected charter approval by PCSB • Apply for private, corporate, foundation, and govt. grants • Work with recruitment partners and community organizations to set up recruitment process. • Focus on how to attract 'hard to reach' families. • Board, administration and ESP collaborate on design concepts of marketing strategy. 	<ul style="list-style-type: none"> • Meet with community organizations and school leaders to explain target student population, especially high-needs students. • Make presentations to community leaders and groups. • Begin recruiting master teachers. • Further narrow facility options and create complete costs spreadsheet on each potential property. • Design bilingual website, bilingual radio advertisements, newspaper advertising, local community newsletter advertising, and promotional flyers and brochures. • Finalize all parent, student and staff handbooks.

TIMETABLE AND TASKS FOR 2012

JANUARY –MARCH 2012	APRIL-MAY 2012	JUNE-JULY 2012	AUGUST 2012
<ul style="list-style-type: none"> • Recruit teachers/staff. • Finalize facility lease. • Assess facility needs • Design, collect bids and prepare for renovations if necessary. • Obtain all necessary insurances and permits. • Design financial systems. • Begin official student recruitment process. • Implement marketing plan. • Put up signage at school site directing interested parents and students to website. • Send bilingual mailers to target families. • Advertise on radio. • Advertise in city and local newspapers, newsletters, website, bus benches, political offices, post offices, afterschool programs and other public locations. • Hold parent meetings, recruitment events and make additional presentations to community orgs. and churches. • Application forms 	<ul style="list-style-type: none"> • Continue student recruitment. • Implement enrollment process/Lottery if necessary. • Hire all teachers. • Recruit and hire classified personnel. • Begin staff planning process. • Facility renovations, if necessary. 	<ul style="list-style-type: none"> • Obtain all necessary permits. • Purchasing: secure textbooks, computers, software, furniture and equipment. • Contract with food provider and/or other contractual services necessary e.g. janitorial, security. • Finalize all financial systems. • Analyze student records to target deficiencies and implement special program schedules. 	<ul style="list-style-type: none"> • Finalize master schedule. • Management system training for classified personnel. • Conduct property inventory/ final walk-through. • Prepare facility for school opening. • Hold Student and Parent Orientation meetings. • Set up all instructional technology. <p>end of August 2012</p> <ul style="list-style-type: none"> • All teachers report for in-service training. • Open school.

accepted • Application forms submission deadline – March 31, 2012			
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Specific implementation plans and accommodations will be outlined and reviewed prior to the School’s opening in the case that any unforeseen emergency or unanticipated event, including: but not limited to, those involving fire, medical, hazardous weather, security, or any other unplanned event that endangers the well-being and/or life of students and staff occurs.

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

The School will implement a technology plan, approved by the Board of Trustees, and in compliance with all DCPCSB reporting requirements. A technology infrastructure will be developed which will allow for the effective use of a Student Information System (SIS) which will be used to keep data on students and provide information to teachers, administration and the Public Charter School Board.

The SIS will keep comprehensive student records including:

- Attendance
- Demographics
- Discipline
- Contact information
- Assessment results

This information will be made available to all parents through the school’s newsletter and through written communication, as we understand that not all parents have access to the latest technology. The school will make important information available via the school’s website and teachers will have school email accounts made available to parents.

Computers and internet access will be available throughout the school’s facility. Ideally, the school site will have or be fitted with a high speed wireless internet connection (T-1 or better). Technology will be used to complement classroom instruction and in other developmentally appropriate ways for students.

The Principal has the ultimate responsibility for ensuring that data is collected, stored and reported appropriately. The school anticipates that one member of the administrative staff will be identified to support the collection of data and who has significant experience with technology and data management and the school’s SIS.

c. Major Contracts Planned

We anticipate entering into the following contracts that may equal or exceed \$25,000:

- Food service, food service equipment
- Professional and staff development

- Educational materials
- Information technology and communication systems and services
- Lease for incubator space
- Insurance
- ESP (Education Services and Support) fees

All major contracts will be carefully designed to enhance the goals of Cambridge Preparatory Academy PCS. The School is consulting with other charter schools, foundations, and small business for advice on selecting the best vendors for these services.

Before the School enters into contracts equal to or exceeding \$25,000 it will submit a copy of the contract to the District of Columbia Public Charter School Board (“PCSB”) for review. All contracting and procurement will also be in accordance with public notice and other requirements established by the PCSB.

d. Orientation of Parents, Teachers and Other Community Members

Orientation of Parents, Teachers and Community Members

Faculty/Staff Orientation will take place for two weeks prior to the opening of school. This will take place in August 2012. During these two weeks the administration and staff will meet to engage in training and professional development activities.

Faculty/Staff handbooks will be reviewed and accepted by all members of staff. Teachers will prepare their classrooms and the school will be prepared to receive its students on the first day of school.

Parent and Community Orientation

Parents will be encouraged to attend an orientation prior to school opening. The orientation will take place the week before school begins and, if necessary, another parent orientation may be held during the first week of school.

All parents will receive a copy of the School’s Parent/Student Handbook. Orientation will provide an overview of the schools policies and procedures and will be a time when parents can meet their child’s teacher and the School’s administration.

The School will also host “Open House” nights throughout the school year.

The School sees parents and the community as a key role in the learning of the students at the school. The school will hold a “Back to School Night” early in the school year to educate both parents and the community about the school’s program and opportunities for volunteering and participation.

e. Services Sought from the District of Columbia Public Schools

Cambridge Preparatory Academy PCS has elected to be its own LEA and it does not anticipate the need to retain any other services from D.C. Public Schools.

Section D

Goals Against Which the School's Success Will be Judged

The extent to which Cambridge Prep effectively meets its goals can be evaluated by the achievement of the specific measurable objectives in four domains critical for student learning and school-wide success:

- Reading and mathematics proficiency
- High School graduation rate
- Mastery of the Cambridge course standards.
- Mastery of dual-language competencies.

Assessment Measures

The academic performance goals at Cambridge Prep will be measured using various assessments. The extent to which the school is meeting the reading and mathematics goals will be measured by the results of student performance on the DC CAS. Other student performance goals will be measured by graduation rates and college readiness rates. The Board also has student performance goals that will be measured using the results of the Cambridge exams. In addition to the required and mandated assessments the school will use teacher-made classroom assessments to determine mastery of the Common Core Standard's.

The board will analyze the results of all assessment measures. One such analysis will include a comparison of student performance on the DC CAS from one year to the other. Other types of analysis will compare graduation rates of students in DC to those of Cambridge Prep.

The School will employ a School Development Specialist that will be responsible for the school's evaluation and assessment planning. This individual will be responsible for providing the data to parents and the PCSB that is required by the NCLB. This individual will also assist the school staff in their efforts to gauge the educational programs effectiveness in meeting their goals.

Their job responsibilities will include the following:

- Collect, compile, analyze and report data
- NCLB reporting requirements involving attendance, graduation rates, PSAT, and SAT
- Query data to address specific informational requests at the direction of the Principal.
- Create and manage longitudinal databases.
- Participate in the preparation of written reports and oral presentations that summarize the analysis of data, interpret the findings, and provide conclusions and recommendations.

Performance Indicators

The performance indicators and cut-off levels that will be used to determine how well the students at the school are performing in the various academic areas are listed below:

Goal	Measure	Performance Indicator	Cut off
School wide proficiency in reading and mathematics	DC CAS (grades 6-8, 10)	Percentage of students who score above the state average in reading and mathematics.	50% or above (state average 47%)
School wide graduation rate	Graduation rate	Percentage of students who complete all D.C. graduation requirements	100% of students graduating
School wide mastery of the Cambridge course standards	IGCSE Score A-E A/AS Level exams Score A-E	Percentage of students who meet Cambridge course standards	60% or higher
School wide mastery of dual language competence for those on a language focused track	National Spanish Examinations (NSE)	Percentage of students who pass NSE	90% or higher

Collecting, Storing and Reporting Performance and Progress Data

Throughout the planning year the staff at the school will begin the process of gathering student performance data. Prior to the collection of the data the School Development Specialist will create an internal data base to store and report data. They will analyze the baseline levels of academic achievement established during the first academic year and compare those to academic achievement levels across the District. Baseline academic levels will be provided to teachers and support staff with current levels of functioning. In addition to standardized test scores, baseline data may include report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior). In the cases of Special Education and English Language Learner students, Individual Education Plans (IEP) will be secured and ELL Student Plans will be obtained. This data will be made available to teachers who will assess progress against the baseline data. The timeline for reporting this data will comply with NCLB requirements.

Timeline for Implementation

The timetable for implementation of this data collection, storing and reporting is indicated in the chart below.

Time Period	Activity
Summer 2012	Hire School Development Specialist
Summer 2012	Analyze results of DC CAS for incoming students
Summer 2012	Collect IEP's and ELL Plans
August 2012	Administer a baseline assessment in reading and math
August 2012	Analyze results of baseline assessment and discuss with teachers
August 2012	Review incoming 9th grade students for meeting graduation requirements
October 2012	Administer PSAT to 9th grade students
November 2012	Administer second interim assessment
November 2012	Analyze results of second interim and discuss with teachers
January 2013	Administer third interim assessment
January 2013	Analyze the results of the third interim and discuss with teachers
January 2013	Administer Cambridge progress exam
March 2013	Administer fourth interim assessment
March 2013	Analyze results of baseline assessment and discuss with teachers
April 2013	Administer DC CAS

The results of all exams will be shared with students and parents. The timeline for sharing those results will be facilitated as soon as possible to allow for proper analysis of the data and appropriate interventions.

Start-Up Budget

REVENUES		Year 0 (Pre-Opening)
1	Per Pupil Charter Payments	
2	Per Pupil Facilities Allowance	
3	Federal Entitlements	\$180,000
4	Other Government Funding/Grants	
5	Total Public Funding	
6	Private Grants and Donations	
7	Activity Fees	
8	Loans	
9	Other Income (please describe in footnote)	
10	Total Non-Public Funding	
11	EMO Management Fee (= line 73, col. G)	
12		
13		
14	TOTAL REVENUES	\$180,000
EXPENSES		
<i>Personnel Salaries and Benefits</i>		
15	Principal/Executive Salary	\$55,000
16	Teachers Salaries	
17	Teacher Aides/Assistance Salaries	
18	Other Education Professionals Salaries	\$20,000
19	Business/Operations Salaries	\$20,000
20	Clerical Salaries	
21	Custodial Salaries	
22	Other Staff Salaries	
23	Employee Benefits	\$19,000
24	Contracted Staff	\$15,000
25	Staff Development Costs	
26		
27	Subtotal: Personnel Costs	\$129,000
28		
29	<i>Direct Student Expenses</i>	
30	Textbooks	
31	Student Supplies and Materials	
32	Library and Media Center Materials	
33	Computers and Materials	
34	Other Instructional Equipment	
35	Classroom Furnishings and Supplies	
36	Student Assessment Materials	
37	Contracted Student Services	
38	Miscellaneous Student Expenses	\$10,000
39		
40	Subtotal: Direct Student Expenses	\$10,000
41		

Start-Up Budget

	Year 0 (Pre-Opening)
42 Occupancy Expenses	
43 Rent	
44 Mortgage Principal Payments	
45 Mortgage Interest Payments	
46 Building Maintenance and Repairs	
47 Renovation/Leasehold Improvements	
48 Utilities	
49 Janitorial Supplies	
50 Equipment Rental and Maintenance	
51 Contracted Building Services	
52	
53 Subtotal: Occupancy Expenses	\$0
54	
55 Office Expenses	
56 Office Supplies and Materials	
57 Office Furnishings and Equipment	\$3,000
58 Office Equipment Rental and Maintenance	
59 Telephone/Telecommunications	\$2,500
60 Legal, Accounting and Payroll Services	\$10,000
61 Printing and Copying	\$1,500
62 Postage and Shipping	\$1,000
63 Other Office Expense	
64	
65 Subtotal: Office Expenses	\$18,000
66	
67 General Expenses	
68 Insurance	\$1,500
69 Interest Expense	
70 Transportation	
71 Food Service	
72 Administration Fee (to PCSB)	
73 EMO Management Fee	\$10,000
74 Other General Expense	\$2,000
75	
76 Subtotal: General Expenses	\$13,500
77	
78 TOTAL EXPENSES	\$170,500
79	
80 EXCESS (OR DEFICIENCY)	\$9,500

Start-Up Cash Flow

DESCRIPTION	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													\$0
Office Furnishings and Equipment							\$3,000						\$3,000
Office Equipment Rental and Maintenance													\$0
Telephone/Telecommunications							\$417	\$417	\$417	\$417	\$417	\$417	\$2,500
Legal, Accounting and Payroll Services							\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$10,000
Printing and Copying							\$250	\$250	\$250	\$250	\$250	\$250	\$1,500
Postage and Shipping							\$167	\$167	\$167	\$167	\$167	\$167	\$1,000
Other Office Expense													\$0
Occupancy Expenses													
Rent													\$0
Mortgage Interest Payments													\$0
Maintenance and Repairs													\$0
Utilities													\$0
Janitorial Supplies													\$0
Equipment Rental and Maintenance													\$0
Contracted Building Services													\$0
General Expenses													
Insurance							\$250	\$250	\$250	\$250	\$250	\$250	\$1,500
Interest Expense													\$0
Transportation													\$0
Food Service													\$0
Administration Fee													\$0
Management Fee							\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$10,000
Other General Expense							\$333	\$333	\$333	\$333	\$333	\$333	\$2,000
6. Total Expenses	\$0	\$0	\$6,820	\$6,820	\$6,820	\$6,820	\$25,337	\$24,337	\$24,337	\$24,337	\$24,337	\$24,337	\$174,300
7. Fund Balance (end of month)	\$0	\$0	(\$6,820)	(\$6,820)	(\$6,820)	(\$6,820)	(\$25,337)	(\$24,337)	(\$24,337)	(\$24,337)	(\$24,337)	\$5,700	\$5,700

Two Year Op - Year 1

DESCRIPTION		BUDGETED AMOUNTS			Column D Expenditures as a Percent of Total Public Funding
		Column A 501(c)3 School Applicant	Column B Education Management Organization	Column C Total Revenues by Funding Source	
REVENUES					
1	Per Pupil Charter Payments	\$2,323,524		\$2,323,524	
2	Per Pupil Facilities Allowance	\$675,000		\$675,000	
3	Federal Entitlements	\$444,600		\$444,600	
4	Other Government Funding/Grants	\$64,430	\$0	\$64,430	
5	Total Public Funding	\$3,507,553	\$0	\$3,507,553	
6	Private Grants and Donations	\$0	\$0	\$0	
7	Activity Fees	\$20,325	\$0	\$20,325	
8	Loans	\$0	\$0	\$0	
9	Other Income	\$0	\$0	\$0	
10	Total Non-Public Funding	\$20,325	\$0	\$20,325	
11	EMO Management Fee (= line 73, col. G)		\$112,500	\$112,500	
12					
13					
14	TOTAL REVENUES	\$3,527,878	\$112,500		

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	\$160,000	\$0	\$160,000	4.6%
16	Teachers Salaries	\$935,000	\$0	\$935,000	26.7%
17	Teacher Aides/Assistance Salaries	\$70,000	\$0	\$70,000	2.0%
18	Other Education Professionals Salaries	\$100,000	\$0	\$100,000	2.9%
19	Business/Operations Salaries	\$45,000	\$0	\$45,000	1.3%
20	Clerical Salaries	\$65,000	\$0	\$65,000	1.9%
21	Custodial Salaries	\$0	\$0	\$0	0.0%
22	Other Staff Salaries	\$0	\$0	\$0	0.0%
23	Employee Benefits	\$246,081	\$0	\$246,081	7.0%
24	Contracted Staff	\$18,700	\$0	\$18,700	0.5%
25	Staff Development Expense	\$8,500	\$0	\$8,500	0.2%
26					
27	Subtotal: Personnel Costs	\$1,648,281	\$0	\$1,648,281	47.0%
28					
29	Direct Student Expenses				
30	Textbooks	\$126,000	\$0	\$126,000	3.6%
31	Student Supplies and Materials	\$45,125	\$0	\$45,125	1.3%
32	Library and Media Center Materials	\$11,250	\$0	\$11,250	0.3%
33	Computers and Materials	\$25,000	\$0	\$25,000	0.7%
34	Other Instructional Equipment	\$0	\$0	\$0	0.0%
35	Classroom Furnishings and Supplies	\$67,500	\$0	\$67,500	1.9%
36	Student Assessment Materials	\$67,500	\$0	\$67,500	1.9%
37	Contracted Student Services	\$60,300	\$0	\$60,300	1.7%
38	Miscellaneous Student Expense	\$22,500	\$0	\$22,500	0.6%
39					
40	Subtotal: Direct Student Expenses	\$425,175	\$0	\$425,175	12.1%
41					
42	Occupancy Expenses				
43	Rent	\$540,000	\$0	\$540,000	15.4%
44	Mortgage Principal Payments	\$0	\$0	\$0	0.0%
45	Mortgage Interest Payments	\$0	\$0	\$0	0.0%
46	Building Maintenance and Repairs	\$0	\$0	\$0	0.0%
47	Renovation/Leasehold Improvements	\$0	\$0	\$0	0.0%
48	Utilities	\$0	\$0	\$0	0.0%

Two Year Op - Year 1

EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
49	Janitorial Supplies	\$0	\$0	\$0	0.0%
50	Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%
51	Contracted Building Services	\$0	\$0	\$0	0.0%
52					
53	Subtotal: Occupancy Expenses	\$540,000	\$0	\$540,000	15.4%
54					
55	Office Expenses				
56	Office Supplies and Materials	\$7,200	\$0	\$7,200	0.2%
57	Office Furnishings and Equipment	\$0	\$0	\$0	0.0%
58	Office Equipment Rental and Maintenance	\$9,600	\$0	\$9,600	0.3%
59	Telephone/Telecommunications	\$3,600	\$0	\$3,600	0.1%
60	Legal, Accounting and Payroll Services	\$35,000	\$0	\$35,000	1.0%
61	Printing and Copying	\$5,500	\$0	\$5,500	0.2%
62	Postage and Shipping	\$550	\$0	\$550	0.0%
63	Other Office Expense	\$22,500	\$0	\$22,500	0.6%
64					
65	Subtotal: Office Expenses	\$83,950	\$0	\$83,950	2.4%
66					
67	General Expenses				
68	Insurance	\$22,500	\$0	\$22,500	0.6%
69	Interest Expense	\$0	\$0	\$0	0.0%
70	Transportation	\$3,200	\$0	\$3,200	0.1%
71	Food Service	\$132,646	\$0	\$132,646	3.8%
72	Administration Fee (to PCSB)	\$14,993	\$0	\$14,993	0.4%
73	Management Fee	\$112,500	\$0	\$112,500	3.2%
74	Other General Expense	\$28,500		\$28,500	0.8%
75					
76	Subtotal: General Expenses	\$314,338	\$0	\$314,338	9.0%
77					
78	TOTAL EXPENSES	\$3,011,744	\$0	\$3,011,744	85.9%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$516,134		\$516,134	14.7%
82	Excess (or deficit) retained by EMO		\$112,500	\$112,500	3.2%

ASSUMPTIONS

Student Enrollment	225
Facility Size (square footage)	22,500
Average Teacher Salary	\$55,000
Student/Teacher Ratio	20 to 1
Other Major Assumptions	

NOTES:

Two Year Op- Year 2

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
REVENUES		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	\$4,333,088		\$4,333,088	
2	Per Pupil Facilities Allowance	\$1,236,000		\$1,236,000	
3	Federal Entitlements	\$596,072		\$596,072	
4	Other Government Funding/Grants	\$117,978	\$0	\$117,978	
5	Total Public Funding	\$6,283,138	\$0	\$6,283,138	
6	Private Grants and Donations	\$0	\$0	\$0	
7	Activity Fees	\$37,216	\$0	\$37,216	
8	Loans	\$0	\$0	\$0	
9	Other Income	\$0	\$0	\$0	
10	Total Non-Public Funding	\$37,216	\$0	\$37,216	
11	EMO Management Fee (= line 73, col. G)		\$206,000	\$206,000	
12					
13					
14	TOTAL REVENUES	\$6,320,354	\$206,000		
EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits					
15	Principal/Executive Salary	\$164,800	\$0	\$164,800	2.6%
16	Teachers Salaries	\$1,529,550	\$0	\$1,529,550	24.3%
17	Teacher Aides/Assistance Salaries	\$144,200	\$0	\$144,200	2.3%
18	Other Education Professionals Salaries	\$149,350	\$0	\$149,350	2.4%
19	Business/Operations Salaries	\$164,800	\$0	\$164,800	2.6%
20	Clerical Salaries	\$66,950	\$0	\$66,950	1.1%
21	Custodial Salaries	\$0	\$0	\$0	0.0%
22	Other Staff Salaries	\$0	\$0	\$0	0.0%
23	Employee Benefits	\$396,466	\$0	\$396,466	6.3%
24	Contracted Staff	\$30,591	\$0	\$30,591	0.5%
25	Staff Development Expense	\$13,905	\$0	\$13,905	0.2%
26					
27	Subtotal: Personnel Costs	\$2,660,612	\$0	\$2,660,612	42.3%
28					
29	Direct Student Expenses				
30	Textbooks	\$126,896	\$0	\$126,896	2.0%
31	Student Supplies and Materials	\$79,310	\$0	\$79,310	1.3%
32	Library and Media Center Materials	\$20,600	\$0	\$20,600	0.3%
33	Computers and Materials	\$21,630	\$0	\$21,630	0.3%
34	Other Instructional Equipment	\$0	\$0	\$0	0.0%
35	Classroom Furnishings and Supplies	\$54,075	\$0	\$54,075	0.9%
36	Student Assessment Materials	\$123,600	\$0	\$123,600	2.0%
37	Contracted Student Services	\$80,134	\$0	\$80,134	1.3%
38	Miscellaneous Student Expense	\$41,200	\$0	\$41,200	0.7%
39					
40	Subtotal: Direct Student Expenses	\$547,445	\$0	\$547,445	8.7%
41					
42	Occupancy Expenses				
43	Rent	\$1,112,400	\$0	\$1,112,400	17.7%
44	Mortgage Principal Payments	\$0	\$0	\$0	0.0%
45	Mortgage Interest Payments	\$0	\$0	\$0	0.0%
46	Building Maintenance and Repairs	\$0	\$0	\$0	0.0%
47	Renovation/Leasehold Improvements	\$0	\$0	\$0	0.0%
48	Utilities	\$0	\$0	\$0	0.0%
49	Janitorial Supplies	\$0	\$0	\$0	0.0%
50	Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%
51	Contracted Building Services	\$0	\$0	\$0	0.0%
52					

Two Year Op- Year 2

EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
53	Subtotal: Occupancy Expenses	<u>\$1,112,400</u>	<u>\$0</u>	<u>\$1,112,400</u>	<u>17.7%</u>
54					

Two Year Op- Year 2

EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
55	Office Expenses				
56	Office Supplies and Materials	\$7,416	\$0	\$7,416	0.1%
57	Office Furnishings and Equipment	\$0	\$0	\$0	0.0%
58	Office Equipment Rental and Maintenance	\$9,888	\$0	\$9,888	0.2%
59	Telephone/Telecommunications	\$3,708	\$0	\$3,708	0.1%
60	Legal, Accounting and Payroll Services	\$36,050	\$0	\$36,050	0.6%
61	Printing and Copying	\$10,300	\$0	\$10,300	0.2%
62	Postage and Shipping	\$1,030	\$0	\$1,030	0.0%
63	Other Office Expense	\$41,200	\$0	\$41,200	0.7%
64					
65	Subtotal: Office Expenses	\$109,592	\$0	\$109,592	1.7%
66					
67	General Expenses				
68	Insurance	\$41,200	\$0	\$41,200	0.7%
69	Interest Expense	\$0	\$0	\$0	0.0%
70	Transportation	\$3,296	\$0	\$3,296	0.1%
71	Food Service	\$242,889	\$0	\$242,889	3.9%
72	Administration Fee (to PCSB)	\$27,845	\$0	\$27,845	0.4%
73	Management Fee	\$206,000	\$0	\$206,000	3.3%
74	Other General Expense	\$47,380		\$47,380	0.8%
75					
76	Subtotal: General Expenses	\$568,610	\$0	\$568,610	9.0%
77					
78	TOTAL EXPENSES	\$4,998,659	\$0	\$4,998,659	79.6%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$1,321,695		\$1,321,695	21.0%
82	Excess (or deficit) retained by EMO		\$206,000	\$206,000	3.3%

ASSUMPTIONS

Student Enrollment	400
Facility Size (square footage)	40,000
Average Teacher Salary	\$56,650
Student/Teacher Ratio	20 to 1
Other Major Assumptions	

NOTES:

5 Year Charter Budget

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	\$2,998,524	\$5,569,088	\$9,038,247	\$12,722,428	\$15,126,011
Federal Entitlements	\$509,030	\$714,050	\$731,867	\$1,023,616	\$1,210,571
Income from Grants and Donations	\$0	\$0	\$0	\$0	\$0
Activity Fees	\$20,325	\$37,216	\$59,895	\$83,901	\$99,127
Other Income	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUES	\$3,527,878	\$6,320,354	\$9,830,010	\$13,829,945	\$16,435,709
EXPENSES					
Personnel Salaries and Benefits	\$1,648,281	\$2,660,612	\$4,075,289	\$5,492,940	\$6,226,507
Direct Student Expense	\$425,175	\$547,445	\$813,684	\$1,075,298	\$1,136,905
Occupancy Expenses	\$540,000	\$1,112,400	\$1,790,269	\$5,140,513	\$3,131,728
Office Expenses	\$83,950	\$109,592	\$143,168	\$179,262	\$202,423
General Expenses	\$314,338	\$568,610	\$909,994	\$1,271,409	\$1,501,084
TOTAL EXPENSES	\$3,011,744	\$4,998,659	\$7,732,404	\$13,159,422	\$12,198,647
EXCESS (OR DEFICIENCY)	\$516,134	\$1,321,695	\$2,097,605	\$670,523	\$4,237,062

Charter Cash Flow

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Transportation	\$0	\$267	\$267	\$267	\$267	\$267	\$267	\$267	\$267	\$267	\$267	\$267	\$267	\$3,200
Food Service	\$0	\$0	\$0	\$13,265	\$13,265	\$13,265	\$13,265	\$13,265	\$13,265	\$13,265	\$13,265	\$13,265	\$13,265	\$132,646
Administration Fee (to PCSB)	\$0	\$0	\$0	\$0	\$14,993	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$14,993
Management Fee	\$10,000	\$9,375	\$9,375	\$9,375	\$9,375	\$9,375	\$9,375	\$9,375	\$9,375	\$9,375	\$9,375	\$9,375	\$9,375	\$122,500
Other General Expense	\$2,000	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$30,500
6. Total Expenses	\$174,300	\$224,471	\$309,471	\$244,281	\$259,273	\$244,281	\$264,281	\$244,281	\$244,281	\$244,281	\$244,281	\$244,281	\$244,281	\$3,186,044
7. Fund Balance (end of month)	\$5,700	\$552,526	\$264,721	\$50,583	\$908,582	\$740,594	\$506,455	\$873,197	\$705,208	\$491,070	\$903,962	\$689,823	\$521,834	\$521,834

Capital Budget

CAPITAL BUDGET	Year 1	Year 2	Year 3	Year 4	Year 5
Computers and Materials	\$25,000	\$21,630	\$26,523	\$53,544	\$41,644
Classroom Furnishings and Supplies	\$67,500	\$54,075	\$71,611	\$73,759	\$50,648
Office Furnishings and Equipment	\$0	\$0	\$0	\$0	\$0
Renovation/Leasehold Improvements	\$0	\$0	\$0	\$2,100,000	\$0
TOTAL CAPITAL BUDGET	\$92,500	\$75,705	\$98,133	\$2,227,303	\$92,292