



**LEARN Charter School
Network
Charter Proposal for
Ward 8 Parent Operator
Selection Team**

March 15, 2017

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Executive Summary

LEARN Charter School Network, an Illinois 501(c)(3) nonprofit organization, is a proven provider of K-8 college preparatory education for traditionally underserved students. Since opening our first school in 2001, LEARN has grown from one school serving 110 students to a thriving network of ten charter schools serving over 4,000 students in the Chicagoland area, including LEARN 6 and LEARN 10 in North Chicago, Ill., which serve military families of the Naval Station Great Lakes.

LEARN's strong record of accelerating student achievement has drawn funding that will further our growth, allowing us to serve more families and communities. LEARN is the recipient of a multi-year grant from the Charter School Growth Fund, a national venture philanthropy fund that identifies and invests in the nation's highest-quality growing public charter school networks. In August 2015, LEARN was awarded a \$6.5 million five-year grant for the replication and expansion of high-quality charter schools from the U.S. Department of Education, which will allow us to serve an additional 3,500 students in predominantly low-income, minority communities by 2020.

We hope to partner with the Ward 8 Parent Operator Selection Team and others to open one of our new campuses on a seven-acre parcel of land adjacent to the Joint Base Anacostia-Bolling (JBAB). This new school, serving both military-connected and civilian children from Ward 8, will implement the same high-quality curriculum, receive the same intensive professional development, and provide the same student supports for social-emotional learning, academic intervention and enrichment.

Families and community members will help to name the new school, which will be referred to as "LEARN DC" in this application.

Mission & Results

The mission of LEARN Charter School Network is to provide children with the academic foundation and ambition to earn a college degree. We choose to focus specifically on elementary education (K-8) because we believe that the ambition and academic foundation for college must be sown and cultivated early in a child's academic career.

We believe that students' racial, ethnic or economic background *should not* predict their academic achievement, and our academic results bear out this belief. LEARN is closing historic achievement gaps for disadvantaged students:

- When comparing PARCC results for low-income, Black and Hispanic students and English Learners, LEARN consistently outperforms state averages for those subgroups.

LEARN has also produced strong academic results at its two schools serving Naval Station Great Lakes in North Chicago, Illinois - LEARN 6 and LEARN 10.

- In 2016, the percentage of LEARN 6 in North Chicago students meeting or exceeding standards on the PARCC matched the Illinois statewide average in math and surpassed the Illinois

statewide average in English Language Arts. LEARN 10 opened in Fall 2016 and as a first year school does not have PARCC data to report.

- LEARN's use of NWEA Measures of Academic Progress (MAP) test to measure growth show our students are making strong progress. LEARN 6 in North Chicago students surpass the national growth average every year in every subject.

Drivers of Success

The following drivers have been critical to our success in achieving our college preparatory mission:

- **Student Support Services.** LEARN serves a significant population of low-income (89%) and minority students from some of the most disadvantaged neighborhoods in the Chicago area. As a result, our students come to us with a range of challenges and traumas, and we believe children cannot learn unless their social and emotional needs are addressed. We ensure all LEARN schools have at least one social worker on site and a strong Student Support Services team. Each of our schools also follows a social and emotional learning curriculum that explicitly teaches students skills such as managing conflicts and emotions, working as a team, building respectful relationships and making responsible decisions. In addition to providing immediate benefits to our students and broader school community, these practices are important because character development and social and emotional strength will play a vital role in students' high school, college and workplace success.
- **Strong Management Support.** As an established network, we are able to provide each new campus with solid and extensive support for all aspects of the school's academic, social-emotional and operational needs. An October 2014 report by the Civic Federation in October 2014 analyzed the fiscal health of four Chicago charter schools or networks on 13 indicators from fiscal years 2007 to 2011. The analysis indicated strong fiscal health for the LEARN Charter School Network during the five-year period, with 12 positive indicators, 1 adequate indicator, and 0 negative indicators.¹
- **Low Student-to-Adult Ratio.** We place a full-time instructional assistant in every K-2 classroom and a shared instructional assistant in grades 3-8 to support small group instruction.
- **Longer and More School Days.** We provide an extended school day (8:30 am to 4:00 pm) and year, with only a six-week summer break, to ensure that our students have sufficient time for instruction in core subjects, as well as enrichment classes.
- **Talent.** LEARN receives approximately 3,000 applications and interviews over 1,000 candidates each year to select the best instructors and leaders for the schools within the Network. Our Network recruits top talent from local, regional, and national education partners and universities. We seek out and hire exceptional teachers because we know that teachers have a greater impact on student success than any other factor in a school. For that reason, we also provide teachers with extensive professional development in the summer and throughout the year to help them hone their craft.
- **Rigorous Academic Program.** In order to prepare students for college preparatory high school course work, we provide a rigorous academic program, differentiated to serve the needs of all

¹ The Civic Federation, "The Financial Viability of Chicago Charter Schools: Financial Analysis of Selected Chicago Charter Schools," October 2014, http://www.civiced.org/sites/default/files/REPORT_FinancialAnalysisOfChicagoCharterSchools.pdf (accessed November 12, 2014).

children, including those significantly below grade level and advanced scholars who need additional challenges or acceleration.

Education Plan

We believe that all children can excel when provided with a high-quality curriculum, high-expectations, and engaging lessons tailored to their individual level, combined with individualized support. We have selected from the best research-based programs.

In math and English language arts, students receive small group instruction tailored to their instructional level or needs with respect to a specific skill or concept. Student progress is continually monitored and students are regrouped or identified for individual help from the classroom teacher or an Academic Interventionist to ensure that all are appropriately challenged and supported. Those with special needs are evaluated by the school Problem-Solving Team and provided with additional academic, health, and social-emotional services.

Beyond core academic subjects, students receive daily enrichment classes. LEARN DC will provide Spanish, physical education and visual and performing arts. As campus enrollment grows, schools are also able to provide additional enrichment, such as a technology class.

Governance

The LEARN Charter School Network is governed by a nonprofit board of directors. LEARN's 13 board members provide fiduciary oversight, governance and approve all major strategic decisions. They include a mix of long-time members and newer members with experience in law, finance, accounting, marketing, K-12 education, special education, and management.

Together with the LEARN board, our network office, led by highly-qualified, experienced staff in areas including academics, student supports and operations, provides leadership and support to each campus to ensure the high-quality of all LEARN schools. With guidance from the nationally recognized Charter School Growth Fund and under leadership from our board of directors and President and CEO, Gregory White, LEARN is poised for additional growth in order to extend our impact to more students and high-needs communities.

I. Academic Plan

Educational Philosophy & Mission

A. What is the school's educational philosophy and/or core values and beliefs? And how does the educational philosophy align with the school's mission?

The mission of LEARN Charter School Network ("LEARN") is to provide children, especially students who have been historically underserved in American schools, with the academic foundation and ambition to earn a college degree. We know that students, regardless of race, income or circumstance, who attend a college preparatory high school and graduate from college, are far more capable of securing quality employment, leading fulfilling lives, improving their communities and becoming productive citizens of society. We choose to focus specifically on elementary education (K-8) because we believe that the ambition and academic foundation for college must be sown and cultivated early in a child's academic career.

LEARN's educational program is guided by five core values, listed below, that define and shape the culture of all our schools.

One: Culture of Respect

LEARN's culture of respect is expected between and among staff, parents, students and the communities that LEARN serves. Respect is reflected in LEARN's open door policy, a guiding principle in effect at all LEARN schools. Administration and instructors are always available to talk to parents and guardians. We believe it is the right, privilege and responsibility of each individual to contribute to and work in an environment of trust and cooperation.

Two: High Expectations

LEARN believes that the use of data helps instructors and school leaders develop targeted instructional strategies for excellence. LEARN uses school-wide instructional monitoring to ensure that academic expectations are being met consistently throughout the year. Since LEARN provides numerous resources to instructors, instructors are held accountable for student performance.

Three: Safe and Nurturing Environment

LEARN is committed to providing a safe and nurturing environment for our scholars to learn. As soon as a child walks through the door, LEARN promotes a sense of well-being and warmth. A goal at LEARN is to provide a safe haven for children. We aim to provide a place where learning takes place and students gain a sense of acceptance and pride.

Four: Focus on the Whole Child

In order to prepare students to be successful, we believe that we must also expose children to art, culture, physical fitness and a broader education that encompasses more than core academic subjects. LEARN has partnered and collaborated with many organizations both formally and informally to offer the students that we serve a broad range of experiences.

Additionally, each LEARN school provides daily social-emotional learning and a safety net of supports for students and families who need more intensive services. LEARN aims to provide an optimal learning environment for all students and remains committed to focusing on the positive development of our scholars.

Five: Family Involvement

LEARN fundamentally understands the importance of partnering with families to fully develop the potential of each scholar. We believe it takes a community – family members, educators, role models and other children – to create and sustain a supportive, productive and engaging learning environment. These core values, along with adherence to evidence-based practices such as differentiated instruction, are frameworks established at an organizational level and promoted on each LEARN campus.

Scholars experience LEARN’s Core Values through their day-to-day experience in the school, as well as through explicit teaching. When they enter school each day, they are greeted warmly by staff members and proceed to classrooms where they are welcomed further by teachers and peers as they participate in “morning meeting.” They wear uniforms to support our safe, orderly environment and to highlight their professional responsibility as scholars. They enter homerooms named after college campuses and engage in discussion about college from their first day of kindergarten through eighth grade graduation and beyond. This takes the form of teachers and other staff engaging students in an ongoing dialogue about college and how our rigorous curriculum will prepare them for high school and college success. It also includes career days which expose our scholars to professionals who have attended college, college tours and explicit support for our seventh and eighth graders to identify their “best fit” high school and, in the case of selective schools or programs, to apply and gain acceptance.

As part of our focus on the whole child, all LEARN students participate in a social curriculum that focuses on teaching them to be cooperative, assertive and responsible, to show empathy and to demonstrate self-discipline. This takes place, for example, during “morning meeting,” and is reinforced throughout the school day. In addition, our campuses host Community Meetings each Friday in order to bring the entire school community together and reinforce our school values. This is also an opportunity to celebrate those scholars who meet and exceed our high expectations.

B. What are the school standards for each subject area and instructional level? Describe the instructional model and what resources/instructional materials will be used to assist in that model.

LEARN DC students will engage in four core subjects – English language arts, mathematics, science, and social studies—as well as in enrichment subjects, including Spanish, visual and performing arts and physical education.

Our instructional approach is based on the understanding that all students are individuals who come to us at different academic levels and with a variety of skills, talents, and needs. We differentiate instruction and do “whatever it takes” to support student learning for students across the educational spectrum, from those who are struggling to accelerated learners. Instruction will be planned around the DC Educational Standards which include the Common Core State Standards for English Language Arts and Mathematics. Teachers will collaborate to develop year-long instruction plans, units, and individual lessons designed to teach and assess grade level standards.

In English language arts and math, teachers will work with students in small groups so that all are taught at their instructional level. They may be reorganized from day to day to provide reinforcement for students who need extra support to master certain skills and concepts. Small, flexible groupings also allow teachers to accelerate the learning of students who are ready for a challenge. We train and expect our staff to be able to compose their groups thoughtfully and tactically to maximize instruction time and results.

English Language Arts

Following the Common Core State Standards, we provide a balanced literacy program that includes a wide variety of literature and informational text and instruction in language skills and effective writing. Every literacy block has two components—small group reading workshops and rigorous, whole class reading instruction that meets Common Core Standards for that grade level. The daily literacy block typically lasts for three hours in the primary grades and two hours in the upper grades.

Reading Workshop. For reading workshop, teachers use assessment data to determine each student’s instructional level. Teachers then develop guided reading groups to teach students at their level. Since those at the same reading level may still vary in their mastery of specific reading skills, such as understanding embedded phrases or complex letter-sound relationships, teachers also organize "strategy groups" to target students needing extra instruction and practice with specific skills. In shared reading, teachers read a book aloud to model expression and comprehension strategies and to build children's vocabulary. Students then reread these books during independent practice to build fluency. In independent reading, children read books at their independent reading level, responding to text in writing tasks. Teachers are able to carefully monitor the progress of every student and target identified individual students or groups for necessary support.

Drawing from a database of K-8 fiction and nonfiction, we provide reading material at the 26 reading levels (A-Z) identified by the Fountas and Pinnell Text Level Gradient. This structure ensures that students are able to develop and use decoding and comprehension strategies that allow them to read progressively more complex texts, whether independently or in small groups. Younger students engage in a daily word study component, which includes phonemic awareness, phonics, spelling instruction, and vocabulary.

Whole Class Reading Instruction

LEARN follows the KIPP Wheatley program, which includes all Common Core Standards in reading (both informational and literary), writing, language, speaking and listening. Research demonstrates that

effective literacy programs build students' vocabulary and background knowledge, integrate reading and writing instruction, align with college-ready standards, and draw on high-quality children's and young adult fiction and non-fiction.

KIPP Wheatley explains that the three key literacy shifts of the Common Core Standards are the heart of its curriculum:

1. Regular practice with complex texts and their academic language
2. Reading, writing and speaking grounded in evidence from texts
3. Building knowledge through content-rich nonfiction

Students who are not yet reading at grade level are fully supported in mastering content in the KIPP Wheatley program. The teacher may read a text aloud, posing questions that require students to identify and analyze significant details or patterns in the text to develop a deep understanding of its meaning and the author's craft. For independent work, students who need extra support may be partnered with a peer or be read aloud to or coached by the teacher in a small group.

An additional level of support is provided for scholars who read significantly below grade level. Academic interventionists and classroom teachers use Fountas and Pinnel's *Leveled Literacy Intervention* program with students who need a double-dosing of intensive small group reading instruction to catch up with their peers. (See ***Appendix A. ELA Curriculum Documents.***)

Mathematics

Math instruction is aimed at students demonstrating mastery of the Common Core State Standards. Scholars in kindergarten to 5th grade use the University of Chicago's *Everyday Mathematics* program. Middle school grades use either the *Connected Math Project* developed at Michigan State University or *New Classrooms' Teach to One* individualized learning curriculum. All instructional materials are closely aligned to the Common Core Standards and LEARN's grade level "benchmarks." Teachers aim to support students in developing fluency and automaticity with basic facts and computation, while deepening conceptual knowledge and problem-solving skills. Math instruction, like literacy, includes explicit teaching, followed by both guided and independent practice, designed to build student proficiency.

Following a workshop model similar to that used in language arts, LEARN teachers tailor instruction to meet individual and small group needs. Our 90-minute math block is made up of three core components: whole-group lessons, leveled small groups/stations, and independent practice. Students are flexibly grouped according to their progress to ensure that all are fully challenged and supported. In addition, Academic Interventionists work with small groups of students throughout the day, either in the classroom or in pull-out groups. Students are also assigned to practice and review skills using software such as *DreamBox*, *Study Island*, *Compass Learning*, and *Accelerated Math*. At least once a quarter, students apply their mathematics learning through "Explorations" projects, which are also designed to strengthen writing and collaboration skills. For example, teams of students

might apply their knowledge of ratio and proportion, area, and measurement to design playgrounds drawn to scale, accompanied by written explanations of their designs.

Science

Our science curriculum has three major goals: for students to (1) participate in and understand the scientific process, which includes developing questions and hypotheses, collecting data, and reporting findings orally and in writing; (2) to acquire a base of knowledge in physical, biological, and earth sciences; and (3) to further develop literacy skills through close reading of primary source documents and informational text.

LEARN is already using the Next Generation Science Standards for all grade levels. These standards include in-depth scientific exploration through hands on-projects, complex problem-solving and reading and writing about science.

In grades K-3, students build scientific knowledge through hands-on investigations using the Full Option Science System (“FOSS”), developed at the University of California at Berkley. For instance, 2nd graders construct and test parachutes and balloon rockets to understand air pressure; 3rd graders analyze and identify rodent bones and compare them to human bones to learn about the skeletal system.

Language arts and mathematics are woven into the study of science. Students are required to read and analyze informational text, record and present data, and to discuss and write about their findings. We also draw on the Smithsonian Institution’s Science and Technology Concepts program at all grade levels to teach identified concepts.

The middle school grades use the Science Education for Public Understanding Program (“SepUP”), which connects scientific investigations to societal issues such as groundwater contamination or the spread of infectious disease. It also integrates math, reading, and writing skills, and small group problem-solving. In a unit on risk assessment, for instance, students roll number cubes and flip coins to learn about probability, and read historic case studies about the spread of disease. They are then presented with a hypothetical life-and-death scenario which they must work in small groups to resolve, grounding their written plan in scientific explanation. Through SepUP, students gain scientific knowledge while also developing as scientific thinkers.

Social Studies

LEARN DC's social studies curriculum will cover the four major disciplines of history, geography, economics, and politics and government as described in the DC Educational Standards. We will integrate these standards with Common Core English/language arts standards so that students are further able to strengthen their analytical, inquiry, and research skills. For instance, while gaining social studies content knowledge, scholars will also improve their ability to read informational text, interpret primary source documents and conduct independent research.

Curriculum Organization

LEARN's academic program is based on clear and rigorous curriculum standards – statements of what students should know and be able to do – for every subject and for every grade. In the Appendix, we have included the following documents in order to provide both an overview and specific examples of our academic program, including curriculum standards as well as professional development and data monitoring practices that support the program.

LEARN has developed an extensive, detailed iteration of our curriculum and standards, with several tools to support teachers in planning instruction. Please find the following documents in **Appendix B. ELA and Math Program Frameworks and Appendix A. ELA and Math Curriculum Documents**.

English Language Arts

- English Language Arts **Program Framework**, K-8
- English Language Arts **Standards and Benchmarks** (LEARN's unpacked Common Core State Standards for ELA), for each grade, Kindergarten through 8
- English Language Arts Standards and Benchmarks **Levels of Complexity** (LEARN's organization of the Standards and unpacked Benchmarks into three levels of complexity), for each grade, Kindergarten through 8
- English Language Arts **Sequence Table** (LEARN's unpacked CCSS ELA standards, organized into a planning tool for teachers to utilize when developing their Annual Plans), for each grade, Kindergarten through 8
- English Language Arts **Crosswalks** (LEARN's alignment of CCSS Standards and LEARN Benchmarks with the NWEA MAP skills), for each grade, Kindergarten through 8
- English Language Arts Sample **Annual Plan** (LEARN Standards and Benchmarks organized into units of instruction, using three planning stages: 1. Desired Results, 2. Assessments, 3. Instructional Plan), for each grade, Kindergarten through 8
- **Lesson Plan Template**, using three planning stages: 1. Desired Results, 2. Assessments, 3. Instructional Plan

Mathematics

- Mathematics **Program Framework**, K-8
- Mathematics **Standards and Benchmarks** (LEARN's unpacked CCSS Math standards), for each grade, Kindergarten through 8
- Mathematics Standards and Benchmarks **Levels of Complexity** (LEARN's organization of the Standards and unpacked Benchmarks into three levels of complexity), for each grade, Kindergarten through 8
- Mathematics **Sequence Table** (LEARN's unpacked CCSS Math standards, organized into a planning tool for teachers to utilize when developing their Annual Plans), for each grade, Kindergarten through 8

- Mathematics **Crosswalks** (LEARN's alignment of CCSS Standards and LEARN Benchmarks with the NWEA MAP skills), for each grade, Kindergarten through 8
- Mathematics Sample **Annual Plan** (LEARN Standards and Benchmarks organized into units of instruction, using three planning stages: 1. Desired Results, 2. Assessments, 3. Instructional Plan), for each grade, Kindergarten through 8

Integrating Technology

The DC Embedded Technology Standards are based on the National Educational Technology Standards for Students. These standards seek to increase students' interaction with technology in a meaningful, purposeful way. As such, they are meant to be "embedded" within other content areas, helping students understand technology as a tool for learning, research, communication and other purposes. Students are also expected to learn how technology has impacted society throughout history and continues to do so today. LEARN will integrate the DC Embedded Technology Standards with every subject area.

To support the integration of technology with the curriculum, every LEARN classroom is equipped with Chromebooks. This year we are able to supply one Chromebook for every three students but expect to be able to provide one per student across the network by fall 2018.

A number of LEARN classrooms make use of technology to personalize learning. Our middle school math program, Teach-to-One, requires daily use of Chromebooks for students to complete activities tailored to their individual math skill levels. In our primary grades, while the teacher is offering guided math instruction to one small group of students, another is completing on-line math activities matched to the specific skills each child needs to practice. The KIPP Wheatley reading program often requires students to evaluate on-line materials to determine whether or not they are credible sources. Daily writing, speaking and listening activities in Wheatley also make frequent use of Chromebooks.

Professional Development on Technology Use

LEARN is providing on-going professional development for staff in technology literacy that began with an orientation session covering the basics of Google technology and Chromebook use in the classroom. We then followed up with a session on using Chromebooks for database research.

To provide teachers with additional support in learning new technology, we have created Google groups so that teachers can share documents, post questions, and share ideas. We draw on these virtual conversations to identify which technology skills teachers are interested in further developing during professional development.

Curricular Programs and Instructional Materials: Evidence of Effectiveness

The instructional materials and programs we have purchased to support our curriculum and practices have been heavily researched and have shown strong positive growth for all student demographic groups, including educationally disadvantaged low-income, minority students and English Language Learners. Because there is so much supporting evidence behind these programs, the relevant research

links are included below. LEARN’s track record of student achievement, described earlier in this application, provides further evidence of the effectiveness of our chosen instructional materials and programs.

Everyday Math	http://everydaymath.uchicago.edu/about/research http://everydaymath.uchicago.edu/about/student_achievement
Teach to One	http://www.newclassrooms.org/team.html#partnerships
Fountas & Pinnell	http://www.heinemann.com/fountasandpinnell/researchLLI.aspx
FOSS	http://www.fossworks.com/research.asp
Project Lead the Way	https://www.pltw.org/pltw-gateway
Science and Technology Concepts	http://www.nsrconline.org/school_district_resources/research.html
Science Education for Public Understanding Program	http://sepuplhs.org/research.html
Units of Study for Teaching Reading	http://www.unitsofstudy.com/teachingreading/

C. What is your plan to ensure that students are exposed to a broad curriculum?

LEARN students participate in daily enrichment classes which expand core learning and strengthen college readiness. Beginning in its first year, LEARN DC will provide Spanish, physical education, and visual and performing arts. As enrollment grows and more teaching positions are available, enrichment options can be expanded to include a technology class. The instruction in these classes will adhere to DC Educational Standards and be designed to respond to student developmental stages and interests. Enrichment also includes school music and drama productions, field trips and performances at the school by guest artists. These opportunities allow our students to explore personal interests and experience the joy of creative and physical growth.

LEARN DC will establish after school programming, including both academic and non-academic options, in collaboration with parents and local community providers. Academic options may include small group and individual tutoring in math and/or reading, games-based programs in both reading and math, and enrichment for students who are working well above grade level. Non-academic options would include sports, arts and other extracurricular activities. This year, a typical LEARN school is offering academic tutoring, boys and girls sports, and clubs for art, drama, leadership, and debate.

Assessments & Accountability

D. What are your benchmark academic and non-academic goals over your first three years as an operator? Over your first five years as an operator? How does your historical performance support these goals? Please provide supporting evidence of your historical performance, if you are an experienced operator.

In 2015, LEARN created a Balanced Scorecard to track its academic and non-academic goals. These scorecards can be found on the next two pages, and show both historic data and the targets that we expect each of our schools, including LEARN DC, to meet in the coming years.

LEARN Balanced Scorecard, Academic Goals

The chart below shows LEARN's performance on its academic goals in during the 2014-15 and 2015-16 school years. It also shows the targets set for all of its schools from 2016-17 through 2022-23. LEARN DC would be expected to meet the same targets as all LEARN schools beginning with its first year, 2018-19.

Measures	Actual Performance	2016-17 Targets	2017-18 Targets	2018-19 Targets	2020-21 Targets	2022-23 Targets
	SY14-15 * SY15-16 ^			LEARN DC Y1	(LEARN DC Y3)	(LEARN DC Y5)
% of 8th graders who enroll in a college preparatory high school	79%*, 81%^	80%	80%	80%	80%	80%
% students who meet/exceed state standards on PARCC	21%*, 25%^	28%	31%	34%	40%	46%
% cohorts who meet/exceed standards on PARCC: low income, English Learners, SPED	21%/16% /4%* 24%/21%/3%^	27%/23%/5%	30%/27%/9%	33%/31%/13%	39%/38%/21%	45%/46%/29%

LEARN Balanced Scorecard, Non-Academic Goals

The chart below shows LEARN's performance on its non-academic goals during the 2015-16 school year, when these specific goals were first set and measured. The chart also shows LEARN's targets for all of its schools from 2016-17 through 2022-23. LEARN DC would be expected to meet the same standards as all LEARN schools beginning with the first year of its operation in 2018-19.

Strategic Priorities	Measures	Actual Performance SY15-16	2016-17 Targets	2017-18 Targets	2018-19 Targets	2020-21 Targets	2022-23 Targets
					LEARN DC, Y1	LEARN DC, Y3	LEARN DC, Y5
Improve teacher quality	% of teachers retained	64%	67%	70%	73%	76%	76%
	% of teachers rated proficient or better	38%	40%	42%	44%	48%	52%
Enhance social-emotional learning	Number of schools allocating at least 30 minutes to SEL learning weekly in every classroom	n/a	100%	100%	100%	100%	100%
Deeply engage families	% of teachers indicating that parents are involved. <i>(5Essentials teacher response)</i>	56%	58%	60%	62%	66%	70%
	% schools with functioning Parent Teacher Organizations or equivalent	n/a	100%	100%	100%	100%	100%
Improve operations services, with initial emphasis on technology	% of schools that rate CMO services as satisfied	n/a	n/a	70%	75%	75%	75%
	% of employees satisfied with IT products and services	n/a	n/a	70%	70%	75%	75%
Be financially sustainable	# of months of essential operating cash reserves	3	3	3	3	3	3

E. As a charter school operator, have you ever failed to meet your academic and/or non-academic goals? If so, what changes, if any, did you make to improve upon performance as a school?

As a Network, LEARN has met its academic targets every year as measured by standardized tests. For the past four years, LEARN scholars have performed above the national average on the NWEA Measures of Academic Progress. In the first two years of PARCC administration, LEARN met its goal for the percentage of students meeting/exceeding state standards. LEARN serves a much higher percentage of low-income, minority students than does Illinois as a whole. While we did not exceed the percentage of students meeting/exceeding standards statewide, we did exceed that percentage in both reading and math for four of our subgroups: low-income students, African American students, Latino students, and English language learners. The average LEARN student belongs to at least two of these subgroups.

When a particular school falls short of Network goals, it is fully supported in pinpointing problems and devising solutions. Four times a year, after each of three NWEA MAP exams and the annual PARCC exam, the Charter Management Organization's Teaching & Learning Department analyzes standardized test score and sits down with each school's leadership team, which includes school administrators and the instructional coach. Together, they examine data school-wide, by grade level, by classroom and by student to identify needs and then collaborate in writing a specific action plan which might include professional development, classroom coaching for teachers or more small group targeted instruction for certain students. The implementation of that plan is monitored throughout the year by principal supervisors who have regularly scheduled one-on-one meetings with each principal. Please see **Appendix C.** for Data Chat Templates.

Principals are also expected to review their schools progress monthly from a dashboard that includes average daily student attendance, student discipline data, and the time the principal spent that month observing teachers and providing them with feedback. These data points are discussed with the principal supervisor, with the entire principal team at monthly meetings, and on a monthly basis with their faculty. During each meeting, the principal and his or her colleagues discuss next steps for improving those metrics.

Teachers also review student progress regularly at biweekly Data Team meetings. Teachers in grades K-5 are on grade level teams and those serving grades 6-8 meet in as department level teams. During meetings, teams follow structured protocols to analyze the results of formative classroom assessments, examine student work for strengths and weaknesses, set an explicit SMART goal (a goal that is specific, measurable, achievable, relevant, time-based), and share instructional strategies to accomplish that goal.

In some instances, school improvement also requires a change in school leadership. In making difficult staffing decisions, LEARN demonstrates fairness and respect for its employees but always puts the needs of its students first.

F. What academic and non-academic challenges do you expect to face in operating the school? How will you assess and address those challenges?

The LEARN model is designed to meet the academic and social-emotional challenges of students from a variety of backgrounds. Military families are often highly mobile and their children may enroll in the middle of the school year. Their previous education may have been of uneven quality, and moving frequently may have left them with skill gaps, especially in reading and math. They also face the social-emotional challenges of adjusting to a new environment with new expectations and meeting new friends.

We will take a number of steps to support the academic needs of military children. First, we assess every child who enrolls in LEARN to see which reading and math skills they have mastered and where they need to grow. Daily English language arts and math instruction includes small group lessons where students are taught at their instructional level. Where most students' learning gaps are predictable, children of highly mobile military families may already understand an advanced concept while still missing a more basic one. To fill those gaps, teachers frequently reorganize small math and reading groups to target specific skill deficits. Small, flexible groups also allow teachers to accelerate the learning of students who are ready for an additional challenge. Every classroom is equipped with Chromebooks and online activities or software to provide each student with practice tailored to their individual needs.

The two LEARN campuses in North Chicago, which serve students at the Naval Station Great Lakes, have found that military families typically remain for two years. To provide continuity for children and families at those schools, students are assigned to multi-age classrooms serving their current grade and the next one so that they may remain with the same teacher for two years. We have found that classrooms serving two grades allow younger students to learn from older peers and build confidence in older students, who are able to serve as role models.

For their social-emotional learning program, LEARN North Chicago campuses selected the Responsive Classroom model, which helps build a supportive classroom culture and helps new students build friendships through guided social interactions. Morning meetings involve discussions on topics such as how to approach someone you don't know, what do you do when you lose your temper, what do you do when someone makes you feel awkward, and also involve role play.

We pay special attention to the social and emotional needs of military students, especially who transfer in mid-year. We connect every new student with a "buddy" who can model LEARN's expectations and help the newcomer feel at home and get to know other students.

Serving a high number of at-risk students is another challenge LEARN DC will face, but one that our model is designed to address. To ensure that we are meeting the academic and social-emotional needs of all students, we follow a system recommended by the U.S. Department of Education called Multi-Tiered System of Supports (MTSS), which is described in detail in the next section. The system provides certain supports for all children, such as a social-emotional learning curriculum and small group lessons

in English language arts and math. Students who are facing greater academic, behavioral or emotional challenges are referred to a School Problem-Solving team and provided with interventions of varying intensity, depending on their needs, such as small group or individual counseling from a social worker or a double-dose of small group reading instruction from the classroom teacher or an academic interventionist.

Another potential challenge for the school is helping English learners reach the same high standards as their English-speaking peers. As described in more detail later in this document, LEARN will follow a Transitional Bilingual Education model for providing instruction in both English and Spanish for English Language Learners in grades K-3 and ESL support for grades 4-8. Our approach to teaching English learners has proved very successful. The annual growth of our English learners on the MAP exceeds the national average, and our English learners significantly outperformed district and state averages for that subgroup on the PARCC assessment last year.

The school's diversity will create a beautiful opportunity as well for drawing together people of different backgrounds to learn from each other. Each school hosts activities that build relationships between families and among families and school staff. These activities include family literacy nights, open houses and holiday celebrations.

To create a common student culture, LEARN DC will create a school climate plan and provide professional development to teachers prior to school opening on how to establish routines and procedures that teach students to be responsible and safe. Most student discipline problems can be prevented by creating strong social norms for student behavior, which requires clear expectations and consistency from classroom to classroom. The social-emotional curriculum, taught in morning meetings in every classroom, gives students time to learn important personal skills, such as managing conflict. Small group activities in the classroom and extracurricular activities after school will also give students a chance to practice social skills and to build relationships with peers of different backgrounds.

Transporting students from a wide area to school may also present a challenge, but it's one that LEARN has met for its two suburban schools where few students live within walking distance of the campuses. In Ward 8, some students may walk to LEARN DC or take advantage of free public transportation. LEARN will arrange for school bus transportation for others and partner with the District of Columbia Public Schools to provide transportation for students with disabilities.

Serving Diverse Learners

G. How will the school ensure that it can serve a diverse student body coming in below, at, and above grade level? And how will the school address and close the achievement gap? How do you plan to support families that enter and exit the school year on a rolling basis? Please address these questions as they relate to the communities listed:

- i. DC military families*
- ii. Ward 8 families*
- iii. At-risk families*

LEARN's model is specifically designed to serve a diverse student body with children who arrive at, below, and above grade level and to close achievement gaps.

i. DC military families.

As explained above, military families are often highly mobile and their children may enroll in the middle of the school year. Their previous education may have been of uneven quality, and frequent school transfers may have left them with gaps in certain skills, especially in reading and math. They also face the social-emotional challenges of adjusting to a new environment with new expectations and meeting new friends.

We will take a number of steps to support the academic needs of military children at LEARN DC. First, we assess every child who enrolls in LEARN to see which reading and math skills they have mastered and where they need to grow. Daily English language arts and math instruction includes small group lessons where students are taught at their instructional level. Where most students' learning gaps are predictable, children of highly mobile military families may already understand an advanced concept while still missing a more basic one. To fill those gaps, teachers frequently reorganize small math and reading groups to target specific skill deficits for students who may overall be at different instructional levels.

Small, flexible groups also allow teachers to accelerate the learning of students who are ready for an additional challenge. Every classroom is equipped with Chromebooks and online activities or software to provide each student with practice tailored to their individual needs.

The two LEARN campuses in North Chicago, which serve students at the Naval Station Great Lakes, have found that military families typically remain for two years. To provide continuity for children and families at those schools, students are assigned to multi-age classrooms serving their current grade and the next one so that they may remain with the same teacher for two years. We have found that classrooms serving two grades allow younger students to learn from older peers and build confidence in older students, who are able to serve as role models. Two years with the same teacher also allows military families to build a stronger relationship with their child's teacher.

ii. Ward 8 families

Students from Ward 8 will likely include those with a range of academic strengths and areas for growth. All students are provided with small group reading and math instruction that matches their instructional level. Student progress is monitored daily and reinforcement provided as needed so that all children are able to progress. Students who continue to struggle are referred to a School Problem-Solving team, as described in the next section, and provided with increasingly intensive academic supports.

Small group instruction also allows teachers to accelerate the learning of those who are ready for a challenge. Exceptionally advanced students may take a class with the next grade level. Afterschool programs offering tutoring or games that strengthen math and reading skills also provide additional

support for students who need it. Afterschool academic enrichment programs, which might include a science club or debate, will provide more opportunities for learning that match student interests.

LEARN schools regularly host activities that help parents learn how to reinforce academic learning at home, such as family literacy nights and open houses.

iii. At-risk students

Students facing significant academic difficulties are referred to the School Problem-Solving team, as described below, and provided with more intensive supports. Those who are well below grade level receive a double-dose of small group reading instruction each day to help them catch up with their peers. After school tutoring and reading and math also provides additional practice for students below grade level to help close the achievement gap.

LEARN has a strong track record for closing achievement gaps for low-income, minority students and English learners. We are relentless in our effort to provide students with targeted supports that remove barriers to learning. These include small group instruction in the classroom from the teacher or an Academic Interventionist focused on the specific skills students struggle with, after school tutoring, social and emotional learning in the classroom, and small group and individual counseling outside of the classroom from a social worker or community provider. We are able to refer families facing homelessness or food insecurity to appropriate services or even provide school uniforms or gift cards to grocery stores for those in temporary crisis.

H. How will the school address the learning needs of special populations including English Language Learners, students with disabilities (levels 1-4), and advanced learners? How will the school address the learning needs of students in the general population?

Supports for All Students

In order to ensure that we are meeting the academic and social-emotional needs of all students, we follow a system called Multi-Tiered System of Supports (MTSS). MTSS is an evidence-based framework that uses data-based problem-solving to support the school success of children who are facing academic, emotional or behavioral challenges. Interventions are provided in varying intensities (described as "tiers").

Tier 1 – In the first tier are services provided to all students. As described above, school counselors follow a social-emotional curriculum to teach skills like self-regulation and teachers implement high-quality, differentiated instruction, for instance through small group instruction in math and reading and lessons tailored to meet student needs. These approaches are the “first line of defense,” and intended to decrease the number of students requiring more intensive interventions.

Tier 2—Students who continue to struggle behaviorally or academically are referred by the classroom teacher to a school Problem-Solving Team, which will include the classroom teacher, the Academic Interventionist, a school administrator and other school professionals that have knowledge of the

child's difficulties. If the child is having behavioral problems, a social worker may also participate. The team reviews surveys of teachers and parents about student behavior or academic difficulties, self-reports by the students themselves, and data reflecting academic progress. The team then recommends interventions.

Students who are not making adequate progress in reading or math may receive additional small group lessons each week from an Academic Interventionist. Those with emotional or behavioral difficulties are referred to the school social worker or counselor. Services might include small therapeutic groups or social skills groups.

A teacher may also work with a student and his or her parent to write a Program of Academic Student Success ("PASS") plan to set academic goals and strategies for improving an academic or social area in which a student is struggling. Teachers, parents and students work together on writing the plan. An instructor or parent can request to do a PASS plan at any time during the school year.

The Student Support Services Team continues to collect data and review student progress, monitor the success of interventions and revise recommendations as needed.

Tier 3 – The third tier addresses the needs of a very specialized population that have received services in the first two tiers and still require more individualized attention and more intensive services. For students having reading difficulties, this might include a daily second small group reading lesson from an Academic Interventionist or teaching assistant. The additional lesson would target all areas of a students' difficulty, such as phonics, comprehension and writing. For those with emotional difficulties, the intervention might include individual counseling from a social worker or school psychologist or a referral to a hospital or community mental health agency. Students in this tier are closely monitored and different strategies employed as needed. They may also be evaluated for special education services. Those who require additional support to manage their behavior would receive a functional behavioral assessment and behavioral intervention plan.

Serving Accelerated Learners

We recognize that the "whatever it takes" mindset we employ with our struggling students is an appropriate approach for all students. Our small group differentiated instruction for accelerated learners seeks to go farther and dig deeper in all subject matters. An accelerated student can also take additional courses at the next grade level. LEARN 6 and LEARN 10 in North Chicago has offered this for select students, such as allowing some 7th graders to take an 8th grade class. Furthermore, our Academic Interventionists work with accelerated students in advanced math and reading groups both inside the classroom and in pull-out groups.

Serving Students with Disabilities

LEARN provided programs and services to meet the individual needs of all children within our learning schools. Special education programs are governed by a combination of state and federal laws. Under these laws, school districts must provide each student with a disability with a free, appropriate public education (FAPE). FAPE means special education and related services that are provided at public

expense and without charge, meet appropriate standards, include preschool through secondary education, and conform with an Individual Education Program (IEP). [Title 20 United States Code (U.S.C.) Section (Sec.) 1401(9); Title 34, Code of Federal Regulations (C.F.R.) Sec. 300.17.] Special education must be provided in the least restrictive environment. This means that to the maximum extent appropriate, all students with disabilities should be educated with students who are not disabled. [34 C.F.R. Sec. 300.114.] In addition, FAPE requires that special education students are involved and make progress in the general education curriculum and toward achievement of their IEP goals. [20 U.S.C. Sec. 1414(d)(1)(A); 34 C.F.R. Sec. 300.320(a)(1).]

LEARN Charter School Network is committed to providing education in the Least Restrictive Environment appropriate to meet the child's needs. Studies investigating the effects of placement in general education classrooms reveal that students with disabilities spend more time engaged in academics and receive a similar amount of personal one-on-one instruction from a teacher in a general education classroom compared to those assigned to a self-contained special education classroom.²

We offer the following continuum of services:

- Level 1: Eight hours or less per week of specialized services.
- Level 2: More than 8 hours and less than or equal to 16 hours per school week of specialized services.
- Level 3: More than 16 hours and less than or equal to 24 hours per school week of specialized services.
- Level 4: More than 24 hours per week of specialized services.

For those students found to require an IEP, we first consider providing accommodations in the general classroom. General education and special education teachers use a variety of co-teaching models, such as working with different small groups of students, teaching the same lesson together, or having one teacher lead the instruction while the other circulates and assists individual students. Support provided in the general education setting can also include modifications to the classroom space, assistive technology devices, adaptations to instruction, materials or assessments, support from a paraprofessional, and behavioral supports.

Within our educational continuum, students may be identified as needing direct service in a separate classroom. In collaboration with District of Columbia Public Schools, decisions about placement are made using multiple sources of data about academic and/or behavioral needs. Programs and services for students needing additional support may include additional time in special education including education within our self-contained/resource room. Every effort will be made to provide those additional services at a time when the student will not be excluded from appropriate programming in

² Hunt, P., & Farron-Davis, F. (1992). "A preliminary investigation of IEP quality and content associated with placement in general education versus special education classes"; *Journal of the Association for Persons with Severe Handicaps*, 17, 247-253; Helmstetter, E., Curry, C.A., Brennan, M., & Sampson-Saul, M. (1998). Comparison of general and special education classrooms of students with severe disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 33(3), 216-227.

the student's primary general education classroom.

Services provided for students who spend part of day outside of the general education classroom, in a special education resource room, may include small group or one-on-one instruction one or more subjects, guidance in learning social and emotional skills, and paraprofessional support.

Classrooms for students who spend most of the day in a special education setting (often called a "self-contained" special education classroom) have an 8 to 1 student teacher ratio and paraprofessional support. These students benefit from small group instruction, alternative teaching methods and individualized instruction, depending on their individual needs. They typically join general education students for PE, Art/music, technology and other "specials," as well as lunch and recess.

Special education teachers serving self-contained classrooms collaborate with general education teachers in designing instruction to ensure that students with disabilities are provided with the same grade-level content as their general education peers. In some cases, curriculum may be modified insofar as volume of work or the method for demonstrating proficiency is concerned. Self-contained classrooms may also provide additional support in learning social and emotional skills. If students have very particular needs outside the scope of our specialists' expertise, we also hire outside consultants to advise teachers or to provide additional services to students.

Sometimes even with the assistance of consultants a student may have educational needs that cannot be met within the programs available in the school. In these rare cases, an out of district placement in a private school setting may be necessary. In consultation and collaboration with District of Columbia Public Schools, placement may be made in the special education cooperative programs or another out of district placement which will best meet the child's individual academic, physical/health and/or behavioral needs.

LEARN identifies students in need of special education services through Child Find and through our multi-tiered system of supports (MTSS), which is described in detail earlier in this section. Once identified, students receive an evaluation for an IEP. The Student Support Services (SSS) team, teacher and parent will convene a multidisciplinary team to review and assess if the data supports the need for an IEP. A student's IEPs is drawn up by our SSS Team, which includes the Special Education Director, social worker, nurse, special education teachers and also the student's parent and classroom teacher. If it is determined that the students' academic struggles are primarily a result of a learning and/or behavioral disability, ruling out all other factors (i.e. health, physical), the team will create an individualized plan with accommodations and modifications that are measurable, attainable, and geared toward helping the student to be successful.

LEARN continually monitors the progress of students with IEPs ensure that they are on-track to meet their individual yearly goals. Weekly IEP team meetings at each campus review the plans for students who are not making adequate progress. Internal audits allow for verification all students are receiving appropriate services for the duration specified in their IEPs.

IEPs are reviewed and revised at least once every year. Per federal law, a complete battery of tests is offered once every three years to re-assess whether students are receiving appropriate services.

Since the prevalence of specific disabilities, such as autism or ADHD, may vary from campus to campus, the Student Support Services team works closely with our Human Resources Department to recruit special education teachers whose experience and training best match the needs of students at each site.

LEARN employs the full range of specialists including occupational therapists, physical therapists, speech and language therapists, social workers, counselors, and psychologists. All of our campuses are ADA compliant.

Serving English Language Learners

LEARN uses a home language survey to identify students who speak a primary language other than English. Based on this survey, students are screened to assess whether they are eligible for English learner services. We will hire bilingual or ESL teachers proficient in the languages that LEARN DC English learners speak.

Our English learners are expected to meet the same high academic standards as all students and to have full access to the same curriculum. LEARN DC will follow a Transitional Bilingual Education model (TBE) in grades K-3, which supports the development of oral and written fluency, content knowledge, and the ability to communicate well in a students' native language and English. Grades 4-8 will receive ESL support.

Our implementation of the TBE program at other LEARN campuses has produced strong results, with the annual growth of English learners on the MAP exceeding the national average. Our English learners also significantly outperformed their district and state on the PARCC assessment last year.

LEARN's English learners are expected to reach grade level benchmarks at the conclusion of each school year. In kindergarten and first grade, these benchmarks consist primarily of native language competencies. Beginning in second grade, there are English language competencies included, as well. Students are expected to have complete proficiency in English and their native language by the end of 5th grade, as defined by the Common Core State Standards.

TBE develops students' academic skills in their native language while they learn English. A transitional program of instruction includes: an ESL component designed to develop skills in listening, speaking, reading, and writing in English; content-area instruction in both the native language and English, and a Native Language Arts component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their own history and culture. As students develop English language skills, time in the native language decreases, and students in the upper grades are only held to English Language Arts standards, rather than to standards in two languages.

I. What support services will you have for students that come from high poverty households? What support services will you have for students that come from military households?

LEARN strives to provide all students with the academic and social emotional supports they need to be successful, regardless of their past schooling, history of school mobility, or family economic circumstances. As described above, all students are provided with small group instruction in reading and math and social and emotional learning in their classrooms. Those who continue to struggle are referred to a School-Based Problem Solving Team and provided with more intensive supports which may include group or individual counseling from a Social Worker or group or individual instruction from an Academic Interventionist.

For families with facing poverty-related challenges such as homelessness or food insecurity, the Student Support Services Team can help them access appropriate services or even provide school uniforms or gift cards to grocery stores for those in temporary crisis. In each community we serve, we also establish relationships with local mental health service providers who can receive referrals for students who need more intensive support. These agencies can also provide professional development and advise our staff on serious cases.

To specifically support students from military families, we will partner with Fleet and Family Services, a social service agency attached to military bases, to provide small group support to students and help them learn to manage some of the challenges they face in leaving friends behind and making new ones and becoming acclimated to a new school.

We will also establish a program for military scholars at LEARN DC such as Kids Rank, which gets them involved in skill-building and volunteer projects, helps them form friendships and provides a sense of belonging and stability.

School Climate & Discipline

J. What are your methods and approach to student behavior and discipline?

LEARN takes a pro-active approach to student discipline by teaching social and emotional skills that are the foundation of school, career and life success. They include the ability to recognize and manage emotions, behave ethically and responsibly and to set and reach goals. Every LEARN school follows a social and emotional curriculum selected by the principal. LEARN believes that discipline is an opportunity to teach, not punish. Our approach is not punitive but rather restorative. As a Network, LEARN rarely, if ever, expels students.

Many students face additional social and emotional challenges such as incarcerated relatives, homelessness, grief and loss, depression, anger, abuse, and neglect. These issues, if left unaddressed, can undermine learning and often underlie chronic behavioral problems. Our Student Support Services Team, described below, works with students who need additional support, such as grief counseling, in small groups or individually.

LEARN DC's Student Support Services Team will include the following members:

- One full-time Special Education Director, hired in Year 1.
- A full-time social worker hired in Year 1 and a second hired in Year 4.
- A High School Placement Counselor, half-time in Year 1 and full-time thereafter.
- A part-time nurse.
- Special education teachers.

The full-time social worker provides a range of services. These may include small therapeutic groups, individual counseling and family counseling as well as supports for families in crisis.

Schedules & Calendars

K. Please provide a sample weekly schedule for the grade levels the school will serve and please provide a sample school year calendar.

All LEARN schools incorporate both a longer school day and a longer school year than most traditional public schools. LEARN students attend school from 8:30 – 4:00 or 7.5 hours each day. Our school calendar typically includes 197 student instructional days, 3 report card days and 10 professional development days.

In response to the needs of our students and parents, we offer an extended school day and an extended school year. Many of our students begin school significantly below average, and we use the additional instructional time to accelerate their learning and get them college-ready by the time they leave us, which NWEA tells us is around the 70th percentile by 8th grade. We provide a daily 90-minute Math block, 2-hour English/Language Arts block (3 hours in the primary grades), and Science and/or Social Studies in every grade. Equally important, every student has lunch and recess and enrichment classes (such as gym, art, music, world language, and technology) every day. Our intention is to foster the love of learning, while giving them the time and resources to work deeply in each subject area with sufficient breaks and rest periods in between.

There are built-in differences between the primary grades and the middle school grades that support the developmental needs of the respective age groups. For example, phonics instruction and word work are part of the primary grades' schedule as these young students begin to learn how to read, while disciplinary literacy is embedded in the middle school humanities block as older students read to learn content and concepts in a deeper way.

Please see ***Appendix D. Sample School Year Calendar*** and ***Appendix E. Sample Daily Schedules***.

Health & Wellness

L. What is your meal service plan for students during school hours? Please detail your plans for: School Breakfast Program, National School Lunch Program, Afterschool Snack Program, and Supper Program. What is your plan to provide meal service during out of school time? Please describe your approach to maintaining a healthy eating plan outside of school-provided meal service and your plan to comply with all DC Healthy Schools Act regulations.

A free, healthy breakfast is available each day for LEARN scholars. Scholars must adhere to the school rules regarding appropriate the time and place to eat any food items not provided by the school. All breakfast items must meet guidelines for a healthy breakfast, following the Healthier US School Challenge gold level serving requirements. The school reserves the right to confiscate any items not meeting these guidelines (e.g. fast food) and to replace them with LEARN-approved items.

LEARN participates in the National School Lunch Program, which provides free or reduced price lunches to eligible scholars. Applications and eligibility criteria are provided to all parents, and applications are required to be completed by all families each year. Based on the student population LEARN anticipates serving, LEARN would likely adopt the Community Eligibility Provision. This provision allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without the burden of collecting household applications. Instead, schools that adopt the Community Eligibility Provision are reimbursed using a formula based on the percentage of students participating in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program and Temporary Assistance for Needy Families. The identified student percentage must be at least 40% to participate.

Lunch is available for scholars five days a week. Scholars whose families meet the eligibility requirements and complete the requisite paperwork will receive free or reduced-price lunch. As above, scholars must follow the guidelines provided by the school regarding food items brought from home. The school reserves the right to confiscate any items not meeting these guidelines and replace them with LEARN-approved items. Lunches brought from home must be healthy. Fast food, soda, and candy are never acceptable items for lunch. Pastries, sugary snacks, and other calorie-rich items should not be brought to school. Families who send scholars to school with questionable lunches may be asked to meet with the School Nurse.

LEARN anticipates using an outside vendor to provide meals. The school Operations Manager will negotiate a contract with the food service provider, oversee the production of a monthly food service report, and supervise all food service functions, especially to ensure all food meets USDA regulations and all food service activities meet basic DC Health Department regulations.

Out of School Time

M. What is your plan for before and after care programming? What is your plan to offer extracurricular activities (academic and non-academic)?

LEARN DC will establish before and after care in collaboration with parents and local providers. In Chicago, LEARN partners with the YMCA to provide on-site before and after school care at three LEARN campuses. This partnership allows parents to drop their children off as early as 7 a.m. and pick them up as late as 6 p.m. LEARN will identify community partners offering similar programs in Washington, D.C.

To select extracurricular activities, LEARN DC administrators and teachers will seek input from parents. Academic options may include small group and individual tutoring in math and/or reading, programs that use games to teach math and reading skills and academic enrichment for students working well above grade level. Non-academic options would include sports, arts and clubs. A typical LEARN campus offers academic tutoring, boys and girls sports, and clubs for visual art, drama, leadership and debate.

Family-School Communication

N. How do you plan to inform families about school policies and procedures?

At the time of registration, all parents and guardians receive a printed copy of the LEARN Parent/Student Handbook, which describes school policies and procedures and is also available on LEARN's website: <http://www.learncharter.org/parents/parent-portal>. School leaders review this document with families and answer questions during an annual open house for new students. When students transfer mid-year, school leaders meet with individual families to review the handbook. If there are changes to school policies and procedures, school staff will contact parents via email or phone using the Blackboard software system. Changes will also be made available on the LEARN website.

II. Parent & Community Support Plan

Recruitment & Enrollment

A. *What is your school's plan to recruit and enroll families into the school? What challenges do you foresee in recruiting and retaining families from the groups we have identified below:*

- i. DC military families*
- ii. Ward 8 families*
- iii. At-risk families*

Upon approval of a LEARN Campus in Ward 8, the LEARN Recruitment and Enrollment Team will develop a targeted marketing strategy to ensure all families in the Ward 8 community—both military and civilian—are informed of LEARN's open enrollment process, lottery dates, and the required documentation to enroll. Towards this end, LEARN will do the following:

i. Ward 8 Families:

Recruiting:

- Hire a field team, including Spanish speakers, to perform grassroots marketing to local daycares, community centers, churches, and preschools.
- Disseminate at least two direct mail pieces to all households with school-aged children within a two-mile radius of the school site to inform families about the new school.
- Publicize the school opening on the internet and through community media (e.g. local newspapers, billboards and radio stations) and through social media (Facebook and Twitter) and on the LEARN website.
- Invest in highly visible collateral (i.e., billboard and banners) so families are well aware of the school opening and enrollment timeline.
- Host meetings for community members and prospective families.

Retaining:

- Develop relationships between parents and the principal through open houses and other family events.
- Establish regularly scheduled meetings between families and leadership to discuss goals for the school and progress towards those goals.
- Initiate a committee of parents, the Parent Advisory Council, who will serve as the voice for the larger group.
- Disseminate a satisfaction survey to families twice a school year to gauge engagement. Revise parent engagement strategies where improvement is needed.

Potential challenges include:

- Any existing negative perceptions of charter schools that would prevent families from considering LEARN.
- Building credibility as a new school in the community to attract students.
- Convincing families in existing schools in close proximity to LEARN to transfer to LEARN.

ii. DC Military Families

LEARN will recruit and retain families using the same strategies as for all Ward 8 families. In addition we will do the following.

Recruiting:

- Develop a relationship with the base’s Student Liaison Officer (SLO) to understand unique needs of local military families.
- Work with the SLO to disseminate information about the school mission and values, leadership, key dates (enrollment, re-enrollment, open houses, etc.), and how to get involved.
- Hire a Military Family Liaison for the school to ensure a smooth process for military families who transfer their children in and out of the school.

Retaining:

- Develop a Military Family Group to build a community within the school with the intent to form bonds between existing military families and help new families feel welcome.
- Establish a program for military scholars such as Kids Rank to connect military children and give them a sense of belonging and stability.
- Create a buddy system for new military scholars which will include a group of existing military scholars who will help integrate the new scholar into the school culture.

Potential Challenges:

- Retention from K-8 will be difficult with the unknown timing of assignment of military parents.
- Enrollment will need to be flexible to accommodate the transfers that happen throughout the year.

iii. At-risk families:

LEARN will recruit and retain families using the same strategies as for all Ward 8 families. In addition we will do the following:

Recruiting:

- Communicate additional student support services in marketing materials.
- Hold open houses at a variety of times to accommodate working parents.
- Advertise in locations and publications that provide services and information specifically to at-risk families.

Retaining:

- Implement a robust Multi-Tiered System of Supports and Student Support Services team.
- Communicate frequently with families about their children's progress.

Potential Challenges:

- Availability of families to attend open houses or other events.
- Attendance can be a challenge for certain at-risk families.

Parent Engagement & Involvement

B. How does the proposed school address the needs of all communities listed and build upon those communities’ assets? Please describe how the proposed school plans to bring together families and students from the following communities:

- i. DC military families*
- ii. Ward 8 families*
- iii. At-risk families*

How do you envision the integration of these communities, bearing in mind the potential high turnover of military families?

We believe that all parents, regardless of background, want what is best for their children. As such, it is our responsibility to make parent engagement and involvement a priority and provide opportunities for families and students to come together around a shared vision for student success.

First we will seek the expertise of families from all backgrounds, including Ward 8 families, military families and families at risk, to work with us in designing LEARN DC. After introducing the LEARN model to the community through a series of town hall meetings, we will create Parent Action Council to provide input on the school's design. Once the school is launched, the PAC will continue to be an essential partner to school leaders in ensuring that LEARN meets the needs of students and families from every background.

The enrollment of LEARN DC will be very similar to that of LEARN 6 and LEARN 10 in North Chicago, which serve an economically diverse and predominantly minority student population that includes military families from the Naval Station Great Lakes as well as civilian families and families at-risk. We will replicate many best practices from these schools.

In North Chicago, LEARN schools host events throughout the year to bring all families together. For example, twice a year, LEARN 6 and LEARN 10 host an Enrichment Night. This is an opportunity for families to rotate through enrichment classes that their children attend, including art, music and physical education. Parents are invited to participate in activities along with their children, providing yet another way for families and teachers to connect, and an enjoyable way to bring families from all walks of life together.

All LEARN schools host a variety of family activities, including those that help students learn new ways to support academic learning at home, such as a family literacy night, as well as open houses and holiday celebrations. These activities help connect families with the school and build sense of community among LEARN families.

LEARN builds community among students from different backgrounds in a number of ways. At LEARN 6 and LEARN 10, the school follows the Responsive Classroom model. During a morning meeting, students discuss how to manage social-emotional challenges, such as frustration or conflict, and role-play solutions to problems they might encounter in real life. These activities help students learn to interact better with each other and build friendships among students of all backgrounds.

Assemblies are another important way to build a sense of community among students, and parents are always welcome to join these events. At LEARN 6 and LEARN 10, assemblies are held every Wednesday and focus on issues generated by staff or students. One series of assemblies addressed bullying. Another assembly, organized by a group of 8th-graders who approached the principal, introduced their idea for a school-wide recycling project.

Changing schools frequently is a challenge for many students. Students living in poverty tend to move and change schools frequently as do those from military families. To support students from all backgrounds who transfer into the school mid-year, LEARN 6 and LEARN 10 organize a New Student

Small Group. In the group they are able to ask questions about their new school, share their thoughts and feelings and become acquainted with others who are going through a similar transition.

Each of these new students is also paired with a "buddy," who can model school norms and help the newcomer become acquainted with peers and feel at home in their new school.

C. What are your beliefs about parent involvement? How will the school provide opportunities for parent involvement in the planning, development, and implementation of the proposed school? Please provide detailed examples of how you intend to accomplish this. How will the school solicit feedback from the parent community? What procedures will you use to ensure that such parent feedback is being incorporated into the school and its policies? How will this be communicated to the parent community?

We believe that all parents deserve to feel respected and welcome at their children's school. As with all our campuses, LEARN DC will maintain an open-door policy for its parents and families. We will also establish methods to get parental feedback on school practices and policies, both formal and informal. Knowing that each parent community is unique, we will work with the school's parent community to identify effective, convenient methods for providing feedback. Such methods might include anonymous parent surveys and monthly "Coffee with the Principal" events. The school will also ensure parents can call or email teachers or school leaders at any time and receive a prompt response. We will also dedicate space in the school building for parents to convene, either formally or informally.

Family involvement is one of LEARN's Five Core Values, as we know that our students' academic success depends on a strong partnership between family and school. On report card pick-up days, parents are required to meet with teachers to discuss their children's progress, review their class work, and to collaborate in setting their academic goals. Each of our campuses creates its own family activities to help parents learn new ways to reinforce academic learning at home and to build a sense of community among families, teachers, and administrators. Activities may include open houses, academic-themed events such as literacy night and math games night, and holiday celebrations.

LEARN will also support the launch of a school Parent Advisory Council, or PAC, which will provide a formal mechanism for two-way communication for school staff and parents. Through the PAC, parents will have a voice in shaping school programs and practices beginning with LEARN DC's planning phase prior to the school launch.

Furthermore, the school's leadership and Student Support Services team will work with parents to identify relevant topics for parent workshops. The team will also help school leadership staff resolve any issues with parents or students who don't adhere to policies and procedures.

Local Hiring

LEARN has a thorough recruitment process that while aimed at attracting the best candidates, also places an emphasis on hiring locally. Networking with local leaders (education, civic, religious, and elected office holders) is a critical recruitment strategy. We will work to develop strong relationships

with community organizations and civic leaders in Ward 8 so that our partners may serve as talent ambassadors to LEARN. As LEARN's reputation has grown in the communities it serves, we find that our recruitment efforts are gaining considerable momentum. Most of staff in our newest campuses comes from the surrounding communities. Over time, our schools become increasingly diverse in terms of age, background, and ethnicity. Since talent attracts talent, we encourage our employees to refer strong candidates for open positions, and network-wide, approximately 20% of our new staff each year comes through such referrals.

Serving Communities

D. What current community partnerships and relationships does the leadership and/or founding team have? How will these partnerships and relationships be leveraged to launch the school? How will those partnerships and relationships be maintained and expanded once the school is in operation? Provide examples of how all community partnerships are being used. Please list all partnerships you have made, and identify which are specific to DC and/or the Ward 8 community. If you are not an established operator, what types of community partnerships will you develop and how will these partnerships enrich the school?

LEARN believes that community involvement and partnerships are critical to the success of our schools. Community organizations provide our schools and families with needed programs, services and volunteers, assist us in recruiting students and staff and lend expertise that deepens our understanding of each particular community, its assets and its needs.

Although LEARN is not a Washington, D.C. operator, we have tremendous experience working with a vast array of community partners and building relationships in diverse and unique communities. LEARN operates ten public charter schools in three cities in Illinois—Chicago, North Chicago and Waukegan. Our seven Chicago schools are located in four different and distinct neighborhoods each with their own distinct needs. We know from experience how important it is to build genuine, authentic community relationships and get to know the community prior to opening a new school. This is why we will hire a Community Engagement Coordinator in the 12 months prior to the school's launch. The Community Engagement Coordinator will dedicate his or her time to becoming acquainted with the community and will become a full-time member of the LEARN DC team, ensuring the school can maintain critical partnerships to enrich the school experience.

Upon selection by the WARD 8 POST, LEARN will partner with FOCUS (Friends of Choice in Urban Schools) and PAVE (Parents Amplifying Voices in Education) to introduce LEARN to community partners. Importantly, we will also work closely with Ward 8 POST members and advisory board members to leverage their vast knowledge the JBAB and Ward 8 Community. This is similar to the community engagement model we used to establish the LEARN 6 campus at the Naval Station Great Lakes.

Prior to opening LEARN 6 in 2012, we worked closely with the Naval Station Great Lakes as well as civilian community leaders to develop relationships with community-based organizations in the area.

These organizations provide needed services at the school for students and families or serve as referral agencies. Examples of our partners in North Chicago include Elyssa's Mission, a suicide prevention program, and PADS of Lake County, an organization that assists homeless families with school-aged children.

In order to keep abreast of key issues in the North Chicago/Great Lakes community, LEARN also joined local community groups such as the Latino Coalition of Lake County, Lake County Chamber of Commerce, North Chicago Chamber of Commerce and North Chicago CONNECT. We will do likewise in Ward 8.

With the assistance of the Community Engagement Coordinator and school and Network leaders, the school leadership team at LEARN DC will also seek community partners in the following areas:

Academics: We will seek to partner with both the JBAB community and Ward 8 businesses to provide opportunities for our students to see and experience real-world applications of LEARN's curriculum. This could take the form of guest speakers, hands-on workshops or even externships with universities or hospitals. We know this is an effective way to pique the interest and curiosity of our students, particularly those in the upper grades, and motivate them to pursue a college degree.

Afterschool / Co-curricular Programs: At all LEARN schools, we look to community partnerships to provide after-school programming as well as supplement our co-curricular offerings. For example, at our LEARN 9 Campus located in Waukegan, Ill., we provide afterschool programming in partnership with the Boys and Girls Club of Lake County.

Social and Emotional Needs: While the LEARN DC school will have a Student Support Team, in our experience, we cannot fully address the breadth of needs that might arise without the help of strategic partners. We will seek partnerships with nearby social service agencies that can provide services at the school-site or serve as a reliable place to refer families needing intensive or long-term support.

Beyond these three major areas, LEARN will develop relationships with local churches, neighborhood councils/block clubs and community organizations to ensure that we keep abreast of changing needs and concerns in the broader community.

LEARN leadership looks forward to working with the community and face-to-face meetings with key partners in Washington, D.C., during the next phase of the selection process.

Board of Directors

E. What is your plan for recruiting your Board of Directors? What qualities are you seeking in a candidate for your Board of Directors? What role do you expect your Board to have in the academic programming, fundraising, and management of your school?

Before LEARN can recruit a Board of Directors, we must first meet with community leaders and hold a series of town hall meetings for the Ward 8 community and the families we will serve to learn more

about their priorities and ideas for LEARN DC. In recruiting a Board of Directors, we will work closely with Ward 8 POST, PAVE and Focus to identify candidates who:

- Represent the unique community we will serve, which is racially and ethnically diverse and includes members of the military as well as civilians.
- Possess a passion for children and families and a commitment to public education.
- Are free of conflicts of interest or other agendas other than the best interests of children.
- With other members of the board, possess diverse expertise in education, business, real estate, law and fundraising and deep knowledge of the Ward 8 community.
- Share LEARN's Five Core Values
- Are able to demonstrate respect for other board members and build camaraderie

The Board's responsibilities will include:

- Leadership Selection – The Board will be responsible for hiring, coaching, evaluating and supporting school leaders.
- Planning and Policymaking – The Board will create policies and ensure effective organizational planning to carry out LEARN's mission.
- Oversight – The Board will set and monitor school performance standards.
- Accountability for Educational and Organizational Outcomes – The Board will monitor the success of LEARN's academic program as measured by internal and external student assessments.
- Fundraising – The Board will ensure that funds are available to carry out LEARN's mission and that resources are allocated effectively to reach the school's goals.

For more information about the Board of Directors, please see section III. Management Model, response B.

F. How do you plan to accommodate feedback from parents in addition to the two parents required on your Board of Directors? What role do you expect parents to have in Board governance?

All LEARN Board meetings are open to the community and to parents, and we welcome them as both observers and participants. We want all LEARN parents to have a strong voice in school culture, discipline and the budgeting process. Based on parent input, LEARN will create convenient and accessible systems for them to communicate with board members independent of school leadership.

III. Management Model

Leadership

A. What is the leadership structure for the school? Please provide background information on your core founding group and proposed academic leaders. What qualities do these leaders possess that will benefit the school's operations long-term? If leaders have not already been identified, please provide a job description to reveal what qualities and competencies you are looking for in candidates. How will you ensure that school leadership actively engages with their staff, teachers, and leaders?

Although a school leader has not been identified, LEARN has extensive experience identifying and hiring exceptional school leaders who live our Core Values and ensure all students are achieving both academically and socially. LEARN's Charter Management Organization Talent team will work with the Ward 8 POST and other key stakeholders to ensure the principal job description captures the specific qualities and competencies needed to serve the school population, including Ward 8 families, military families and families at-risk. Two LEARN schools already serve a mix of military and low-income families in North Chicago, Illinois. The principals of those two schools—Kelly Tyson and Chris Cigan—will be a tremendous resource in mentoring the LEARN DC's leadership team to ensure the needs of all students are met.

Principal Qualities and Competencies

LEARN principal job descriptions have included the following qualification requirements:

- A proven principal with a track record of serving similar demographics
- Experience in a public school start-up from planning to launch
- The ability to lead, motivate and collaborate with professionals and a diverse group of stakeholders
- Excellent analytical skills and the ability to create and implement plans of action to get desired results
- Skilled instructional leadership ability, with a proven track record of driving high levels of student academic achievement
- Demonstrated commitment to the charter school movement, with a passion for educating urban, inner city students
- Adept at interacting with a diverse group of stakeholders ranging from students and families to donors and board members
- Track record of using data to drive school-wide decision-making
- Belief and adherence to LEARN's Core Values

A sample Principal job description can be found in **Appendix F**.

Structures that Support Leadership Engagement

LEARN has multiple structures in place to ensure that school leadership actively engages with staff, teachers and teacher leaders and supports them in strengthening their practice. School administrators are full participants in staff development. In some instances, they may lead the professional development sessions for the faculty, which are scheduled weekly on an early release day. On other

days, the an instructional coach or teacher leader may lead the session while school leaders practices new instructional techniques alongside the faculty so that they are better able to guide them in reaching school goals. Some sessions are devoted to analyzing student work and testing data and using it to plan instruction that meets student needs. School leaders work alongside faculty in the data analysis and planning.

Professional Learning Communities are another structure that builds collaboration between administrators, teachers and teacher leaders. During these sessions, which take place before school, principals participate in discussions about professional literature and how to apply new learning in the classroom. They may also coach teachers as they practice new instructional techniques.

Another structure in place is a requirement for school leaders to observe every teacher during a 15 minute mini-lesson at least every other week and provide feedback using the Danielson Framework for Teaching, which outlines teaching competencies in four domains (planning and preparation, classroom environment, instruction and professional responsibilities).

Academic Leadership Team Structure

Below is an overview of the proposed leadership structure for LEARN DC. The Principal will be hired prior to the school launch and the Assistant Principal, an Instructional Coach and an Office Manager hired in Year 1.

Position	Description
Principal	The Principal is ultimately responsible for all aspects of the school’s culture, academic success and operations.
Assistant Principal	Will act as a second in command under the Principal with responsibilities that include building relationships with parents, student discipline, managing school programs and enacting policies and building relationships with community partners.
Instructional Coach	Will bring deep content and curriculum knowledge and work with the Principal to set school goals and lead professional development as well as developing the school community and culture.
Office Manager	Will manage student and school records, assist will school compliance and act as the first point of contact for parents. This job is part-time in Year 1 and full-time afterwards.

Design Team/Founding Group:

The LEARN Design team is working hard to ensure the planning phase and launch of LEARN DC will be well-executed and supported by the Central Management Office (CMO) team and that this support continues over the years as the school continues to grow and develop. The LEARN Design Team is comprised of individuals who are passionate about providing a high quality education to underinvested communities. Together, they bring significant experience starting and operating charter schools and possess multiple areas of expertise including teaching and learning, finance, operations, student support, community engagement and fund raising.

As President and CEO, **Gregory White**, has led and overseen the growth of the LEARN Network from one school serving 300 students to ten schools serving over 4,000 students. As the network expanded, Mr. White implemented systems to increase staff productivity, lower operating costs, and accelerate student learning. Under his leadership, LEARN transitioned from an entrepreneurial enterprise to a sophisticated, enduring institution that nationally recognized for its success in raising the achievement of low-income, minority children. Mr. White is both a Broad Academy and Pahara - Aspen Educational fellow. He previously served on the boards of Christ the King High School, National Louis University and Lakefront Supportive Housing. Please see ***Appendix G. for Gregory White's Resume.***

Kristen Denison serves as LEARN's Chief of Advancement and External Affairs. Denison is responsible for all fundraising, expansion, student recruitment, community engagement and marketing. Denison has worked for LEARN since 2009 in various roles, and has supported the Network's growth from two schools to ten schools. Denison has worked in the charter movement since 2007 in Chicago and also New Orleans, Louisiana. Denison has a BA from Santa Clara University and a master's degree in public policy administration from Northwestern University.

Senior Principal **Robin Johnson** serves as Principal of LEARN's flagship campus and oversees student achievement at four additional LEARN campuses and the pre-kindergarten program. Johnson has 22 years of teaching and instructional management experience, and has been with LEARN and its predecessor, Lawndale Community School, for 20 years.

Director of Teaching and Learning **Dao Kambara** is responsible for overseeing the implementation and analysis of all curricula programs at LEARN schools. She also coordinates and helps create professional development sessions for school leaders and faculty.

Director of Special Education **Dr. Margaret Longo** manages the Student Support Services team made up of special education teachers, social workers, counselors, case managers, clinicians and external social service partners across all campuses. She had a distinguished eight-year tenure as the superintendent of Forest Ridge Elementary School District in suburban Chicago. Prior to that she served for 15 years as an elementary school and junior high school principal, and for many years as a special education teacher, leading a teacher and student support team and working extensively with students having emotional and behavioral disorders.

Chief Financial Officer **Donna Moore** comes to LEARN with over 20 years of financial and operations management experience. Prior to joining LEARN in 2016, she served as the Chief Financial Officer of Chicago Public Media, Inc., a position she held for 16 years. In this role, she created the financial framework needed to manage growth in operations from \$7M to over \$24M. At LEARN, she leverages her financial leadership experience to manage a \$51M budget. Moore has a BBA in Accounting from Loyola University, a MBA from Kellogg School of Management and a MPA from Harvard University.

Director of Development **Carolyn Broughton** brings nine years of fund development and management experience to LEARN. She previously served as the Director of Development at After School Matters where she managed relationships with foundation and corporate partners, and developed and implemented a fundraising strategy to raise \$10M. Broughton has a BBA and a Master's in Elementary Education from Notre Dame University.

Sarah Gaul serves as Senior Project Manager, working directly with LEARN's CEO to manage and execute a variety of special projects vital to the network's plans for growth, improvement and sustainability. She comes to LEARN with seven years of financial investment experience. Prior to joining LEARN, she served as the Vice President of Co-Investments at Adams Street Partners, a global investment management company in Chicago.

B. How will the Board be organized and how will the Board's structure impact the strategic planning of the school?

The main roles and responsibilities of the LEARN Board of Directors will include:

- Leadership Selection – The Board will be responsible for hiring, coaching, evaluating and supporting school leaders.
- Planning and Policymaking – The Board will create policies and ensure effective organizational planning to carry out LEARN's mission.
- Oversight – The Board will set and monitor school performance standards.
- Fundraising – The Board will ensure that funds are available to carry out LEARN's mission and that resources are allocated effectively to reach the school's goals.

The LEARN Board will have four standing committees to provide recommendations to the Board: the Academic Achievement Committee, the Finance Committee, the Development Committee and the Real Estate Committee.

- The Academic Achievement Committee will work with the LEARN DC principal and LEARN CEO to evaluate the school's educational strategy and establish achievement metrics. The committee will regularly monitor the effectiveness of the school's educational programs.
- The Finance Committee will ensure accurate financial budgeting, tracking and reporting by overseeing all accounting, bookkeeping and financial matters. Additional oversight will include the

provision of timely reports for Board decision-making and ensuring that all financial transactions of the schools are clear, thorough and readily available for public inspection.

- The Development Committee is responsible for achieving fundraising goals.
- The Real Estate Committee works with LEARN's CEO and Director of Technology and Facilities to evaluate real estate options, negotiate lease/purchase agreements, and provide oversight on construction projects.

Board members work in concert with the LEARN DC principal and LEARN Network leadership on an in-depth annual strategic planning process, identifying short and long-term strategic priorities and key initiatives to achieve those priorities. The Board will approve and use a Balanced Scorecard to hold LEARN leadership accountable. The Balanced Scorecard includes a series of measures and targets that will inform LEARN's progress and success against each priority.

Organizational Goals and Success

C. How do you plan to periodically reassess your organizational model to ensure you are meeting your goals?

LEARN conducts a comprehensive analysis of the organization's strengths and weaknesses every three years. As part of this process, LEARN reviews key organizational data, conducts interviews with school leaders, and administers a survey to all school staff, Network staff, and the Board of Directors. Based on the results of the interviews and surveys, LEARN establishes five to seven strategic priorities for the next three to five years along with initiatives to accomplish them.

We track our progress against these priorities, as well as our progress in achieving our mission to providing children with the academic foundation and ambition to earn a college degree, in a "Balanced Scorecard." (Priorities and data for the current scorecard can be found on page 15 and 16). LEARN also tracks its progress in implementing the initiatives that support each priority. Each initiative is broken into milestone goals that support its implementation, which are listed in a chart along with the person responsible for achieving it, the due date and current progress. All of this data provides a clear roadmap for LEARN leadership to achieve its goals. Twice a year, the Board reviews LEARN's progress in implementing its initiatives and achieving the strategic priorities outlined on its scorecard.

D. For experienced operators, how has your school model been successful in other areas? Please specify how the model would be successful in serving the following populations:

- i. DC military families*
- ii. Ward 8 families*
- iii. At-risk families*

The LEARN model is designed to support the academic success of students from a wide variety of backgrounds, particularly those in low-income, minority communities that have been underserved by other educational options.

As described earlier in this application, All LEARN schools incorporate both a longer school day and a longer school year than most traditional public schools. LEARN students attend school from 8:30 – 4:00

or 7.5 hours each day. Our school calendar typically includes 197 student instructional days, 3 report card days and 10 professional development days.

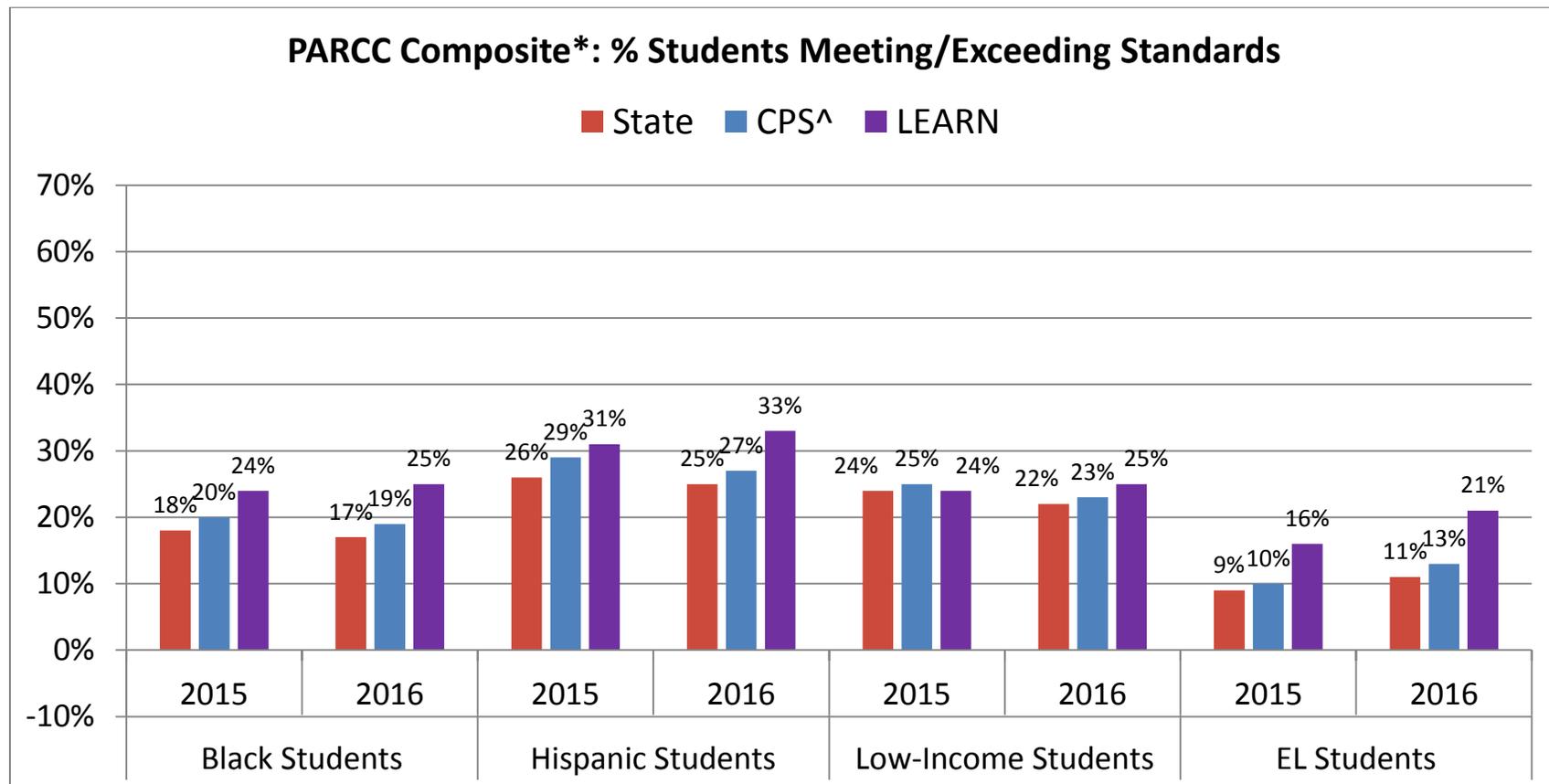
A combination of daily small group instruction in reading and math, small class size, a curriculum grounded in the Common Core Standards, a social emotional learning in the classroom, and a systematic process for identifying and providing more intensive support to students who need it has produced strong academic outcomes for our scholars.

Our model emphasizes continual improvement. Teachers engage in weekly professional development to hone their skills. Bi-weekly, they meet with colleagues in the same grade level or subject area to analyze student work and assessments, set goals for student growth, and share instructional strategies to achieve that growth. The Principal participates in these bi-weekly meetings and analyzes assessment data quarterly by grade level, classroom and individual student with the Teaching & Learning Team to plan improvements and checks in weekly with a Principal Supervisor on progress. The entire Network undergoes regular review and improvement planning and reports on its progress regularly to the Board of Directors. All of these efforts are aimed at accelerating the learning of every child in every classroom.

The charts on the next two pages show how LEARN has succeeded in raising the achievement of students like those we would serve in Ward 8, which include students from military families and families at-risk.

Raising Achievement for Low-income, Minority Students in Chicago

LEARN's Black, Hispanic, and low-income students and English learners have a long history of outperforming state and district averages for those same subgroups. The 2016 recent PARCC administration was no exception. At LEARN's seven Chicago schools, those subgroups performed better than either Chicago Public Schools (CPS) or the state on PARCC composite scores, which combine math and English language arts. All four LEARN subgroups also showed greater improvement over their 2015 scores than did the CPS or the state. Most state and district scores actually declined.

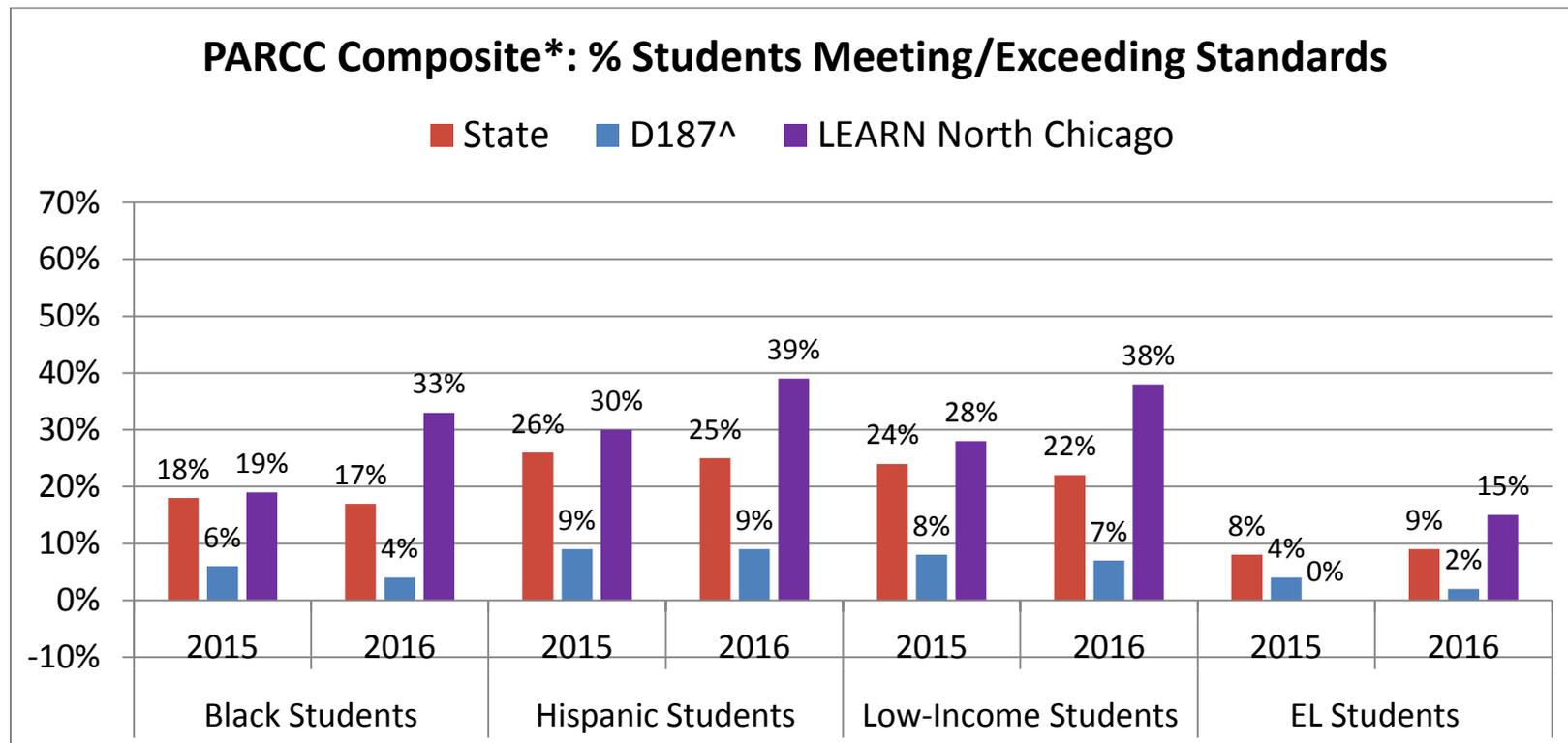


^Excludes high schools

* Combines ELA and math scores

Raising Achievement for Low-income and Minority Students on a Military Base

LEARN North Chicago's two campuses are located at the Naval Station Great Lakes and serve students from military families and from the surrounding low-income, minority community. Black, Hispanic, and low-income students and English learners in North Chicago are far outperforming students in those subgroups at the state and district level. On the 2016 PARCC exam, the percentage of LEARN North Chicago students meeting standards increased seven or more percentage points from 2015 in each subgroup. In contrast, the state and District 187 showed little or no improvement in the achievement of students in these subgroups.



^ LEARN North Chicago and North Chicago High School not included

*ELA and Math results combined

Staffing Plan

E. What is the staffing plan and how does it align with the mission and goals for the school? How will your staffing plan reflect and support the demographics of the school?

Please see **Appendix H** for a proposed organizational chart for LEARN DC.

We firmly believe it is critical that every student be taught by a highly-qualified and committed educator. Our staffing model prioritizes small class size (~24 students) with an experienced teacher at the helm. In our experience, keeping classes small and recruiting exceptional teachers to lead them is a model that leads to exceptional academic outcomes for our students.

In year 1 of operation, we anticipate having 44.5 staff members. Our student to teacher ratio (excluding SPED) is 11.3:1 and student to staff ratio is 6.5:1. Every K-2 classroom has a full-time instructional assistant to support the classroom teacher. There is one instructional assistant for every two classrooms in grades 3-5. As the school grows to serve grades 6-8, one instructional assistant will support every two classrooms as well. Along with classroom teachers and instructional assistants, an instructional coach and an academic interventionist will be on staff to provide supplementary instruction in small groups or one-on-one to students who need more intensive support.

Importantly, as LEARN has grown, we have seen an increasing need to address the social and emotional needs of our students. We believe the key to successfully serving both at-risk and military families is providing robust social emotional learning and student support services. To that end, an experienced student support services team led by a full-time Special Education Director will ensure we are meeting the needs of all diverse learners. A full time social worker will join staff in Year 1 to address the unique needs of both the military families and the Ward 8 community which may include significant trauma, such as homelessness, grief and loss, depression, anger management, abuse, and neglect. To address an anticipated English Language Learner (“ELL”) population, an ELL Coordinator will be hired in Year 1 to develop and implement curriculum and professional development to support instruction for all English learners. Further, a High School Placement Counselor will be hired part-time in Year 1 and full time in Year 2 to support the broader student body and to assist our middle school students and families in navigating the high school application process.

We believe that it is important for our staff to reflect the great diversity of the students we serve. This should include those who live in the community and/or have particular expertise working with military families. We will look to augment our services on-campus during the day with strategic partnerships, as well as identify organizations that we can refer families to in instances where necessary support is longer-term or more intensive in nature. To ensure we are addressing the needs of the community we serve and are developing relationships with organizations that align with our mission and goals, we plan to hire a Community Engagement Coordinator who will start prior to the school's launch.

The leadership team will be critical to the success of the school. The principal is ultimately responsible for all aspects of the school’s culture, academic success and operations. The Assistant Principal will act

as a second in command under the Principal as the school grows with responsibilities that include parent relations, discipline, school policy/programs and community relationships. The first assistant principal will be hired in Year 1 with a second assistant principal hired in Year 5 to accommodate the growing student population.

All LEARN schools are supported by a cohesive and knowledgeable Charter Management Organization (CMO), which is headed by an experienced leadership team. The CMO team will provide comprehensive support in critical areas including human resources, teaching & learning, technology, student recruitment, fundraising, operations, and student support services. Since the LEARN CMO is based in Chicago, we think it's imperative to have a satellite team on site at LEARN DC to ensure the day to day operations of the school are handled efficiently and seamlessly. This team will include the following key roles: Director of Operations, Human Resources Manager, IT Manager and Facilities Manager with support roles reporting to these individuals.

F. How would the school recruit, attract, and retain the best teachers? Describe your process of evaluating the effectiveness of the teachers throughout the year to ensure they are upholding the core values and goals of the school.

The Human Resources Department works closely with principals to develop a strategic approach to hiring new teachers and staff and to reassign existing employees transferring within the Network. We are in the process of hiring a new Chief Talent Officer to lead the Human Resources department and build its capacity to support the Network's future growth. Currently the department includes an Assistant Director of Talent, an Assistant Director of Human Capital, a Human Capital Associate, and two Talent Recruiters.

LEARN sees the recruitment and hiring of exceptional teachers as one of our organization's most important tasks. It is crucial that we attract and select instructional staff with the necessary experience, skills, and dispositions to teach in an urban environment.

During a rigorous hiring process that includes four interviews and a demonstration lesson, we seek evidence that candidates are ready to support and challenge students regardless of their instructional level or cultural background. For instance, teachers must show that they understand how to analyze use student work and test data to identify students' needs and plan instruction. They must demonstrate that they share our core values of high expectations, respect for students and families and attention to whole-child development. We seek out teachers with a passion for their profession and a drive to work collaboratively with colleagues and with parents to help all students' reach their full potential.

Appointing outstanding principals is likewise a top priority. To ensure a pipeline of excellent candidates, we continually work to develop the skills of our instructional coaches and assistant principals. Training and mentoring our own future principals means that candidates step into new positions with proven skills in management and instructional leadership, commitment to our Five Core Values, and knowledge of our programs and practices. For a LEARN campus in the Ward 8 community, we will focus specifically

on selecting a leader who has experience working with military families with diverse backgrounds. We have begun conversations with several current and former leaders within our Network who may be interested in this role and plan to finalize the school leader selection process soon after authorization. In addition, we will identify an assistant principal who will complement the skills and experience of the school leader. This individual may come from the LEARN Network, the Washington D.C. area or beyond, through a national search.

LEARN principals are recruited through our Human Resource Team and selected by the President/CEO, with input of senior leaders and principals. Principals are supervised, supported, and evaluated by a designated supervisor. Every principal reports to either the Chief Academic Officer or the Senior Principal. In the summer prior to the beginning of the school year, each principal develops specific and measurable school goals for the upcoming academic year. Each goal includes key metrics to evaluate the goal, along with specific action steps and a timeline for each goal. Through regularly scheduled school visits and frequent communication, the principal receives ongoing feedback and support in accomplishment of those goals and in problem solving and decisions around day-to-day school leadership needs. Principals receive a written, summative evaluation in the spring of each school year.

We believe that it is important for our employees, including administrators, teachers and support staff to reflect the great diversity of the students we serve and the world they live in. Wherever possible, we will make every effort to hire local talent (including parents) for various staff positions.

Our recruitment process is thorough and aimed at attracting the best candidates, with an emphasis on hiring locally. In opening our most recent campus in North Chicago, Ill., we advertised open positions with the local chamber of commerce and local newspapers. Upon receiving our charter approval we held a job fair specifically for that campus at a local community center location. The event enabled us to introduce LEARN to the community while identifying some exceptional candidates. We plan on hosting similar events in Ward 8.

Networking with local education, civic, religious, and elected leaders is another important recruitment strategy. We will develop new relationships in Washington, D.C., and the Ward 8 Community through contacting employment ministries at local churches, connecting with educational nonprofits, reaching out to local chambers of commerce, and attending community events.

Open positions will also be advertised on-line, military, and in local newspapers.

As LEARN's reputation grows, we find that our recruitment efforts are gaining considerable momentum. Our staff has become increasingly well-qualified and diverse in terms of age, background and ethnicity. Since talent attracts talent, we encourage our employees to refer strong candidates for open positions, and approximately 30% of our new staff each year comes through such referrals.

Attracting the most promising new teachers is also part of our strategy. Towards that end, we will network with national and regional education schools and professional contacts. In addition, we will target specific colleges and universities in the area including (but not limited to):

- Howard University
- American University
- George Washington University
- Trinity Washington University
- TNTF Teaching Fellows
- Catholic University of America

Teacher salaries within our network are organized into salary bands, with teachers assigned to a band based on experience and the results of performance evaluations that include both classroom observations by an administrator and their success in producing strong academic outcomes for students. Salaries vary by community or district served, but we review salaries at local schools to ensure that our teacher compensation is competitive with that of other area schools.

Hiring Process

The chart below outlines LEARN's hiring progress.

	Responsibility	Action
APPLICANT POOL DEVELOPMENT (Timeframe varies)	Human Resources	A recruitment plan will be reached between the Hiring Manager/Campus Principal and the LEARN Human Resources Department that includes: <u>External Posting Resources</u> : career websites, charter organizations, university and college career centers AND <u>Sourcing Strategy Resources</u> (<i>including but not limited to</i>): Teach for America, New Leaders for New Schools, local alternative certification programs.
	Hiring Manager and Human Resources	Networking with community leaders, centers of influence, schools of education, etc.
	Applicants (Varies by Applicant)	<ul style="list-style-type: none"> • All applicants are encouraged apply for positions via AppliTrack through our website. • Each applicant is required to respond to three essay questions.

APPLICANT SCREENING	Human Resources (1 week)	<ul style="list-style-type: none"> • Paper screen all resumes and applications submitted. • Phone interview applicants for qualifications and position/organizational fit. Create a summary and enter notes into AppliTrack. • If candidate is not a fit, do not go to next step ☐ HR sends rejection letter. • Hiring Manager calls candidate within 24-48 hours of receiving the application/resume. • Conduct interview to determine if there is a level of interest to initiate the Demo Lesson (requires interview rubric). (within 1 week of receipt)
	Hiring Manager and Principals	<ul style="list-style-type: none"> • If NO ☐ Human Resources will send rejection letter. • If YES ☐ Demo Lesson is arranged by Hiring Manager or Principal (within 3 days). <p>If successful in the Demo Lesson – Applicant is interviewed and endorsed by an organizational leader. All candidates should be asked to do a writing sample during the hiring process to demonstrate necessary communication skills and critical thinking.</p>
PRE-OFFER	Hiring Manager (24-28 hours after interview)	<ul style="list-style-type: none"> • Conduct References Check Calls and Written Reference Check Form. • Completion of Candidate Summary. • Submit to HR Contact.
	Hiring Manager with Human Resources (24-48 hours)	<ul style="list-style-type: none"> • Discuss compensation recommendation. • Prepare the offer letter, secure the appropriate package of employment related documents, & submit to the CEO to get approval to make the offer.
	Human Resources (24 hours)	Extend Offer of Employment upon approval.
NEW HIRE	Human Resources (24 hours)	Prepare new hire packet and start new hire process with payroll – initiated upon receipt of a signed offer letter by new employee agreeing to the terms of employment with LEARN.
ONBOARDING	Human Resources (1 st week of work Preferably day 1)	Employee attends HR New Employee Orientation.
	Hiring Manager (First week)	<ul style="list-style-type: none"> • Campus level new staff orientation and professional development. • Discussion of performance expectations, review process, and procedures for department.

Teacher Accountability and Evaluation

Teachers are formally evaluated through a comprehensive cycle, occurring once or twice a year. A uniform performance assessment plan is followed, based on an instructional framework with a strong evidence base (Charlotte Danielson’s Framework for Teaching.) New teachers are evaluated at 120 days

to ensure they are on track for expected progress. The performance evaluation document is shared with teachers at the beginning of the year so they are clear about what is expected and what is being measured and how. The first evaluation weights academic outcomes, instructional planning, instructional practices, classroom environment and professionalism on a uniform four-point scale. In the final evaluation, academic outcomes, namely NWEA Measures of Academic Progress and PARCC results, count for 0% of the total evaluation rating.

The information used to complete these evaluations is based on on-going (typically weekly, unscheduled) classroom observations and evidence gathering, followed by conferences between leaders and teachers to provide feedback and plan improvements. The data collection and actual completion of the evaluation forms is an enormous and important undertaking by principals and assistant principals and is completed with support from the Network's human resources staff.

Teacher Retention

Teachers are more likely to remain in a school when they feel successful in the classroom and respected and supported by school leaders and colleagues. Weekly professional development sessions, bi-weekly meetings with colleagues to analyze student work and discuss instructional strategies and frequent classroom observations with feedback from school leaders are build teachers skills and a sense of community with their colleagues.

Principals also meet with their teachers one-on-one, sometimes referred to as "check-ins" to gauge their level of satisfaction with the overall school environment and solicit ideas for areas of improvement. This is a vital way in which the principals and the Network learn about the needs and interests of its staff, and can respond to the betterment of the schools over all.

G. How will the school meet the transportation needs of all students, including students with disabilities, low-income students, at-risk students, and students who are in temporary living situations? Please specify which staff members will be responsible for overseeing transportation services. Include transportation costs in the five-year budget.

To ensure the safe transportation of all scholars, LEARN will work to understand the community's expectations and develop an appropriate plan to meet the needs of all students, including those who have disabilities, are low-income or at-risk or who are in temporary living situations. We anticipate that many students will walk from the military base while others may receive free/reduced fares for public transportation that can be used for travel on local buses or the Metro system. For those in need of school bus transportation, the Operations Manager will develop a pick-up and drop-off schedule. LEARN would anticipate partnering with DC Public Charter School Board to provide transportation for students with special needs. LEARN DC staff will be available before and after school hours to oversee student arrival and dismissal.

IV. Financial Model

Five-Year Budget

A. What are your specific financial goals and objectives for a 5-year budget? Please provide a copy of the anticipated 5-year school budget. Describe your process for creating annual and multi-year budgets. Who is involved in that process?

Please see **Appendix I.** for anticipated 5-year school budget.

LEARN is committed to developing budgets that are conservative, realistic and attainable while addressing the specific needs of the community. We have a responsibility to optimize our allotted public funds to advance our students' academic and socio-emotional growth and attainment, and we have designed our budget to that end. Furthermore, while we rely on philanthropic funding for the period of start-up and grade expansion, we recognize we cannot depend on philanthropic revenue to support the school indefinitely. As such, we have not budgeted any philanthropic funding after the third year of operations. From FY2022 forward, LEARN DC will be sustainable solely on recurring public revenue.

The enclosed six-year budget (includes the preliminary year and the first five years of school operations) reflects these priorities. The following key indicators demonstrate our commitment to these goals:

Conservative

LEARN takes a highly conservative approach to developing budgets. We recognize that budgets are projections based on assumptions that may change in the future. As such, we include several mechanisms to ensure that if revenues are lower than anticipated or expenses are higher than anticipated, LEARN can provide the same high quality educational program for which we are known and respected.

First and foremost, we strongly believe that schools should maintain a minimum of 30 days of cash on hand at all times. This reserve is critical to ensure the school can sustain any unanticipated changes in revenues or expenses. The attached budget assumes we meet this goal in our first year of operations and beyond. We will build a cash reserve of ~ \$1M by the end of our fifth year of operations, which represents 36 days of cash on hand. Furthermore, once our school reaches full capacity, we will generate sufficient surpluses to increase our cash reserve. It is our intention to build a cash reserve of 60-90 days by our 10th year of operations.

Importantly, it is critical to build a contingency into all LEARN budgets. The attached budget includes a contingency of 2% of total revenues which will serve as a provision for any unforeseen circumstances.

Further, we consistently conduct sensitivity testing on our financial models. At the beginning of each fiscal year, we identify expenses that we could reduce if necessary. We are committed to preserving the educational program as described throughout this application and, in the event that expense reductions are necessary, we would strive to minimize the impact on LEARN students, teachers and families.

Finally, it is important to note the attached budget generates positive net ordinary income, positive net income and positive cash flow each and every year.

Realistic

LEARN is committed to utilizing realistic assumptions in the development of our budgets. To this end, we have conducted extensive research on the Washington DC specific revenue model and expense structure. Key highlights include:

- We have developed a clear understanding of the unique weighted student funding structure in Washington D.C. and researched historic revenue trends to inform our projections. As such, we have used the FY17 base funding rate for our school projections. In an effort to be highly conservative, we did not inflate the base funding rate from FY17 to FY19 (the first year of school operations). Following FY19, we have assumed funding will increase 2% per year, which is consistent with historic norms.
- We assumed no increase for the facility allocation in the forecasted years.
- We researched the Title I and Title II funding for other Washington D.C. charter schools in Ward 8 and utilized a weighted average to determine the funding rate for all students qualifying for free or reduced price meals.
- We reviewed the special education and at risk student populations in Washington DC charter schools and developed our enrollment assumptions based on our findings.
- We set compensation based on an analysis of other Washington D.C. charters schools and salary schedules from Washington D.C. and the surrounding Virginia and Maryland suburbs. Please note that we have budgeted for a 2% year over year salary increase beginning in FY2020. Should revenues inflate at a faster pace than initially budgeted, it is our intention to revisit the annual salary increases and modify them accordingly.
- We priced the construction of a new school facility through Turner Agassi and used the initial term sheet to make our facility rent assumptions.
- We developed the facility occupancy expenses based on an analysis of other Washington DC charter schools.
- For other significant non-personnel assumptions, we used a combination of our historic expense rates and our review of non-personnel expenses in the Washington D.C. area. Please note that all assumptions related to non-personnel expenses can be found on the 6-Year Projection tab of the attached budget.

Attainable

LEARN has over 15 years of experience operating multiple charter schools throughout Illinois under three different authorizers and three different funding models. Through this experience, we have refined our budgeting process to ensure that our goals are attainable. In the event we are unable to

meet our annual budget due to reductions in revenue or unanticipated expense, we address the issue immediately and modify our budget as necessary.

Address the Needs of the Community

We place a significant importance on understanding the needs of each community we serve. We currently operate ten schools within distinct and diverse communities across the Chicagoland area. The proposed school budget includes expenses that directly address the anticipated school community. For example:

- We are committed to providing a strong educational option for both the military connected families and the community at large. As such, we are opening our school with grades K-5.
- We intend to hire a Community Engagement Coordinator in the year preceding the school opening to work alongside the Principal in developing an intimate understanding of the needs of potential families both military connected and non-military connected, the unique characteristics of the Ward 8 community, potential community partners, and the community leaders.
- We recognize that students need to start thinking about high school as early as 5th grade and that the student body for this school will have a diverse set of needs as they plan for high school. As such, we will hire a High School Placement Counselor half way through our first year.
- We have included a dedicated Human Resources Manager for this school as of Year 1. The salary for this individual will be paid by the LEARN CMO.
- We will staff the school in Year 1 with supplemental school leadership and supportive staff including an assistant principal, interventionist, three special education teachers (including the Special Education Director), a social worker, the Community Engagement Coordinator, and a half-time nurse. This represents a significant number of staff over and above our typical staffing for a LEARN school in its first year of operations. However, we believe that the proposed school will have a diverse student population with a wide range of needs and it is our intention to meet every student where he or she is and provide him/her with the pathways toward success.

In short, the attached budget is a financial representation of the vision, goals and priorities that we have highlighted throughout this application.

Fundraising Plan

B. What are your fundraising goals throughout the school year and how will your fundraising efforts support additional programs? Please describe the fundraising plan that will be used to support the development of the school.

Fundraising is managed by LEARN's Advancement and External Affairs Department. The Department consistently achieves its annual fundraising goals, ensuring all LEARN Network schools have the resources to be successful.

LEARN has established many strong partnerships with philanthropic organizations and families, many of whom generously make multi-year commitments and seek to invest in the Network and its expansion. For example, the Charter School Growth Fund awarded LEARN a \$4.8 million, six-year grant to support the growth of the Network. In 2010, Oprah Winfrey acknowledged LEARN as one of six charter schools nationally who is “getting it right,” granting LEARN \$1 million to support its growth.

Our robust donor pipeline and experience cultivating substantial philanthropic support helps to ensure each of our schools has the full range of academic and social-emotional supports necessary for student success. In September 2015, LEARN was one of only 12 charter school management organizations nationally awarded a federal charter school replication and expansion grant. The \$6.5 million five-year grant ensures the Network can expand its successful model to serve more children in high-needs communities.

To establish the Ward 8 LEARN campus, LEARN will launch a national fundraising campaign, leveraging the success of its previous fundraising efforts. Potential funding sources include the Walton Family Foundation, CityBridge, and Education Forward DC. LEARN will also work with the U.S. Department of Education to identify the appropriate Charter Schools Program (CSP) grant to support the school’s launch. Based on the proposed school model, LEARN anticipates raising \$2.7m to launch LEARN DC.

Facilities Plan

C. Please describe what is needed for school facilities to support the school model and expansion.

To ensure construction of the school is completed on time and within budget, LEARN will hire a local Director of Operations to oversee the project. Construction contracts will also include a contingency amount and a financial incentive for timely, on-budget completion. A real estate partner will be identified through a competitive bid process. LEARN secured a high-level model for a ground-up design-build project in Washington, D.C., from Turner-Agassi Charter School Facilities Fund (see **Appendix J. for term sheet**). This model is included in LEARN’s budget (**Appendix I.**) for the purposes of this RFP.

LEARN has a track record of managing large, complex projects. As illustrated by the chart below, our current real estate portfolio is diverse. We have experience with all phases of new school development:

- Assembling and acquiring land
- General contractor and architect selection
- Securing financing (tax exempt bonds, new market tax credits and bank debt)
- Working with municipal officials to secure permitting and zoning
- Building traffic intersections

School	Description
LEARN Romano Butler	Built as new construction and owned by LEARN
LEARN Excel	Renovated industrial building and owned by LEARN
LEARN Campbell	Private lease, co-share with day-care & community center

LEARN South Chicago	Co-share with District school
LEARN Hunter Perkins	Rehabbed / renovated existing school, owned by LEARN
LEARN 6 North Chicago	Renovated Navy facility
LEARN 7	Renovated industrial building and owned by LEARN
LEARN 8	Renovated industrial building and owned by LEARN
LEARN 9 Waukegan	Private lease, renovated school building
LEARN 10 North Chicago	Private lease

Key Milestones for Facilities:

- Verify the viability of the location to operate (*7 acre parcel of land adjacent to Joint Base Anacostia-Bolling*)
- Partner with real estate firm to assess investment requirements
- Identify investments necessary for the design, build and ongoing maintenance
- Design of space requirements to needs for areas including:
 - Classrooms
 - Support Services
 - Administration
 - Activities (indoor/outdoor)

Timeline will include:

- Secure location and development of facility (upon acceptance of Charter application)
- Architectural Design
- Construction
- Technology Install
- Punch List / Update
- Furniture/Fixture Install
- School Opens

LEARN DC’s Director of Operations, supported by the Network facilities team, will be responsible for:

- Securing location and development of facility
- Design
- Construction
- Technology

LEARN’s Chief Financial Officer will be responsible for:

- Financial
- Payments for construction

ADA Accessibility

LEARN is committed to ensuring that our building and programs are accessible to all staff, students and family members. All of the buildings that we currently own are in full ADA compliance, including the newest building that we designed and renovated in East Garfield Park. We fully intend that the LEARN DC Campus will also be compliant.

With the support of the LEARN Network, leadership at LEARN DC will be responsible for making sure that all ADA compliance requirements are met. If a needed accommodation is related to the hiring process, the Principal or Assistant Principal will take the lead. If the need is related to facilities or operations, the Director of Facilities will be the point person. Finally, if related to specific services for students and families, the Student Support Services team will take primary responsibility.

Specific tasks / responsibilities are laid out in the chart below:

Responsibility	School Leader
Addressing accommodations in hiring and Employment	Principal, with the support of the Human Resources department in the Network
Ensuring relocation of activities from any in accessible room / space identified on ADA report	Principal and Operations Manager, with the support of the Director of Facilities in the CMO
Obtaining accommodations for parents and/or visitors to school events who have hearing or visual impairments	Director of Facilities, Office Manager and Student Support Team, with the support of the Director of Special Education in the CMO
Ensuring proposed website and IT are accessible to persons with disabilities	Operations Manager, Office Manager and Student Support Team, with the support of the Director of Special Education in the CMO

Fiscal Oversight

D. Please describe the fiscal oversight of the school’s budget and explain how this will impact the financial health of the school. If applicable, please provide the most recent 990 forms and audit.

Our Chief Financial Officer works closely with our President & CEO and our Board throughout the year to ensure that LEARN maintains a stable financial position and is in compliance with charter authorizer and government regulations. Our LEARN CMO Finance Department produces financial reports that are reviewed by the Board and presented at Board meetings. In addition, principals receive a Profit & Loss statement which lets them know how much they actually spent compared to the budget for that month. A critical piece of our model is to ensure our CMO finance team supports school leaders and staff throughout the year.

On a day to day basis, LEARN uses Financial Edge, a procurement and requisition system to streamline and further formalize approval processes. Expenditures at the schools are primarily approved and overseen by individual school principals. The CFO approves all requisitions with supporting documentation. Any requisition over \$1,000 will flow directly to our CEO, who must see supporting documentation and give approval before any funds are distributed. To provide further oversight on very large expenditures, the CEO seeks approval for non-recurring expenditures of \$50,000 or more. As a Network, LEARN engages an independent firm to conduct an annual audit, which it submits to our Board for review every year.

LEARN has developed a systematic approach to budget development and oversight with all stakeholders in mind. This will ensure the financial health of the school is maintained and monitored carefully. The frequent interaction among stakeholders ensures financial decisions and issues are handled in a systematic and timely way.

Please see ***Appendix K. for our most recent audit and Form 990.***

Enrollment Model

E. Since 50% of the seats in the school must be reserved for military families, please use the military family data below to describe how the school plans to ensure financial success through enrollment of both military and non-military families. Please provide a 5-year enrollment model that outlines grades served each year and total enrollment per grade. The enrollment model should align with the 5-year financial model outlined above using DC's per pupil funding formula.

We will launch a high performing K-8 school serving over 600 scholars at capacity (see the enrollment model below). In its first year, LEARN will enroll students in grades K-5 and add one grade level each year thereafter until it reaches scale as a K-8 elementary/middle school. In our experience, it is important to immediately open classrooms across a range of grade levels to better serve families with two or more children. Half the seats will be reserved for military families.

The multi-year budget has been developed with the assumption that we will achieve our enrollment targets each year and is informed by the proven enrollment model existing in other LEARN schools, specifically our North Chicago campuses which educate children from both military and civilian families.

Planned Multi-Year Enrollment Model:

	Y1	Y2	Y3	Y4	Y5
K	72	72	72	72	72
1	72	72	72	72	72
2	72	72	72	72	72
3	24	72	72	72	72
4	24	24	72	72	72
5	24	24	24	72	72
6		22	22	22	65
7			20	20	20
8				18	18
Total	288	358	426	492	535