

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

CMO

CFDA # 84.282M

PR/Award # S282M200019

Grants.gov Tracking#: GRANT12996371

OMB No. , Expiration Date:

Closing Date: Jan 10, 2020

PR/Award # S282M200019

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="01/10/2020"/>	4. Applicant Identifier: <input type="text" value="PCSSII-CSP2021"/>
--	---

5a. Federal Entity Identifier: <input type="text" value="NA"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
---	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="Massachusetts"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:	<input type="text" value="466 Broadway"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Everett"/>
County/Parish:	<input type="text" value="Middlesex"/>
* State:	<input type="text" value="MA: Massachusetts"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="021493601"/>

e. Organizational Unit:

Department Name: <input type="text" value="PCSS Network Office"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Aziz"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Aghayev"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text" value="REDACTED"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-112619-001

* Title:

OESE: Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to Charter Management Organizations for the replication and Expansion of High-quality Charter Schools (CMO Grants) CFDA Number 84.282M

13. Competition Identification Number:

84-282M2020-1

Title:

CMO

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Pioneer Charter School of Science II (PCSS II) is expanding by adding grades K-6. PCSS II received its charter in 2013.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value=""/>	<input type="text" value=""/>
* b. Applicant	<input type="text" value=""/>	<input type="text" value=""/>
* c. State	<input type="text" value=""/>	<input type="text" value=""/>
* d. Local	<input type="text" value=""/>	<input type="text" value=""/>
* e. Other	<input type="text" value=""/>	<input type="text" value=""/>
* f. Program Income	<input type="text" value=""/>	<input type="text" value=""/>
* g. TOTAL	<input type="text" value=""/>	<input type="text" value=""/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Pioneer Charter School of Science II

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment		845,280.00	179,310.00	232,910.00		1,257,500.00
5. Supplies		50,000.00	35,000.00	30,541.00		115,541.00
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	74,216.00	912,619.00	231,883.00	281,282.00		1,500,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	74,216.00	912,619.00	231,883.00	281,282.00		1,500,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S282M200019

Name of Institution/Organization Pioneer Charter School of Science II	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Pioneer Charter School of Science II

* Street 1: 466 Broadway * Street 2: _____

* City: Everett * State: MA: Massachusetts * Zip: 021493601

Congressional District, if known: MA-005

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: NA	9. Award Amount, if known: \$ 1,500,000.00
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Aziz Aghayev

* Name: Prefix Mr. * First Name Barish Middle Name _____
* Last Name Icin Suffix _____

Title: Chief Executive Officer Telephone No.: _____ Date: 01/10/2020

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Section 427 Statement

PCSS believes that diversity and inclusion are essential to the fulfillment of our mission and success of the expansion project we will undertake. Federally funded activities, programs and services will be accessible to all teachers, students, and other program beneficiaries with special needs allowing them to participate fully in the project. PCSS does not discriminate on the basis of gender, race, national origin, color, disability, or age in its education programs, or its services and activities. It provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, teacher, and other participants. The grant project director will monitor project activities to ensure equitable participation in project activities is not limited due to gender, race, national origin, color, disability, or age. The following steps will be carried out with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program:

- All grant program-related activities should be held in ADA accessible and compliant facilities.
- Provide 24/7 access to student data through a student information system to ensure equitable and timely participation for parents, students, and faculty.
- Have school fliers available in multiple languages to increase access.
- Upon request, provide information to families in their prevalent languages.
- Special education staff will assist in ensuring special accommodations are made to ensure access for persons with disabilities and care will be taken to assure benefits for both male and female participants.
- Coordinate and offer culturally sensitivity and ADA training for program staff.

- Post information, materials, schedules, and assessments on the internet.
- Provide on campus access for students or families who do not have access to computer and reliable internet connection.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="Pioneer Charter School of Science II"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Barish"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Icin"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Chief Executive Officer"/>	
* SIGNATURE: <input style="width: 250px; background-color: black;" type="text"/>	* DATE: <input style="width: 150px;" type="text" value="01/10/2020"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Mr.	First Name: Aziz	Middle Name:	Last Name: Aghayev	Suffix:
----------------	---------------------	--------------	-----------------------	---------

Address:

Street1:	466 Broadway
Street2:	
City:	Everett
County:	Middlesex
State:	MA: Massachusetts
Zip Code:	021493601
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	[REDACTED]

Email Address:
[REDACTED]

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Pioneer Charter School of Science II Application for the Replication and Expansion of High-Quality Charter Schools Project Abstract

Pioneer Charter School of Science (PCSS) is a network of very successful, high-performing public charter schools located in Everett and Saugus. PCSS' mission is to prepare educationally under-resourced students for today's competitive world. We help students develop the academic and social skills necessary to become successful professionals and exemplary members of their community. Our students not only surpass their peers in the sending districts when it comes to state assessments (MCAS), but they score at the top among all the districts in the state. PCSS students also outperform many of their affluent peers on the SAT. PCSS has a great school culture that has been recognized by visitors and external organizations. PCSS is highly ranked based on the Massachusetts Department of Elementary and Secondary Education (DESE) accountability system. Recently, PCSS-II has been named a "School of Recognition" two years in a row by the DESE.

PCSS has been able to consistently achieve these incredible results and prove that the zip codes students live in do not necessarily determine their future success. We are able to achieve this through the implementation of the four Cs: a rigorous **C**urriculum (with an emphasis on math and science, balanced by a strong foundation in humanities), a **C**haracter education program (a school culture based on high expectations), **C**ollege readiness, and strong student-teacher-parent **C**ollaboration.

Our Everett school (PCSS-I) serves grades K-12 in two campuses (a K-8 lower school and a 9-12 upper school). The Saugus school (PCSS-II) serves grades 7-12. Our goal is to replicate PCSS-I's successful K-6 program at PCSS-II and expand student

enrollment by 498 students. PCSS-II serves residents of Danvers, Lynn, Peabody, Salem, and Saugus. We expect the new school site to be in Peabody or Saugus. We will utilize the CSP funding to successfully implement the replication and expansion project.

We apply for this CSP grant under absolute priority 2, low-income demographics. More than 50 percent PCSS-I's and PCSS-II's population qualify for free and reduced school meals based on the income eligibility guidelines provided by the USDA. We also submit evidence for competitive priority 1, spurring investment in qualified opportunity zones and competitive priority 2, number of charter schools operated or managed by the applicant.

Through this project we aim to increase the enrollment to meet the parental demand in our community for a high-performing charter public schools in grades K-6. PCSS-II parents do not currently have access to the K-6 program at PCSS-I. Our second goal is to successfully replicate the K-6 program at PCSS-II and maintain the same high-quality standards at the new campus.

We will utilize the CSP grant funds towards preparing a new facility for instruction, recruiting new students and staff, providing access to rigorous curriculum and educational program, and providing instructional and technological resources. Our new facility will be adequate for high-quality instruction. We will complete the grade expansion in three years and enrollment expansion in six years. Our students at the new campus will surpass their sending district peers and statewide averages on the state test MCAS. We target an average daily student attendance rate of 96 percent or higher. We also target annual student retention of 90 percent or higher.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Pioneer Charter School of Science II

Application for the Replication and Expansion of High-Quality Charter Schools

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Pioneer Charter School of Science Application to Grants for the Replication and Expansion of High-Quality Charter Schools

Founded in 2006, Pioneer Charter School of Science (PCSS) is a network of high-performing public charter schools located in Everett and Saugus. PCSS' mission is to prepare educationally under-resourced students for today's competitive world. We help students to develop the academic and social skills necessary to become successful professionals and exemplary members of their community. Our Everett school (PCSS-I) serves grades K-12 in two campuses (a K-8 lower school and a 9-12 upper school). The Saugus school (PCSS-II) serves grades 7-12 currently. Our goal is to replicate our PCSS-I's successful K-6 program at PCSS-II and expand student enrollment by 498 students. We will utilize the CSP funding to successfully implement the replication and expansion project. Currently, PCSS-II is a highly successful 7-12 public charter school and is the only public charter school to be named a "School of Recognition¹" two years in a row.

The flagship school, PCSS-I, has been serving communities of Chelsea, Everett and Revere. Due to the success of the school and demand from other communities, PCSS Board of Trustees expanded to the North Shore in 2013 by replicating its successful 7-12 program in Saugus serving communities of Danvers, Lynn, Peabody, Salem and Saugus. In 2016, based on parent demand, PCSS-I expanded its program to grades K-6 and became a K-12 program. This proposed fourth phase of expansion will ensure the North Shore communities will have access to the same high-quality elementary school program that is currently only available at our Everett site. PCSS

¹ A select subset of high performing schools recognized for their academic accomplishments by the Massachusetts Department of Elementary and Secondary Education.

currently chartered to serve 1140 students. With the PCSS-II K-6 expansion project PCSS will increase the enrollment to 1638 students. PCSS' growth has been fueled by parental demand and success of its educational program.

Both PCSS-I and PCSS-II have strong records of academic achievement. Both schools do exceptionally well on state assessments (MCAS), they are both meeting or exceeding their accountability targets, and have strong college readiness indicators (based on PSAT, SAT and AP scores). Moreover, PCSS is highly ranked by the US News & World (#18 in MA) and is the most diverse non-selective MA high school in the top 20. PCSS-II has been named a "School of Recognition" by the Department of Elementary and Secondary Education in 2018 and 2019.

Absolute Priorities

Absolute Priority 2 – Low-Income Demographic

We define individuals from low-income families as students who qualify for free or reduced lunch based on forms filled by their families. PCSS has been utilizing the prototype household application for free and reduced price school meals prepared by the USDA. PCSS has continued to collect these forms every year even when the Commonwealth started to use a different metrics called economically disadvantaged. The determination for low income status is made based on the income eligibility guidelines provided by the USDA. Based on the most recent household application for free and reduced-price meals forms submitted, both PCSS schools' low-income population is more than 50%.

	% Low Income
PCSS-I	55%
PCSS-II	52%

Table 1. 2019 Low Income Population based on free and reduced lunch application forms (Source: PCSS)

Competitive Preference Priorities

Competitive Preference Priority 1 – Spurring Investment in Qualified

Opportunity Zones

Located in Everett, the flagship school serves communities of Chelsea, Everett, and Revere. This region overlaps with Qualified Opportunity Zones. Similarly, located in Saugus, PCSS-II also serves communities that overlap with Qualified Opportunity Zones (Lynn, Peabody, Salem, and Saugus). The only community that PCSS-II serves that does not overlap with a Qualified Opportunity Zone is Danvers.

Through the replication and expansion, we will provide access to high quality public education for residents of the mentioned communities. Education plays a vital role in economic development and therefore in spurring investment. Moreover, STEM, an area our program focuses on, is the growth engine of our State’s economy.

Qualified Opportunity Zone census tract numbers PCSS serves:

1604, Suffolk County (Chelsea)

3424, Middlesex County (Everett)

1705.01, Suffolk County (Revere)

1707.02, Suffolk County (Revere)

Qualified Opportunity Zone census tract numbers PCSS-II serves (that will also be served through the expansion):

2042, Essex County (Salem)

2047.01, Essex County (Salem)

2107, Essex County (Peabody)

2108, Essex County (Peabody)

2061, Essex County (Lynn)

2068, Essex County (Lynn)

2070, Essex County (Lynn)

2072, Essex County (Lynn)

2081.02, Essex County (Saugus)

Competitive Preference Priority 2 – Number of Charter Schools Operated or Managed by the Eligible Applicant

PCSS Board of Trustees operates two public charter schools, the PCSS-I in Everett (grades K-12) and PCSS-II in Saugus (grades 7-12). PCSS-I serves its students in two campuses, a lower school for grades K-8 and an upper school for grades 9-12.

Selection Criteria

Founded in 2006, PCSS is a growing network of high-performing public charter schools located in city of Everett and town of Saugus. PCSS provides an academically rigorous STEM focused education to students to ensure they are prepared to enter into and succeed in college.

After the success of our flagship school, we opened our replication school, PCSS-II, in Saugus, in the fall of 2013. In 2016, we added grades K-6 to our flagship school. In

August 2019, the PCSS Board of Trustees and network leadership applied to the Massachusetts Department of Elementary and Secondary Education (DESE) to replicate the K-6 model at PCSS-II and expand student numbers by 498 students when full enrollment is completed in six years. At full enrollment PCSS network will serve 1638 students.

In a short period of time our students surpassed not only their peers in sending districts but the state averages and their peers in many affluent districts for academic performance. Both PCSS schools have strong MCAS results. They are both highly rated by the Massachusetts accountability system. PCSS-II has been given a “School of Recognition” status for the last two years. Moreover, they do extremely well on SAT, surpassing many of the affluent districts. For example, at PCSS-II, tenth graders were among the top five highest performing schools for mathematics in MCASE in the entire Commonwealth of Massachusetts. The seventh graders, the incoming cohort for PCSS-II, were also among the top five for mathematics in the State. PCSS-II African American tenth graders had the highest mathematics score in the entire State, not only surpassing many affluent high schools but doing better than their peers at Boston Latin, State’s premiere exam school. A similar trend can be observed for the SAT. PCSS-II students had the sixth highest mathematics score on the SAT in the entire Commonwealth of Massachusetts. PCSS-II African American and Hispanic students had the second highest mathematics score in the State, right after Boston Latin.

PCSS has been able to consistently achieve these incredible results and prove that the zip codes students live in do not necessarily determine their future success through implementation of four Cs: a rigorous curriculum (with an emphasis on math and

science, balanced by a strong foundation in humanities), a character education program (a school culture based on high expectations), college readiness, and strong student-teacher-parent collaboration. Please see application requirement (c) for more information on PCSS educational program.

Quality of the Eligible Applicant and Adequacy of Resources

Strong Academic Achievement

Our MCAS results are very strong, placing our students at the top in the State in various tests. Both of our schools are meeting or exceeding their targets set by DESE's accountability system. PCSS-II has recently been named a School of Recognition (two years in a row!). Our student indicators are strong as well.

PCSS staff is committed to closing the achievement gap for our students and make sure that our students can compete with their peers in affluent districts. Within a short period of time, PCSS has demonstrated consistent success in ensuring that our students are achieving at the highest levels on statewide assessments and have the foundations needed for success in college and beyond. State assessment data is used to measure the progress of our students within their campuses, within and across our network, against the overall performance of all students in the Commonwealth of Massachusetts, and in comparison, to our local sending districts. Below we provide details on our overall student achievement and achievement by specific student subgroups from the three most recent MCAS testing cycles.

Demonstrated success in statewide and external assessments: PCSS students from both schools outperformed their sending district peers and state averages in 2017, 2018, and 2019 MCAS. Below charts show the overall results for both PCSS

campuses, sending district averages, and statewide average in English and mathematics for each grade level tested.

In 2019, the flagship school tested grades 3-8, and also grade ten in high school. Since PCSS-II currently has grades 7-12 only, it tested students in grades 7, 8, and 10. The tables below show the percent of students either meeting or exceeding expectations at both PCSS schools compared to statewide averages and their respective sending districts averages. PCSS-I's sending districts are Chelsea, Everett, and Revere. PCSS-II's sending districts are Danvers, Lynn, Peabody, Salem, and Saugus. Sending districts average refer to the average of the scores from these cities.

English	PCSS-I	Sending Districts Average	PCSS-II	Sending Districts Average	State Average
<i>Grade 3</i>	55	45			56
<i>Grade 4</i>	54	42			52
<i>Grade 5</i>	72	38			52
<i>Grade 6</i>	60	38			53
<i>Grade 7</i>	67	35	67	38	48
<i>Grade 8</i>	67	35	67	42	52
<i>Grade 10</i>	78	40	85	49	61

Table 2. MCAS 2019 English Percent of Students Meeting or Exceeding Expectations

(source: DESE)

Mathematics	PCSS-I	Sending Districts Average	PCSS-II	Sending Districts Average	State Average
<i>Grade 3</i>	57	43			49
<i>Grade 4</i>	52	46			50
<i>Grade 5</i>	61	32			48
<i>Grade 6</i>	80	36			52
<i>Grade 7</i>	67	30	73	34	48
<i>Grade 8</i>	70	26	82	37	46
<i>Grade 10</i>	87	36	93	45	59

Table 3. MCAS 2019 Mathematics Percent of Students Meeting or Exceeding Expectations (source: DESE)

Tables 2 and 3 shows grade level results of both PCSS schools, their respective sending districts averages, and statewide averages for English and mathematics. As seen from both tables the results are very strong. In some cases, PCSS almost double the sending district averages. Out of all the schools in the state, PCSS-II tenth graders had the fifth highest score in mathematics. The gap between PCSS-I and sending districts average ranged from 10 percentage points in third grade English to 38 percentage points in tenth grade English. Similarly, in mathematics the gap ranged from 6 percentage points in fourth grade to 51 percentage points in grade ten. For PCSS-II the gap for English ranged from 25 percentage points (grade eight) to 36 percentage points (grade ten). In mathematics the range was between 39 percentage points (grade seven) and 48 percentage points (grade ten).

In 2018 PCSS-I tested only grades 3, 4, 7, 8, and 10 as it was still in the process of expanding its lower school program. Results for both PCSS-I and PCSS-Saugus were similar in 2018, where both schools surpassed their sending districts by wide margins.

<i>English</i>	PCSS-I	Sending Districts Average	PCSS-II	Sending Districts Average	State Average
<i>Grade 3</i>	67	42			52
<i>Grade 4</i>	55	44			53
<i>Grade 7</i>	57	32	70	35	46
<i>Grade 8</i>	64	34	69	37	51
<i>Grade 10</i>	96	76	100	84	91

Table 4. MCAS 2018 English Percent of Students Meeting or Exceeding Expectations.

Grade 10 is Percent of Students Proficient or Advanced. (source: DESE)

Mathematics	PCSS-I	Sending Districts Average	PCSS-II	Sending Districts Average	State Averages
<i>Grade 3</i>	76	46			50
<i>Grade 4</i>	53	42			48
<i>Grade 7</i>	62	29	78	32	46
<i>Grade 8</i>	59	29	81	40	50
<i>Grade 10</i>	87	53	93	64	78

Table 5. MCAS 2018 Mathematics Percent of Students Meeting or Exceeding

Expectations. Grade 10 is Percent of Students Proficient or Advanced. (source: DESE)

2018 was the last year the Commonwealth of Massachusetts administered what is then called the “legacy MCAS” in grade 10. The “next generation MCAS” was introduced for grades 3-8 in 2017 as a more rigorous assessment. Therefore, for grade 10 MCAS results are comparable only between 2017 and 2018. Again, all PCSS campuses had strong results. 100 percent of the PCSS-II tenth graders were proficient or advanced in the English test for grade 10.

English	PCSS-I	Sending Districts Average	PCSS-II	Sending Districts Average	State Average
<i>Grade 7</i>	47	34	53	40	50
<i>Grade 8</i>	71	32	52	40	49
<i>Grade 10</i>	97	77	100	86	91

Table 6. MCAS 2017 English Percent of Students Meeting or Exceeding Expectations.

Grade 10 is Percent of Students Proficient or Advanced. (source: DESE)

Mathematics	PCSS-I	Sending Districts Average	PCSS-II	Sending Districts Average	State Average
<i>Grade 7</i>	43	24	65	33	47
<i>Grade 8</i>	67	27	75	39	48
<i>Grade 10</i>	97	57	96	69	79

Table 7. MCAS 2017 Mathematics Percent of Students Meeting or Exceeding Expectations. Grade 10 is Percent of Students Proficient or Advanced. (source: DESE)

In 2017 both PCSS-I and PCSS-II tested only in grades 7, 8, and 10 as PCSS-I was in the early stages of the expansion. Both PCSS locations did very well compared to their sending districts averages, in some cases more than doubling the sending district averages. Both schools had grade seven as the incoming cohort. 100 percent of PCSS-II students were again proficient or advanced in grade 10 English.

Strong Subgroups Performance: PCSS subgroups performance has been strong as well. Below we present the most recent MCAS performance data for various subgroups of students. Data for previous years is available in Attachment E. Each table below presents PCSS-I, followed by its sending districts averages, followed by PCSS-II, followed its sending districts averages. Table ends with statewide averages.

English	PCSS-I Black	Sending Districts Black	Sending Districts White	PCSS-II Black	Sending Districts Black	Sending Districts White	State Black	State White
Grade 3	48	40	59				38	63
Grade 4 ²		53	50				33	59
Grade 5	53	31	40				35	58
Grade 6	71	36	39				34	60
Grade 7	77	26	40	56	31	42	29	56
Grade 8	50	42	41	50	34	48	32	59
Grade 10	63	37	56	81	36	57	38	69

Table 8. MCAS 2019 English Percent of Students Meeting or Exceeding Expectations (source: DESE)

² In grade 4 PCSS-I did not have enough African American students that were tested to qualify as a subgroup

Math	PCSS-I Black	Sending Districts Black	Sending Districts White	PCSS-II Black	Sending Districts Black	Sending Districts White	State Black	State White
Grade 3	29	38	51				29	56
Grade 4		52	51				28	56
Grade 5	47	27	39				29	55
Grade 6	79	31	42				30	59
Grade 7	77	20	32	56	21	40	26	55
Grade 8	50	27	31	67	27	44	25	53
Grade10	69	26	49	96	38	52	35	67

Table 9. MCAS 2019 English Percent of Students Meeting or Exceeding Expectations

(source: DESE)

English	PCSS-I Hispanic	Sending Districts Hispanic	Sending Districts White	PCSS-II Hispanic	Sending Districts Hispanic	Sending Districts White	State Hispanic	State White
Grade 3	55	43	59				38	63
Grade 4	45	38	50				33	59
Grade 5	94	36	40				35	58
Grade 6	57	35	39				35	60
Grade 7	69	32	40	59	29	42	29	56
Grade 8	75	32	41	53	30	48	30	59
Grade10	81	34	56	82	34	57	37	69

Table 10. MCAS 2019 English Percent of Students Meeting or Exceeding Expectations

(source: DESE)

Math	PCSS-I Hispanic	Sending Districts Hispanic	Sending Districts White	PCSS-II Hispanic	Sending Districts Hispanic	Sending Districts White	State Hispanic	State White
Grade 3	68	41	51				31	56
Grade 4	32	43	51				31	56
Grade 5	63	29	39				29	55
Grade 6	79	35	42				31	59
Grade 7	77	28	32	59	19	40	27	55
Grade 8	75	22	31	76	26	44	25	53
Grade10	90	31	49	73	33	52	33	67

Table 11. MCAS 2019 English Percent of Students Meeting or Exceeding Expectations

(source: DESE)

The tables above present results for African American and Hispanic students compared to their peers in the sending districts and the State. We also compare their performance against white students in their sending districts and also in the State. As the results from above tables show, at both locations, PCSS students not only surpassed their peers in sending districts and the State but they surpassed their white peers in sending districts and the state.

We also report below the high needs subgroup results. This is a designation used by the MA DESE to indicate students who are either students with disabilities, English language learners or former English language learners, or economically disadvantaged.

English	PCSS-I High needs	Sending Districts High needs	Sending Districts All students	PCSS-II High needs	Sending Districts High needs	Sending Districts All students	State High needs	State All students
Grade 3	50	40	45				38	56
Grade 4	48	37	42				34	52
Grade 5	65	32	38				33	52
Grade 6	49	31	38				33	53
Grade 7	45	28	35	60	23	38	27	48
Grade 8	62	29	35	60	25	42	29	52
Grade10	72	31	40	81	28	49	36	61

Table 12. MCAS 2019 English Percent of Students Meeting or Exceeding Expectations

(source: DESE)

Math	PCSS-I High needs	Sending Districts High needs	Sending Districts All students	PCSS-II High needs	Sending Districts High needs	Sending Districts All students	State High needs	State All students
Grade 3	53	38	43				32	49
Grade 4	48	41	46				32	50
Grade 5	59	27	32				30	48
Grade 6	79	31	36				31	52
Grade 7	52	26	30	65	19	34	26	48
Grade 8	62	20	26	75	20	37	24	46
Grade10	83	29	36	89	25	45	33	59

Table 13. MCAS 2019 English Percent of Students Meeting or Exceeding Expectations

(source: DESE)

Similar to racial subgroups, we compare the high needs subgroup results to sending districts averages, to state averages, and to averages off all students. Both PCSS locations surpassed not only their peers in sending districts or the State, but they surpassed the averages of all students in their sending districts or the State.

The subgroup tables presented above clearly show that PCSS is closing the achievement gap between the above subgroups and their white peers. PCSS African American and Hispanic students at both locations surpass their white peers in their respective sending districts with wide margins. Similarly, they also outperform their white peers in the state in many of the grade levels they are tested in.

Strong Student Growth: PCSS students have impressive student growth percentiles (SGP) that is indicative of the growth they show at PCSS. The MA DESE uses a growth model to measure “individual student progress on statewide assessments (the MCAS) by tracking student scores from one year to the next.” Each student gets a “student growth percentile” showing how much a student improved relative to other students in the State with similar prior scores. These scores range from 1 to 99, higher scores indicating higher growth. In a 2010 letter to educators, the MA Commissioner of Education provided the following growth perspective to interpret the results.

SGP Range	Description
1 - 39	<i>Lower Growth</i>
40 - 60	<i>Moderate Growth</i>
61 - 99	<i>Higher Growth</i>

Table 14. DESE Growth Model Interpretation Guideline (source: DESE)

Below tables present student growth percentiles for each grade level for the past three years. As the results show most of the time PCSS students were either on a moderate or higher growth category.

	2017		2018		2019	
	PCSS-I	PCSS-II	PCSS-I	PCSS-II	PCSS-I	PCSS-II
GRADE 4			46.4		42.8	
GRADE 5					60.4	
GRADE 6					42.4	
GRADE 7	53	44.5	54	58.2	57.8	68.3
GRADE 8	80	56	58.7	61.5	50.5	44.7
GRADE 10	70	84.5	61.8	62.2	54.2	63.4

Table 15. MCAS English Student Growth Percentiles (source: DESE)

	2017		2018		2019	
	PCSS-I	PCSS-II	PCSS-I	PCSS-II	PCSS-I	PCSS-II
GRADE 4			43.5		35.4	
GRADE 5					49.9	
GRADE 6					74.8	
GRADE 7	57	72.5	56.7	69.4	62.7	79.9
GRADE 8	57.5	88	57.5	79	68.4	74.5
GRADE 10	83	89	76.3	62.5	70.6	59.3

Table 16. MCAS Mathematics Student Growth Percentiles (source: DESE)

As tables 15 and 16 show, PCSS-II did not have any lower growth in any of the grade levels within the last three years. In majority of the cases the school showed higher growth. PCSS-I had only one case of a lower growth for the last three years. In 2019, PCSS-II seventh graders had the fifth highest mathematics growth numbers among all the schools in the State. In 2018, PCSS-I tenth graders produced the highest

mathematics growth numbers in the State, while PCSS-II eighth graders had the second highest mathematics growth numbers in the State. In 2017, PCSS-II tenth graders produced the highest mathematics growth numbers, while PCSS-I had the fourth highest. PCSS-II tenth graders showed strong growth results in English too and had the third highest scores in the State. Similarly, PCSS-II eighth graders produced the second highest mathematics and seventh highest English growth scores in 2017. These strong student growth numbers illustrate the improvement PCSS students show within a short period of time.

Other External Assessment Results: To illustrate student achievement at PCSS we can also review the SAT results. Below, we present the most recent SAT results and compare PCSS performance to its sending districts averages, statewide averages, and also to Wellesley, one of the most affluent towns in Massachusetts.

<i>All Students</i>	Reading / Writing	Math
<i>PCSS-I</i>	573	624
<i>PCSS-I Sending Average</i>	489	487
<i>PCSS-II</i>	584	654
<i>PCSS-II Sending Average</i>	517	509
<i>State</i>	548	550
<i>Wellesley</i>	625	628

Table 17. 2019 SAT Scores for all students (Source: DESE)

Results are remarkable. PCSS students surpassed their peers in sending districts and the State with wide margins. PCSS-II students even surpassed their peers in Wellesley, one of the most affluent towns in the state, when it comes to mathematics scores. PCSS-I Everett students were also very close to their peers in Wellesley. PCSS-II was the sixth highest ranked high school in the State in SAT Mathematics scores. Similarly, PCSS-I was in the top 20.

African American	Reading / Writing	Math
<i>PCSS-I</i>	555	594
<i>PCSS-I Sending Average</i>	465	458
<i>PCSS-II</i>	571	634
<i>PCSS-II Sending Average</i>	477	473
<i>State</i>	476	475
<i>Wellesley</i>	488	480
<i>Wellesley White</i>	632	630

Table 18. 2019 SAT Scores for African American students (Source: DESE)

Hispanic	Reading / Writing	Math
<i>PCSS-I</i>	561	581
<i>PCSS-I Sending Average</i>	476	474
<i>PCSS-II</i>	558	645
<i>PCSS-II Sending Average</i>	475	474
<i>State</i>	483	484
<i>Wellesley</i>	599	591
<i>Wellesley White</i>	632	630

Table 19. 2019 SAT Scores for Hispanic students (Source: DESE)

PCSS subgroups performed similarly. PCSS African-American students surpassed their sending district peers and statewide averages by large margins. When it comes to mathematics, PCSS-II African American students outperformed even their white peers in Wellesley. Indeed, PCSS-II African American students had the second highest mathematics score in the entire State (right after Boston Latin, an elite exam school in Boston) in their subgroup. PCSS-I African American students had the fourth highest mathematics score in the State. They did well in reading and writing portion of the test too and had the fourth (PCSS-II) and sixth highest scores (PCSS-I) in the State.

PCSS Hispanic students did better than their peers in the State and in their respective sending districts. Similar to African American subgroup, PCSS-II Hispanic students outperformed their white peers in Wellesley and had the second highest mathematics score in the entire State (again, right after Boston Latin Hispanic students).

<i>High Needs</i>	<i>Reading / Writing</i>	<i>Math</i>
<i>PCSS-I</i>	545	592
<i>PCSS-I Sending Average</i>	472	473
<i>PCSS-II</i>	539	619
<i>PCSS-II Sending Average</i>	478	472
<i>State</i>	490	493
<i>Wellesley</i>	551	557

Table 20. 2019 SAT Scores for high needs students (source: DESE)

Finally, PCSS high needs students outperformed their peers in sending districts and statewide averages by wide margins. They both surpassed Wellesley in mathematics.

Demonstrated success in graduation rate: PCSS graduation rate is remarkable when compared to the sending districts or statewide averages. Tables below compare PCSS 4- and 5-year adjusted graduation rates to their sending districts averages.

	PCSS-I	Sending Districts Average	PCSS-II	Sending Districts Averages
2016 ³	98.1	79.5		88.3
2017	97.5	80.4	100	89.4
2018	93.9	79	96.8	86.2

Table 21. 4-Year Adjusted Cohort Graduation Rate (source: DESE)

	PCSS-I	Sending Districts Average	PCSS-II	Sending Districts Average
2016	100	82.1		90.9
2017	100	82.5	100	91

Table 22. 5-Year Adjusted Cohort Graduation Rate (source: DESE)

PCSS 4-year and 5-year adjusted cohort graduation rates are remarkable when compared to sending districts or statewide averages. As tables 21 and 22 show, 100

³ PCSS-II graduated its first class in 2017. Therefore, it does not have data for 2016.

percent of PCSS seniors graduated within five years in 2016 and 2017. Results are similar for subgroups of students.

	PCSS-I Black	Sending Districts Black	PCSS-II Black	Sending Districts Black	PCSS-I Hispanic	Sending Districts Hispanic
2016	100	81.4		80.4	100	75.9
2017⁴	94.7	85.1		88.5	100	78.7
2018	85.7	86.3	100	88.9	90	75.6

Table 23. 4-Year Adjusted Cohort Graduation Rate (source: DESE)

	PCSS-I Black	Sending Districts Black	PCSS-I Hispanic	Sending Districts Hispanic
2016	100	84.8	100	78.5
2017	100	85.1	100	81.3

Table 24. 5-Year Adjusted Cohort Graduation Rate (source: DESE)

	PCSS-I High Needs	Sending Districts High Needs	PCSS-II High Needs	Sending Districts High Needs
2016	97.3	77.4		82.9
2017	96.8	78.1	100	84.3
2018	90	74	100	77.7

Table 25. 4-Year Adjusted Cohort Graduation Rate (source: DESE)

	PCSS-I High Needs	Sending Districts High Needs	PCSS-II High Needs	Sending Districts High Needs
2016	100	80.3		86.8
2017	100	80.5	100	86.9

Table 26. 5-Year Adjusted Cohort Graduation Rate (source: DESE)

A similar trend is observed with student subgroups. Tables 23-25 present 4-year and 5-year adjusted cohort graduation rates for African American, Hispanic, and high

⁴ In 2017, PCSS-II did not have enough African American students to qualify as a subgroup.

needs students. PCSS has again strong graduation rates with 100% 5-year graduation rates. Since PCSS-II's first graduation class was smaller than following years, we did not have enough African American or Hispanic students to qualify as subgroups for 5-year graduation rate. Hence, table 24 presents data only for PCSS-I and its sending districts average.

Strong attendance and retention rates: Below we provide the most recent attendance and retention data for both locations and compare them to their sending districts averages and statewide averages.

	PCSS-I	Sending Districts Average	PCSS-II	Sending Districts Average	State Average
<i>2019</i>	96.9	93.6	97.8	93.7	94.6

Table 27. Student Attendance Rate (source: DESE)

	PCSS-I	Sending Districts Average	PCSS-II	Sending Districts Average	State Average
<i>2019</i>	95.2	92.5	92.3	92.7	91.6

Table 28. Student Retention Rate (source: DESE)

Table 27 indicates that PCSS students had higher attendance rates than their peers in the sending districts in 2019. They also surpassed the state average. Table 28 presents a similar trend for student retention rate. PCSS' retention was higher than statewide average at both locations, indicating a lower student attrition than a typical MA district. PCSS-I student retention was higher than sending districts averages while PCSS-II was very close to the sending districts averages.

PCSS Had no Charter Schools Closed, or Charters Revoked

The MA DESE is the sole authorizer for the entire state. The PCSS Board of Trustees and CEO work directly with the Office of Charter Schools and School Redesign

to ensure charter compliance, academic and financial accountability, and strong operational and financial management. The Office of Charter Schools conducts site visits, manages and collects annual reporting requirements, and oversees charter renewal process.

During more than 12 years of operation, PCSS did not experience any charter closure or did not have its charter revoked. Moreover, PCSS have not had any significant problem with statutory or regulatory compliance and have not experienced any significant issues in the area of financial or operational management. PCSS schools have been renewed multiple times without issues and often with compliments.

PCSS Has Had No Significant Financial Issues

PCSS finances has been managed well and both locations have no significant financial issues. PCSS has been preparing balanced budgets that ensure adequate resources are available for high quality public education for its students. Independent financial audits confirm the strong financial management. Please see Attachment Independent Financial Audit for details.

For the past five years PCSS had no material finding during the audit which shows how much attention we pay to our financial compliance. PCSS has strong financial position. Over the past five years PCSS beat its budget by significant amounts. This enabled PCSS build a strong surplus to help with capital improvements and cashflow. Please see the attachment independent financial audit for details for the last two years. PCSS procures most of its small capital equipment without needing to lease from the bank.

The Potential for Continued Support of the Project after Federal Funding

PCSS is committed to ensure the success of the K-6 expansion project even after Federal funding ends. PCSS' strong history of academic, financial, and operational management proves the potential to successfully implement this expansion project. Over the years PCSS has built capacity to ensure self-sustainability by forming a nimble central office, effective and efficient operations team, and strong campus leadership. PCSS success in academic programming, organizational viability, and charter compliance has made it one of the best charter schools in the state. Both schools have been highly ranked by the DESE based on the state accountability system. As a replication campus, the proposed PCSS-II lower school will benefit from the experience PCSS-I lower school had in Everett during its expansion. It will utilize the resources developed there. Furthermore, the economies of scale through the expansion will lower overall operational costs for the network.

PCSS-II lower school will use the same budgetary planning process developed in the network. Strong parental demand and success of PCSS network will ensure strong enrollment that will stabilize the budget and ensure financial solvency. While PCSS will use this grant to provide increased opportunities for students, the strong organizational model will ensure sustainability of the project when the startup funding ends. PCSS' history of growth is a testament to its performance in successfully carrying out expansion projects.

Significance of Contribution in Assisting Educationally Disadvantaged Students

PCSS is committed to providing a high-quality public education to educationally disadvantaged students. We believe that each child has a natural curiosity and love of

learning and that each child has a unique intelligence, level of capability, and learning style. The education provided at PCSS has been helping students to develop their essential skills and ethical values, as well as to learn how to use their ultimate potential to achieve their goals. PCSS is committed to raising psychologically healthy and moral individuals with good character. Recognizing that educational success can be realized only when the student/teacher/parent triad is in harmony, PCSS maintains a successful partnership among this triad that enables our youth to reach their highest potential—intellectually, socially, emotionally, and physically. One of our missions is to raise young adults who know how to learn and know that education is a lifelong process.

PCSS believes that all students can be educated with appropriate teaching/learning strategies and scaffolding. Our educational philosophy is to utilize effective strategies that will differentiate the instruction for different learning styles (visual, auditory, and tactile-kinesthetic). Students are also supported through various in school and after school intervention and tutoring programs

Special Education Support: PCSS believes that improving educational results for children with disabilities is essential to ensuring equal opportunity, full participation, independent living, and economic self-sufficiency. Special education programs and services at PCSS are provided in accordance with federal and state laws and regulations, as well as the individualized education program (IEP). The school does not discriminate in admission or programming based on a student's disability.

PCSS' primary approach to special education is to offer students with disabilities access to the general curriculum through a system of supports and accommodations within the general education classroom setting. To the maximum extent appropriate,

PCSS educates students with disabilities in regular classrooms with non-disabled students. The IEP Team, as needed, develops teaching strategies and classroom modifications and strategies. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. PCSS will continue to use this inclusion approach in the expansion project.

PCSS provides students with disabilities an equal opportunity with students in the regular education program to participate in and, where appropriate, receive credit for, non-academic, extracurricular, and ancillary programs, services, and activities. Students with disabilities receive the same notices concerning school-sponsored programs, activities, and services as other students. Such programs, services, and activities include, but are not limited to, art and music, counseling services, health services, transportation, recess and physical education, field trips and other recreational activities, and school-sponsored clubs or groups.

The PCSS IEP Teams consists of the Special Education Coordinator, Director of the school (or his/her designee), teachers, and parents of the student and outside evaluators as needed. A student suspected of having a disability is referred in writing to the special education teacher/coordinator for an individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional staff member of the school. Such referrals (a) state the reasons for the referral and include any test results, records, or reports upon which the referral is based, if any; (b) describe any attempts to remediate the student's performance prior to the

referral, including any supplementary aids or support services provided for this purpose, if any, and (c) describe the extent of parental contact or involvement prior to the referral. A copy of such referral, along with the procedural safeguards notice described in federal and state law are sent to the student's parents in five days. The notice required by 603 CMR 28.04(1)(a) meets all of the content requirements set forth in M.G.L. c. 71B, § 3, and in federal law, (b) seeks the consent of a parent for the evaluation to occur, and (c) provides the parents with the opportunity to express any concerns or provide information on the student's skills or abilities. Parents have the right to be involved in meetings that discuss the identification, evaluation, IEP development, and educational placement of their children. The school gives written notice to the parents at least five school days before the IEP Team meeting.

The IEP contains annual goals in each area of need as well as the objectives required for the student to reach each goal. The IEP states what special education and related services PCSS provide and when and where those services are provided. Initial evaluations, re-evaluations, and revisions of the IEP and the procedures relating thereto are the responsibility of the special education coordinator. The IEP Team reviews the IEP and the progress of each eligible student at least twice a year. Additionally, every three years, or sooner if necessary, with parental consent, PCSS conducts a full re-evaluation consistent with the requirements of federal law. The IEP process is centered on these three key points:

- The involvement and progress of each child with a disability in the general curriculum, including the addressing of the student's unique needs that are tied to the disability,

- The involvement of parents, students, special educators, and general educators in meeting the individualized educational needs of students with disabilities,
- The critical need to prepare students with disabilities for independence and employment and other post-school activities.

To the maximum extent appropriate, students with disabilities are educated in regular classrooms with non-disabled students. The IEP Team, as needed, develops teaching strategies and classroom modifications and strategies. Written documentation of recommended interventions and their effects are recorded and shared with the parents/guardians. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Quarterly progress reports regarding each student and the IEP, as well as copies of all report cards, are sent to the student's parents. Parents are informed of these policies in the parent-student handbook, the school website, newsletter, and in meetings with individual parents with their child. Moreover, PCSS teaches students their civil rights and invite adult human service agency representatives to speak to student groups about provided services and eligibility requirements.

Teachers are regularly trained to understand their responsibilities in implementing IEPs and better serve students with disabilities. Training starts with a student support guideline presentation given at the beginning of the school year to teachers to clearly outline expectations. An introduction to child find process, RTI responsibilities, IEPs, related laws, and teacher responsibilities are provided through this training. Throughout

school year teachers are provided with support from the special education department on differentiated instruction and strategies to be used in the classroom.

Teachers are given student support cards at the beginning of the school year and after annual meetings/evaluations as needed. Teachers are expected to read each student's IEP and refer to the student support cards. This allows the teacher to be knowledgeable about the student's IEP goals, understand student's learning challenges, and learn about the modifications needed in curriculum, instruction and assessment. Teachers also participate in IEP meetings as needed.

SWD Program Review: To ensure the effectiveness of the special education program, the special education department completes a self-evaluation on a quarterly and annual basis. The purpose is to review the effectiveness of the academic programs for students with disabilities as well as the special education programs effectiveness. These evaluations among other things include Qualitative Reading Inventory (QRI), record review for compliance, collaboration with regular education teachers in monthly department, staff and grade chair meetings, review of quarter final scores, special education progress reports, classroom observations, results of standardized testing and state assessments, and program evaluation. Ongoing assessment and review of the IEP identify specific areas of weakness for all students. These areas are addressed through additional individual and group instruction, tutorials, parent/community volunteers, student interns, and peer teaching where appropriate.

ELL Support: PCSS is committed to serve its English Language Learners (ELL) population and works diligently to recruit and retain ELL. All teachers at PCSS are supportive. They work on creating a warm classroom environment where the English

language is not interference, but rather becomes a part of the students' normal functioning in the academic learning process. PCSS supports and accommodates ELL by providing sheltered English immersion classes and state recommended number of hours of pull out ESL instruction. Annual ACCESS and MCAS scores are used to measure student success. This model will continue to be implemented at the expansion project.

Teachers are notified about which students are ELL and how to accommodate them on student information cards. The SEI classrooms are observed by the ELL coordinator, and feedback is given to the teachers. Observations focus on methods of instruction, materials, teaching interaction and student response.

Professional development is also delivered by the ELL coordinator to support teachers in improving instructional practice and student achievement. Teacher training starts with an introduction to ELL, teacher responsibilities, and related law at the beginning of the school year. Throughout the school year ELL coordinator supports teachers individually but also conducts whole staff training sessions. ELL coordinator regularly interacts with teachers through department level, grade level, and staff meetings.

The ESL curriculum at PCSS is based on the WIDA (World-Class Instructional Design and Assessment) standards. In addition, it is designated to provide students with at least the minimum number of state suggested hours of direct ESL instruction and the opportunity to participate fully in the academic goals and mission of PCSS.

PCSS identifies Limited English Proficient (LEP) students through a Home Language Survey (HLS). After receiving the HLS there is a preliminary evaluation of the student's academic history. The academic history is assessed using the academic

records from within or outside the United States, course grades in relation to the student's grade level, if they indicate the lack of progress is due to limited English acquisitions and information on everyday classroom performance.

If, based on the answers to the Home Language Survey and the review of the academic history it is determined that the student is of foreign birth or ancestry and comes from a home where a language other than English is spoken, the student is given the ACCESS Placement Test by the ELL coordinator. The score is used to determine the initial tier placement for English language assessment and assist in determining the student's initial English language proficiency (ELP) level. Multiple sources in addition to the ACCESS test are used to make decisions for the education plans of students.

In addition, teachers may refer a student to the ELL coordinator. Based on the test results, students receive pull out ESL instruction and sheltered English immersion content classes. Parents are informed within thirty days of enrollment of their child's participation in the ELL program, and they are also informed when the ELL schedule changes or when the child is considered to be Formerly Limited English Proficient (FLEP). In addition, ELL students are provided with the same opportunities as other students and they participate in sports, clubs, and after school academy at PCSS.

PCSS educates LEP students by providing English Language Development (ELD) instruction in the quantities recommended by the DESE and through language immersion in content classes. PCSS also provides directly, or makes referrals to, appropriate support services that may be needed by LEP students to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, after-school English immersion programs, one-on-one tutoring, ESL mentorship, home visits, and

parental counseling. Teachers are notified about which students are LEPs and how to accommodate them through student information cards. The ELL coordinator observes the SEI classrooms and gives feedback to the teachers. The ELL coordinator also delivers professional development sessions to support teachers in improving instructional practices and student achievement.

PCSS ensures that LEP students are not excluded from curricular and extracurricular activities based on their inability to speak and understand the language of instruction and that LEP students are not assigned to special education because of their lack of English proficiency. Teaching students to understand content is the central focus and ultimate goal of any subject.

The ELL coordinator and teachers meet on a regular basis during grade level meetings to plan strategically for the needs of their students. The ELL coordinator trains teachers to meet the needs of LEP students and communicate with students designated as LEP students. The ELL coordinator also trains and assigns tutors to help LEP students reinforce their English language skills in the school's after-school program. The ELL coordinator collaborates with the special education coordinator to meet the needs of LEP special education students, who receive ESL services in accordance with their IEPs. Teachers may participate in ESL courses and professional development through the district, local universities, and online resources.

The ELD instruction is provided by a licensed ELL teacher. ELD classes are structured to encourage active engagement of ELL students. The lessons include: language objectives based on the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards; content objectives based on

the Massachusetts Curriculum Frameworks; frequent opportunities for interaction and discussion between teacher and students and among students; grade appropriate supplementary materials; pictures and visuals; and instruction linking academic concepts to students' prior learning. Students effectively engage in the general curriculum of the school. We provide many opportunities for students to practice and apply new language and demonstrate their mastery of English.

PCSS follows a plan of structured English language transitional immersion. LEP students receive the same academic content as non-LEP students do. All instruction is in English; however, the level of English used for instruction is modified for any LEP student, if necessary. After-school hours are used for more intensive English language instruction for LEP students (as well as for other individualized support for students with different needs).

A quality sheltered content instruction is instrumental in providing support to LEP students. Some of the strategies that are used by our teachers include:

- Providing frequent opportunities for students to use the language, especially in small groups or pairs.
- Providing specific purposes for reading (read for specific information, read for main idea, read for vocabulary)
- Providing an overview of the reading assignment with key vocabulary defined
- Providing scaffolding (modeling, guided practice, and independent practice)
- Making both the content and the language objectives explicit
- Wait time - teachers will give students ample time to process what has been said, and then formulate a response

- Linking new material to background knowledge and past learning (discussing what students already know)
- Creating context by previewing new material
- Supplementary materials - graphic organizers, note outlines where they can listen and fill in the blanks during class, pictures, visuals, etc.
- Using anchor charts – charts with new words that are kept on the wall for students to refer to during class or charts of information that students already know
- Feedback on language areas (listening, speaking, reading and writing) as well as on content.
- Explicit vocabulary instruction
- Activities that require all the language skills (Reading, Writing, Speaking, and Listening)
- Lesson plans with language goals as well as content goals
- Explicit explanations of background information needed to fully understand a concept
- Explicit explanation of idiomatic language and classroom expressions
- Frequent checks for deep understanding, not just asking, "Do you understand or Are there any questions."
- Asking students to answer in full sentences.

PCSS also evaluates each LEP student's performance in academic content areas to measure the student's progress in core subjects. If an LEP student fails to show appropriate progress in these academic areas and in teacher assessment of classroom work, modifications to the instructional program may be made for individual students. In

addition, PCSS looks at disaggregated data for LEP students as a group to evaluate the progress these students are making in the acquisition of the English language and in core subjects. This data provides information as to whether broader program modifications are necessary and/or additional professional development needs to be provided to our teaching staff.

Parents whose English proficiency is limited receive notices and information from the school in their native language so that PCSS is able to encourage the participation of all parents, regardless of their home language, in the PCSS community. Teachers are aware of diverse languages and cultures in their classrooms so that they may help the literacy development of their students and be better able to select those instructional activities that promote learning.

ELL Program Review: Program evaluation plays a crucial role in the quality of the program provided. In order to evaluate the effectiveness of the ELL program, the ELL Coordinator analyzes student progress, ESL curriculum and instruction, SEI instruction, professional development, and communication with content teachers, administrators, and families.

While focusing on student progress the self-evaluation checks the following items:

- Students are progressing in all four-language areas.
- Students are appropriately grouped by grade and ELP level.
- Students receive the state recommended number of ESL pull out classes.
- Students receive SEI instruction in all content classes.
- Extra support is available to students after school.
- Students show evidence of assimilating into the culture.

- Parents are made aware of students' participation in and progress in ESL.

While focusing on the curriculum and instruction portion, self-evaluation checks whether:

- Curriculum is appropriate for ELL students based on grade and level.
- Teacher has lesson plans based on WIDA standards.
- Teacher has effective student-centered lessons including explicit instructions, sufficient student talk time, adjusting for different learning styles, checking for understanding, reviewing concepts, and closure.
- Content teachers have received support and professional development for SEI.
- ELL director communicates with content teachers about student progress.
- Students take the ACCESS as required by the state.

With the expansion project we expect the level of services to increase in the development of foundational skills. Similarly, the identification of students at the entry level will be crucial therefore there will be a great focus on the child find process for the elementary grades. More guidance, direction and coping skills will need to be reinforced at the lower grades compared to the services provided at the higher grades. Proficiency in the literacy, writing and numeracy skills will be crucial for the success of all students including students with disabilities and ELL students. A focus on life skills will also be added to the curriculum for the lower grades. With the expansion of grade levels student support services and ELL department will also enlarge as need for services increase.

Tables below provide the most recent PCSS demographics and performance data for students with disabilities and English language learners in comparison to

sending districts averages and statewide averages. Since not every grade level had enough students to qualify as a subgroup we present results for grades 3-8 in table 30.

	PCSS-I (Everett)	Sending Districts Average	PCSS-II (Saugus)	Sending Districts Average	State Average
<i>ELL %</i>	27.1	28.5	24	10.7	10.5
<i>SWD %</i>	9.8	16.7	12.2	18.7	18.1

Table 29. 2019 Student Demographics Data (source: DESE)

Grades 3-8	PCSS (Everett)	Sending Districts Average	PCSS-II (Saugus)	Sending Districts Average	State Average
<i>English ELL</i>	39	14	53	13	15
<i>Mathematics ELL</i>	47	18	62	18	17
<i>English SWD</i>	15	7	30	12	16
<i>Mathematics SWD</i>	13	8	45	11	15

Table 30. MCAS 2019 Percent of Students Meeting or Exceeding Expectations for Grades 3-8 (source: DESE)

Improving Access for Educationally Disadvantaged

PCSS has been diligently working to enable access to all through recruitment and enrollment practices. Over the years PCSS saw increase in the certain targeted populations even though a high percentage of incoming student cohorts has been siblings. We have been increasing our recruitment efforts and simplifying enrollment practices.

Our general recruitment practices involve mass mailing campaigns, ads in local papers, online advertising through Facebook and google, radio ads, ads on the local MBTA bus and subway lines and regular open houses for prospective parents and fliers being distributed to local community centers. We have also followed targeted practices to reach certain demographic groups. We reached out to our Special Education Parent

Advisory Council members to reach out to special education parents at other schools. A special education department personnel has been present during open houses to answer any special education related questions. Fliers have been distributed to local libraries, social service agencies, community centers, etc.

In order to recruit more ELL students PCSS made recruitment materials available in multiple languages, advertised in bilingual newspapers and radios, visited local churches that conducts masses in multiple languages. Materials have also been placed in local community centers that cater to immigrants, local ethnic food stores, and churches with predominantly immigrant masses. We have also utilized our students with Spanish, Haitian and Brazilian background to reach out to their communities to recruit students.

PCSS is a school with very high expectations and with probably the longest school calendar in the state. Therefore, we pay special attention to retention activities to ensure that ample support programs are provided. PCSS retention activities mainly focused on a) improving parent communication to build stronger relationships and b) providing adequate support programs and welcoming school culture.

PCSS believes in providing access and support to all students. While we try to make recruitment a simple process that is accessible to all we also try to ensure access to the educational program and opportunities for current students. PCSS is committed to the success of all of its students. To that effect various intervention and support programs are available to all of our students free of charge. Programs intensify for students with high needs. When needed, programs are tailored to fit our students with special challenges. Academic programs and opportunities are advertised to all students and

constant communication with parents is prioritized. Communication happens in the prevailing languages upon family request.

Similarly, our extracurricular activities and athletic programs are open to all students with clear policies and timely announcements. In addition, students can seek emotional or social support anytime they need.

The discipline policy is clearly stated and consistently implemented to prevent any misunderstandings. Moreover, the database provides constant information to the families regarding student behavior. When needed policies are adjusted to fit the need of students with special challenges. Moreover, the Dean of Students Office comes up with creative alternatives when regular discipline action plans do not work. The aim of the discipline system is to teach certain behaviors, skills and outcomes rather than being punitive. All the administrators have an open-door policy and students feel comfortable approaching them. We have a safe and welcoming school culture where everyone is accepted for who they are. This is a testament to the quality of the culture and accessibility of the program.

Another way barriers to access are eliminated is thorough training of the staff members about the current law and specific needs of our students. Every year we start the year off with an extensive training provided by our special education, ELL, health, and counseling departments for the entire school. Follow-up training and information sessions are conducted throughout the year.

With the expansion project our recruitment and enrollment will include reaching out to places where elementary school parents utilize more in the North Shore region. Based on the experience at our flagship school expansion, our support programs will be adjusted with age appropriate strategies. More social emotional support will be provided at the

elementary level. Our student support services will focus more on the fundamental skills and building of foundations for academic subjects. Our identification and testing procedures will be overhauled to reflect the need of lower grade students.

The student discipline policy will be redesigned with age appropriate strategies and consequences. Rules will be simplified. Procedures will be constantly modeled. A discipline system that prioritizes rewards will be implemented. As explained previously, there will be additional efforts made to reach out to and engage parents of elementary school students. Their involvement will be crucial for access to and success of the program. Communication efforts will be simplified and augmented. Parents will become active partners in their children's development through engagement at the school and at home.

Quality of the Project Design and Evaluation Plan

PCSS program is based on four Cs: a rigorous math and science focused curriculum, a character education program, college readiness, and strong student-teacher-parent collaboration. Our approach to the educational program is results-oriented and data-driven organization. We continuously analyze and refine the program based on educational outcomes.

Students are supported through interventions, after school academies, and tutoring sessions when they experience challenge. The extended learning time (a longer school day and a longer school year) provide the additional time needed to master our rigorous program. The character education program, in conjunction with social emotional support, contributes to a lively school culture where everyone feels welcomed. Students are motivated and prepared to go to college from the day they start at PCSS. In addition

to academic preparation, students receive support in adjusting to campus life and making financial decisions. We rely on our parents to continue our mission in and out of PCSS and ensure they are continuously informed about their children. We go above and beyond to have them feel welcome and involve them in their children's education. We even do home visits to improve communication and inclusiveness.

PCSS results provide strong evidence for the effectiveness of the educational program. PCSS students excel on the state test MCAS or on the SAT. Both schools are highly ranked on the state's accountability system and also by external organizations. PCSS-II is the only charter school in the state that has been named a school of recognition for two years in a row. PCSS-I is the most diverse non-exam school in the US News & World's to 20 best MA high schools list. By expanding to lower grades at PCSS-II our network will have a more efficient program with similar structures at both locations and will provide choice for high-quality public education for more parents.

The evaluation of the replication and expansion project will be data-driven and results-oriented. Through clear goals, objectives, and outcomes we will monitor progress to ensure high quality public education is provided to more families through the expansion project. Below we provide objectives to achieve this goal. These objectives will provide annual benchmarks that will allow PCSS to monitor progress throughout the course of the grant period. The PCCS-lower school data will provide necessary benchmark for a successful replication of the elementary school model for PCSS-II.

GOAL 1: Increase enrollment to meet community needs

Objective 1: Obtain and prepare a new facility to house the proposed PCSS-II lower school

Objective 2: Recruit new students for the proposed PCSS-II lower school

Objective 3: Establish and strengthen community relations

Outcome 1: The proposed PCSS-II lower school will be housed in a facility adequate for delivery of high-quality instruction

Outcome 2: By year 3, PCSS-II will complete expansion to grades K-6

Outcome 3: By year 6, PCSS network enrollment will increase to 1638

Data collection: Annual state report

Benchmarking: PCSS Everett lower campus historical data

GOAL 2: Successfully replicate the K-6 program at PCSS-II and maintain the same high-quality standards at the new campus

Objective 1: Students will achieve at a high academic level and compete with students across the state

Objective 2: School will provide the resources necessary for quality instruction

Objective 3: Students will experience a rigorous STEM-focused educational program

Objective 4: The proposed PCSS-II lower school will have a strong student and staff culture

Outcome 1: The proposed PCSS-II lower school students' MCAS average proficiency scores will surpass both the sending district and statewide averages for all students

Outcome 2: The proposed PCSS-II lower school students' MCAS average proficiency scores will surpass both the sending district and statewide averages for subgroups of students

Outcome 3: Starting in year 2, PCSS-II lower school will organize schoolwide science and engineering fair

Outcome 4: Starting in year 3, PCSS-II lower school students will qualify to compete at the PCSS network science and engineering fair

Outcome 5: Starting in year 4, PCSS-II lower school students will compete at the state science fair

Outcome 6: Students and staff will have access to resources and instructional technology for effective learning

Outcome 7: Average daily student attendance rate will be 96% or higher

Outcome 8: Annual student retention rate will be 90% or higher

Data collection: Annual state report, MCAS reports, student rosters, survey of resources

Benchmarking: PCSS-I lower school historical data, other high performing elementary school data

Through this project, our goal is to replicate a successful elementary school and improve educational choice and outcomes for the community. Our experience can provide insights to organizations looking to expand their programs without compromising the quality of their network as a whole. PCSS has always been open to inquiries by other parties who want to learn from its experience. We see this as our contribution to the education of our children and respond enthusiastically to any request for sharing our best practices.

Quality of the Project Personnel and Management Plan

PCSS has a strong and experienced leadership that will spearhead the project. The team is experienced in opening, operating and managing charter schools. The positions they currently hold, and their vast experiences will be an important component for the success of the project. Key project personnel are Barish Icin (Chief Executive

Officer), Aziz Aghayev (Chief Financial Officer), Vahit Sevinc (PCSS-II Executive Director), Sanela Jonuz (PCSS-I Executive Director).

Dr. Barish Icin joined PCSS in 2010. During his tenure he has seen the growth of the school into a network with three campuses. Prior to joining PCSS, Dr. Icin worked in New Jersey as a mathematics teacher and later as a school administrator. He also has extensive experience in charter school proposal writing and management. He has been one of the authors and founders of two successful charter school applications in New Jersey. He received his doctorate in educational leadership from Boston College. He holds BA degrees in Economics and International Relations and an MA degree in politics. Dr. Icin currently serves as a board member of the Massachusetts Charter Public School Association. He is also a member of the Boston College Principalship Advisory Council. Dr. Icin's project responsibilities will include coordinating and overseeing all aspects of project implementation.

Mr. Aziz Aghayev joined PCSS in 2010 as a Business Manager. During his tenure he has overseen the financial and operational growth of the school into a network. He currently serves as the network's CFO. Prior to joining PCSS, he worked as a charter school business manager in Pennsylvania. He has also presented at national and regional conferences. Mr. Aghayev has managed all the grants PCSS has obtained over the years. His extensive grant management experience will be instrumental to the success of this project. His project responsibilities will include overseeing project budget and reporting. He will serve as Project Director for the CSP grant.

Mr. Vahit Sevinc joined PCSS-II in 2016. During his tenure at PCSS-II, the school has been recognized by the MA DESE as a "School of Recognition" two years in a row.

Prior to joining PCSS-II, Mr. Sevinc worked as a teacher and school administrator in New York and New Jersey. He worked both in private and charter schools. During his last job in New Jersey, he was the founding director of Passaic Arts and Science Charter School. His experience in establishing an elementary charter school will be instrumental to the success of this project. His project responsibilities will include overseeing instructional programs, staff and student recruitment, and staff development.

Ms. Sanela Jonuz is a founding member of PCSS. She worked as an English teacher during the first year of the school. Then she served as the Dean of Students before being promoted to the Executive Director position in 2013. Prior to joining PCSS she worked in Malden Public Schools, MA and in Bronx, NY. She is a certified teacher both in Massachusetts and New York. She holds a BA and Masters in Elementary Education. Her project responsibilities will include planning and supporting social emotional programs, student culture and community relations.

Procedures for feedback and continuous improvement : PCSS is committed to continuous feedback and improvement to ensure the success of the project. PCSS utilizes various data points to monitor progress, ensure timely intervention, and evaluate the educational program. A comprehensive assessment system through internal (benchmarks, quarter finals, diagnostic tests, practice tests, projects) and external (MCAS, PSAT, SAT) assessments provide a lot of data for academic performance. The use of internal and external assessments allows us to gain accurate information about student's mastery of the subject matter.

The analysis of student data allows teachers to get a more in-depth explanation of the questions that students did not answer correctly and the standards that the questions

covered. Teachers utilize the results of these assessments to modify their instruction (re-teach, remediate, groupings, extra support, etc.) Results are also utilized by the administration to target students for extra help and tutoring, and target faculty for additional support.

Results and the analysis are shared and discussed with the entire staff for certain high stakes assessments. The results and reports are also discussed at the department and grade level meetings. Moreover, individual debriefing sessions are held between the administration and teachers to go over the results of the assessment and discuss possible action plans. The Dean of Academics closely follow the implementation of action plans and student progress from assessment to assessment.

Teachers and administrators use the assessment data to identify trends in terms of students' areas of strengths and weaknesses. Based on this evaluation they determine whether students may need one-on-one tutoring or some type of enrichment for a specific topic or course. Assessment data is also used to determine appropriate student support services for those students who fail to attain the desired student outcomes. Results are analyzed for certain student groups to identify achievement gaps and reallocate resources accordingly.

In addition to student performance data, PCSS monitors student attendance data, student attrition data, and student discipline data. Network and school level data is analyzed to identify trends and reallocate resources when needed. Student, staff and parent surveys provide another datapoint to monitor progress. Teacher performance and classroom evaluation data is aggregated at the network level by the Chief Academic

Officer. Coaching and professional development resources are allocated based on the data and need for improvement.

This rich data on student outcome drives our program evaluation. Results are continuously monitored by the Dean of Academics and the Chief Academic Officer. The results provide feedback on areas of improvement. Results are continuously evaluated in the larger context of college readiness. Teacher teams also provide information on the effectiveness of the curriculum on the end of year goals and college readiness. Grade level meetings are the primary mechanism to monitor student progress in relation to the school's curriculum. These meetings, therefore, focus on student performance. Once the Dean of Academics collects, analyzes, and distributes assessment data, teachers further analyze data, identify students in need of support, and implement curricular and instructional changes. Teachers then prepare interventions to address the areas of weakness. They may modify their lessons, re-teach, or group students according to need. Students are offered the opportunity to attend after school and/or Saturday Academy based on assessment results. During that time, students receive help on their identified weaknesses and benefit from small group instruction or individual tutoring.

Feedback on the curriculum and instruction is also provided through classroom visits and observations done by the Dean of Academics and Executive Director. The Dean or the Executive Director provide timely feedback and document their observations to obtain data on effective instruction and curriculum implementation. The observations are compared to the lesson plans received from the teachers.

The senior leadership team aggregates the data and monitor the network level performance. Weekly meetings provide an avenue to analyze the data and allocate

coaching resources. The Board of Trustees periodically review student and staff data. PCSS performance is measured against sending districts and statewide outcomes.

This data-driven and results-oriented approach will ensure timely feedback and continuous improvement during the expansion project. While data will be collected and analyzed at relevant teams, the PCSS-I lower school will provide valuable feedback and an opportunity to benchmark progress. The same feedback process will also be utilized to improve results at PCSS-I lower school. Through the replication and expansion, PCSS-I lower school will partner with the proposed PCSS-II lower school to analyze outcomes and share best practices. The process will improve results at both locations.

Application Requirements

(a) Objectives in running a quality charter school program and how the program will be carried out

As a STEM-focused college prep charter school PCSS' mission is to prepare educationally under-resourced students for today's competitive world. To reach this goal PCSS help students develop academic and social skills necessary to become successful professionals and exemplary members of their community. PCSS accepted the first cohort of students in 2007 with grades seven and eight. Through parental demand and a vision to provide choice in high quality public education for more families, PCSS has grown into a network that serves 1140 students in two communities. To alleviate the stress of adjusting to such a rigorous program and satisfy increasing parental demand PCSS embarked on the project of expanding to lower grades. While we successfully completed our flagship school's expansion in Everett, this current project will replicate this expansion program for PCSS-II in Saugus.

(a)(1) How PCSS meets the educational needs of students, including children with disabilities and English learners

Please see selection criteria two beginning on page 22 for details

(a)(2). Plan for the transportation needs of the school's students.

The proposed PCSS-II lower school, just like other campuses in PCSS network, will provide free transportation to residents of the sending districts (Danvers, Lynn, Peabody, Salem, and Saugus). PCSS currently has an arrangement with its transportation vendor to increase bus numbers to serve more students when needed.

(b) For each charter school currently operated or managed by the applicant, provide

(b)(1) Student assessment results for all students and for each subgroup

Please see selection criteria one beginning on page 5 and also Attachment E for details.

(b)(2) Attendance and student retention rates for the most recently completed school year and the most recent available four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates

Please see selection criteria one and relevant part beginning on page 18.

(b)(3) Information on any significant compliance and management issues

PCSS did not encounter any significant compliance and management issues including in the areas of student safety and finance during the last three years or the period before that.

(c) Describe the educational program that the applicant will implement in each charter school receiving funding under this program.

The founding members have envisioned PCSS as a place where each student will be given the opportunity to strive toward his/her highest level of capability. We can proudly say that this has been achieved. PCSS has established a culture of high academic and behavior standards. Students are continuously challenged in their classes and the policies and procedures of the school reflect the importance of academics and good character. Moreover, each student is provided with the support he/she needs not only in the classroom but outside of the classroom through after school tutoring programs. The academic program is rich in mathematics and science with classroom time, science fair, projects, activities, and competitions. PCSS demands its students to work harder and longer, to show exemplary behavior and to plan to go to college. In addition, the procedures and policies are established to ensure an environment where these expectations will be realized. The school culture is set up in a way so that these expectations are the norm at PCSS.

PCSS has been academically successful in a short period of time. Our students not only surpassed their peers in the sending districts when it comes to state assessment (MCAS), they scored at the top among all the districts in the State. PCSS students also outperformed many of their affluent peers on the SAT. PCSS has a great student culture that has been recognized by visitors and external organizations. PCSS is highly ranked based on the DESE accountability system. Moreover, PCSS-II has been named a “School of Recognition” two years in a row.

PCSS successfully implemented programs towards the four pillars of its mission:

- rigorous academic curriculum with emphasis on math and science, balanced by a strong foundation in humanities

- a character education program
- career oriented college preparation
- strong student-teacher-parent collaboration

The academic program is rich in mathematics and science with double periods of instruction, a wide variety of electives, a mandatory science fair, and other projects, activities, and competitions (science clubs, mathcounts, state science fair, etc.). However, while focusing on mathematics and science, PCSS also provides a strong education in the humanities. Multiple challenging electives in humanities (including Advanced Placement courses) are offered every year. Assessment results speak to the strength of the academic program established.

The school culture reflects the importance of character building and education at PCSS. Students are respectful, hard-working and motivated. Adults in the building act as role models not only in the classroom but outside of the classroom as well. The school's well-structured student conduct policy contributes positively to the overall school culture.

College preparation is an important part of the PCSS. PCSS has developed a culture in which college readiness and acceptance is a norm. PCSS students visit colleges to learn about the admission requirements and experience the campus life. PCSS hosts various speakers from neighboring colleges to motivate students. Career assemblies also provide students the chance to explore opportunities available after college. Students meet with their college admission counselor individually to work on their college application process. PCSS graduates have been consistently accepted to prestigious colleges and universities.

Strong student-parent-teacher collaboration is an important part of the PCSS program. Teachers continuously contact parents. Lines of communication are always kept open between the school and parents. Parents are invited to school through various activities. A student database system is available to parents and students 24/7. To forge a lasting relationship with the parents PCSS teachers and administration conduct home visits throughout the school year.

The school culture at PCSS-II is testament to the success of the character education and the work put in to promote high moral values. The Dean of Students Office goes great lengths to ensure that behavior expectations are consistently upheld, students are recognized for model behavior and corrected for inappropriate behavior. High academic standards are at the center of the school culture. However, students are also exposed to different traits through various extracurricular activities and clubs (including but not limited to mathcounts, needle art, chess, classical film, robotics, sports teams, etc.). Moreover, PCSS-II has a flourishing athletic department despite the heavy focus on academics. Athletics not only provide students opportunities to compete, but also teach them discipline, perseverance, and dedication.

The expansion project will serve grades K-6. Students will be accepted to the Kindergarten when they are at least five years old.

Instructional Practices: At PCSS our teachers use a variety of different teaching techniques, strategies and practices depending on the lessons that they are teaching. Upon entering the classroom, one will be sure to observe a friendly and comfortable environment in which students feel at home. When walking into the classroom, students go directly to their seat to work on the “Do Now” that the teacher has posted on the board.

The “Do Now” is usually an assignment that reviews what the students learned before (prior knowledge) and/or introduces them to what they will be learning that day. A consistent blackboard configuration which includes: a do now, class objective, an agenda, and a homework assignment is utilized in classrooms.

PCSS teachers use a variety of different teaching methods such as direct instruction, a systematic way of planning, communication, and delivering a mastery of information in the classroom using PowerPoint presentations and other visuals. Teachers also implement collaborative learning in which two or more students work together to solve problems and complete tasks. Collaborative learning techniques include team work and other group activities. Depending on the subject and projects, students also engage in project based learning in which the classroom activity shifts away from the short term classroom practices to a more long term interdisciplinary, student centered approach that integrates real world issues in the classroom. Students present their findings through oral presentations and explanation of their work using poster boards, other visuals and skits that they put together with their groups. PCSS encourages teachers to use many successful methods to maximize classroom learning by motivating and allowing students to work together and to challenge them to work to their highest potential.

PCSS believes in allowing teachers to teach in an environment that supports their successful practices and strategies, so that each teacher has the right to customize their teaching strategies to accommodate the needs of all students. The teachers are aware that every individual student has a different way of learning and that it is their responsibility to support their students on a day to day basis by providing accommodations and materials that will allow students to learn more effectively. PCSS Administrators

encourage the staff to re-evaluate and make any necessary changes to their methods if needed.

The lesson plans are broken up into three parts. The first is the Motivational Activity which is one of the most crucial parts. During this part the teacher is encouraged to “grab” the student’s attention which motivates the students to want to learn the material. The second part is the Developmental Activity, here the teacher teaches the material that is being covered. This can be done through direct instruction and or cooperative learning. The final part of the lesson delivery is the Closure Activity in which the teacher and students “wrap up” the covered material. At this point the teacher reviews all the information taught with the students using some kind of activity or directly stating the main points of the lesson. Teachers are also expected to identify objectives (content and language), the strategies they use, homework, tests and the performance tasks in their lesson plans.

PCSS mission focuses on preparing its students for today’s competitive world. This is to be achieved through a rigorous academic curriculum and career-oriented college preparation. Individual attention and support programs coupled with multiple instructional strategies employed by teachers form the basis of the educational philosophy that emphasizes mathematics and science skills. Structured classroom practices balanced with flexibility provided to teachers and clear and rigorous expectations provide the means to get our students ready for college and beyond. School wide instructional practices and classroom routines are all set up to hold our students to high expectations.

Behavioral Expectations and Interventions: Safety, order, and student discipline are fundamental to learning at PCSS. While students need a challenging

curriculum, dedicated teachers, and proper materials, they must also have a secure learning environment where they feel safe. PCSS implements a well-documented code of conduct and point system for behavior and rewards. PCSS strives to build a culture of respect, kindness, and safety. We use our character education program to educate our students about appropriate in-class, in-school, and out-of-school behaviors.

Teachers, student support staff, and administration consistently collaborate to ensure that all students are developing the necessary academic and social skills they will need for college and thereafter. PCSS incorporates many elements into its programs that instills in its students the desire to learn. With added support from home and the community, PCSS students learn that hard work, dedication, appropriate social skills and communication are foundational supports for success. Interventions are designed not as punishments but as teachable moments. They provide students with the opportunity to see consequences for the actions they have taken.

(d) Operating or managing more than one charter school

PCSS currently operates two charter schools in two communities. PCSS received its first charter in 2006 and opened its doors in 2007. A second charter was given to the Board of Trustees in 2013 when PCSS-II was established. In 2013, PCSS network office has been formed to manage and provide services to both schools. In 2016, PCSS-I has been approved to expand its original flagship school to grades K-6 and consequently opened a lower school campus to house the expansion. For the purposes of accountability and reporting, DESE classifies PCSS-Everett (PCSS-I) and PCSS-II (Saugus) as separate charter schools.

(e) Information regarding any compliance issues

PCSS did not have any statutory or regulatory compliance problems. No PCSS school was closed or had its charter revoked. PCSS is in good standing with its authorizer, the MA DESE.

(f) Logic model

Through the expansion project we aim to (1) increase enrollment to meet community needs, and (2) successfully replicate the K-6 program at PCSS-II and maintain the same high-quality standards at the new campus. See selection criteria 3 starting on page 38 for details.

INPUT	PROCESS	OUTPUT	OUTCOMES
Parents Students Staff Facility Instructional Resources Technology State Standards CSP Grant	Engage parents. Host open houses and information sessions. Develop communication tools. Recruit students. Mass mailing campaign, local advertisement, info sessions, flyers, canvassing teams. Hire new staff. Post jobs. Screen, interview and hire. Plan onboarding activities. Develop professional development activities. Obtain new building. Conduct repairs and install furniture. Adopt curriculum and review implementation plan.	Parent engagement strategies are implemented. Student recruitment strategies are implemented, and lottery is conducted. Hiring strategies are implemented, and contracts are offered. Facility is ready for instruction. Certificate of occupancy is obtained. Network curriculum maps are updated. Resource lists are finalized and orders are executed. Technology integration is completed.	PCSS-II lower school starts the school year successfully with MA DESE approved student numbers. By year six enrollment expansion is completed and 498 new students are added. School is fully staffed with highly qualified candidates ready for day one. Rigorous curriculum and high expectations are successfully replicated at the new site. PCSS-II lower school MCAS results surpass sending district and statewide averages.

	<p>Purchase textbooks and classroom resources.</p> <p>Install network and technology infrastructure.</p> <p>Purchase and install classroom technology. Purchase computers. Subscribe to online services.</p> <p>Identify academically at-risk students.</p> <p>Develop plans and resources for remediation.</p>		<p>Students and staff have access to resources and instructional technology for effective learning.</p> <p>Average daily attendance rate is 96% or higher.</p> <p>Annual student retention is 90% or higher.</p>
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(g) Single-sex charter school

PCSS does not operate a single-sex charter school or does not provide a single-sex educational program.

(h) How PCSS currently operates or manages the high-quality charter schools or expanded charter schools will be operated or managed

PCSS Board of Trustees holds two charters and manages them through PCSS network office. The flagship school, PCSS-I in Everett currently has two campuses, a lower school for grades K-8 and an upper school for grades 9-12. The second charter school, PCSS-II, is located in Saugus and serves grades 7-12. This replication and expansion project will add grades K-6 to PCSS-II and host students in a new campus. All PCSS campuses is overseen by the PCSS network office under the leadership of the CEO. The CEO reports to the Board of Trustees of behalf of the PCSS network. The MA DESE is the sole authorizer for both PCSS charters.

(i) Parent and community input

PCSS keeps parents engaged through several activities. This starts with keeping parents up to date with the progress of their children and keeping the lines of communication open. Teachers communicate with parents through various ways throughout the school year. Parents are provided with eight (interim and final) report cards. Moreover, an interactive, password-protected, web-based school database system provides parents access to their children's records.

Parents are encouraged to come to school for conferences to seek help and guidance on academic, social and emotional issues. Students who are at risk of failing are monitored and parents are invited for individual conferences with the Dean of Academics to develop and monitor action plans. Similar meetings happen for parents of students with social emotional issues with the School Adjustment Counselor and Dean of Students department.

PCSS organizes various celebratory and informative events to bring parents to campus. One of PCSS' unique features is the home visit program. We have been conducting home visits, especially with parents and guardians who have lower levels of communication with school and teachers because of their work schedules. Usually low-income families work longer hours, which may prevent them from attending school activities and teacher meetings. Home visits contribute to building a community, learning about the student, learning about the family, increasing parental involvement, and providing parents with additional means of interacting with their child's school.

Another way we engage parents and seek their input is through parent teacher conferences. Parent teacher conferences happen three times throughout the year. While

providing general access to parents, conferences also include targeted sessions for students who need extra support. Conferences also provide an opportunity for parents to give feedback about the school.

In addition, PCSS surveys its parents at the end of the year to receive feedback and gauge satisfaction with the school. We also organize open house sessions to bring parents together to discuss any changes that might take place throughout the year. Each campus has an active Parent Teacher Organization that provides support and feedback.

(j) PCSS lottery and enrollment procedures

PCSS is open to all Massachusetts students on a space available basis. PCSS does not discriminate on the basis of race, color, national origin, creed or religion, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement when recruiting and admitting students. Moreover, PCSS does not set admissions criteria, including but not limited to any test of ability or achievement, that are intended to discriminate or that have the effect of discriminating based upon any of these characteristics.

The recruitment and enrollment process is an extensive, region wide outreach effort. Throughout the year, PCSS provides information about the school for families who are interested in sending their children to the school. Online application forms and relevant information are also available throughout the year at the enrollment section of the school's website.

Every year we receive more applications than available seat. Thus, PCSS holds a lottery every year in March. Preference for admission is given first to siblings, then to

residents (of sending districts), followed by non-residents. PCSS does not offer admission to applicants on a first come first serve basis. PCSS gives a public notice of the lottery at least one week before the lottery date. PCSS places names of students not selected in an enrollment lottery on a waitlist in the order the names were selected. The waitlists are maintained only for the school year for which the students applied and are not rolled over from year-to-year.

(k) Free appropriate public education for SWD

Please see selection criteria 2 starting on page 23.

(l) Assisting educationally disadvantaged students to mastering State standards

Please see selection criteria 2 starting on page 23.

(m) Budget narrative

Please see Budget Narrative Attachment Form.

(n) Most recent independently audited financial statements

Please see Attachment Independent Financial Audit.

(o) Policies and procedures to assist students enrolled in a charter school that closes or loses its charter to attend other high-quality schools

PCSS is a high achieving network with long waitlists. In an unlikely event of charter closing, PCSS commits to supporting students and families through transition period. PCSS will communicate with parents promptly and assist during enrollment process.

(p) Waivers of any Federal statutory or regulatory provisions or of any State or local rules

PCSS does not request and federal statutory or regulatory provisions to be waived.
PCSS does not request a waiver from any State or local rules.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

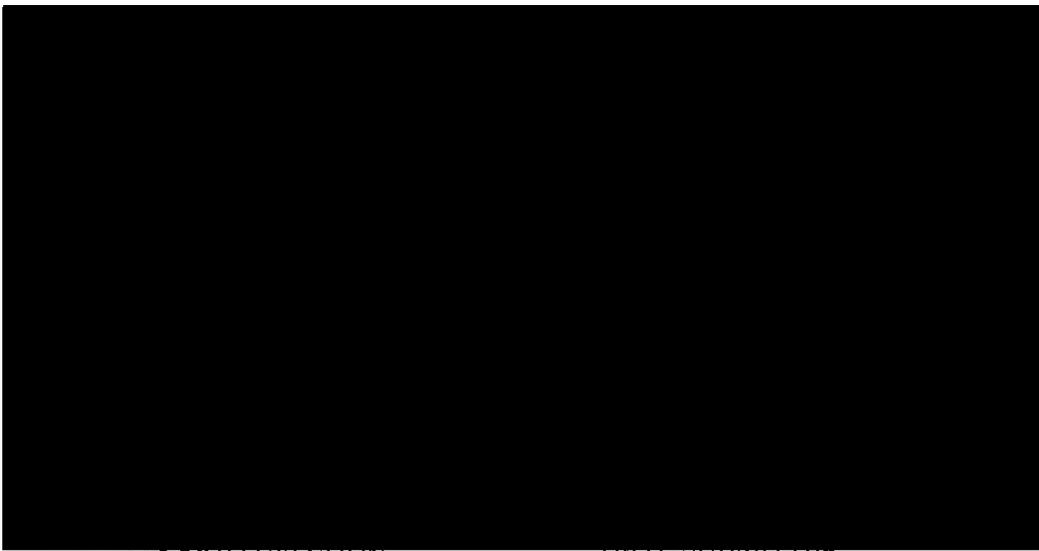
To add more "Other Attachment" attachments, please use the attachment buttons below.

Charter Schools Program Assurances – Grants to Charter School Management Organizations for The Replication and Expansion of High-Quality Charter Schools

Pursuant to Title IV, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), applications for Grants to Charter School Management Organizations for the Replication and Expansion of High-Quality Charter Schools must provide the assurances described below.

As the duly authorized representative of the applicant, I ensure that:

1. The eligible applicant will support charter schools in meeting the educational needs of their students, as described in section 4303(f)(1)(A)(x) of the ESEA (Section 4303(f)(2)(B) of the ESEA);
2. Each charter school receiving funds under this program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—
 1. Information on the educational program;
 2. Student support services;
 3. Parent contract requirements (as applicable), including any financial obligations or fees;
 4. Enrollment criteria (as applicable); and
 5. Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statically reliable information or the results would reveal personally identifiable information about an individual student. (Section 4303(f)(2)(G) of the ESEA)
3. The eligible entity has sufficient procedures in effect to ensure timely closure of low-performing or financially mismanaged charter schools and clear plans and procedures in effect for the students in such schools to attend other high-quality schools. (Section 4305(b)(3)(C) of the ESEA).



APPLICANT ORGANIZATION

DATE SIGNED

Aziz Aghayev

WORK EXPERIENCE

09/2018 – present School Business Manager, Harvard Public Schools, Harvard, MA

- Manage and oversee all school district financial affairs, including budgeting, procurement, negotiations, all revolving activities school district runs
- Head the automation projects of the school district, develop software, create automated workflows
- Prepare reports for the Department of Elementary and Secondary Education, School Board, Board of Selectman
- Use Java, Python, JavaScript, Google Script, SQL, and more tools to automate day to day tasks

07/2013 – present CFO, Pioneer Charter School of Science, Everett, MA

- Manage and oversee PCSS network's financial affairs including budgeting, purchasing, payroll, financial audit, human resources, accounting, financial reporting, account payable, accounts receivables, federal and private grants, fixed assets, school transportation, prepare and hold request for proposals and public bids;
- Develop fiscal policies and procedures to comply with financial laws and regulations and Department of Education requirements to ensure compliance with GAAP and standard business practices;
- Prepare and present financial projections to the Chief Executive Director and Board of Trustees;
- Use Java, Python, JavaScript, Google Script, SQL, and more tools to automate day to day tasks

08/2010 – 06/2013 Business Manager, Pioneer Charter School of Science, Everett, MA

- Supervised and assisted in the preparation of financial and statistical reports for the Board of Trustees, Executive Director, state and local agencies;
- Maintained records of receipts and expenditures; supervised the preparation of purchase orders and payrolls; worked as a procurement officer; managed facilities; supervised health insurance for staff;
- Prepared school district budget and established, developed and monitored the budget control policies and procedures

07/2007 – 08/2010 Business Manager, Truebright Science Academy CS, Philadelphia, PA

- Supervised and assisted in the preparation of financial and statistical reports for the Board of Trustees, Executive Director, state and local agencies;
- Supervised the preparation of purchase orders and payrolls; acted as a procurement officer; supervised health insurance plans for staff;
- Prepared school district budget; developed and monitored the budget control policies and procedures
- Supervised operating departments concerned with buildings and grounds, transportation, and/or cafeteria operation or may supervise such activities;

TEACHING EXPERIENCE

Taught AP Economics, AP Statistics at a high school with 95% passing rate.

SPEAKER EXPERIENCE

ASBO International, Annual Institute – Automation Training for School Business Managers

MASBO, Biweekly meetings – How to create dynamic worksheets for efficient forecasting

EDUCATION

2014 - 2017 **MBA**, University of Massachusetts, Amherst

2004 - 2006 **MS** in Accounting, Azerbaijan Cooperation University

2000 - 2004 **BS** in Accounting and Audit, Azerbaijan State Economic University

CERTIFICATIONS AND LICENSES

Massachusetts School Business Administrator License, Massachusetts Real Estate Agent license, Public Notary.

COMPUTER AND OTHER SKILLS

Programming languages: Java, Python, MySQL, HTML, JavaScript, VBA, Google Scripts,

Tools: Junit, Selenium, Cucumber, Jenkins, Karate, RestAssured, RestAPI, Postman,

Software: MS Office - Advanced Excel (macro), QuickBooks, Infinite Visions, Munis, Adobe Suite

Skills in teamwork, collaboration and leadership; documentation and presentation skills, enthusiasm, quick-learner and self-starter

E. Barish Icin

EDUCATION

Boston College, Chestnut Hill, MA
Ed.D. in Educational Leadership, 2018

Lynch Leadership Academy, Boston, MA
Fellow, Lynch School of Education, Boston College, 2012

Princeton University, Princeton, NJ
M.A. in Politics, 2001

Koc University, Istanbul, Turkey
B.A. in Economics, 1998
B.A. in International Relations, 1998

WORK EXPERIENCE

Chief Executive Officer, Pioneer Charter School of Science Network, Everett, MA, 2013-present

Executive Director, Pioneer Charter School of Science, Everett, MA, 2010

Founder, Thomas Edison EnergySmart Charter School, NJ, 2010

School Operations Manager, Central Jersey College Prep Charter School, Somerset, NJ, 2008

Mathematics Teacher, Central Jersey College Prep Charter School, Somerset, NJ, 2006

Founder, Central Jersey College Prep Charter School, Somerset, NJ, 2005

Assistant Instructor, Princeton University, Princeton, NJ, 2002-2005

Course Administrator, Princeton University, Princeton, NJ, 2003-2004

HONORS & MEMBERSHIP

Massachusetts Charter Public Schools Association, 2016-current

Boston College Principalship Advisory Council, 2015-current

Graduate Fellowship, Princeton University, 1999-2003

CIS Dissertation Award, Princeton University, 2002

Mellon Foundation Fellowship, 2000

Education:

Salem State College

Salem, MA

Masters in Elementary Education

College of Mount Saint Vincent

Riverdale, NY

Bachelor of Arts Program, New York State Teacher Certification

Westchester Community College

Valhalla NY

AAS- Early Childhood

Experience

Pioneer Charter School of Science

Executive Director

August 2013-Present

- *Pursue the vision and execute the mission of the school*
- *Provide leadership and direction to the staff*
- *Supervise and observe all instructional practices in the school.*
- *Hire, evaluate and terminate the staff*
- *Train staff and provide professional developments*
- *Conducted formal and informal class room observations*
- *Oversee enrollment and curriculum*
- *Implement and follow up on procedures*
- *Encourage parental involvement*
- *Ensure a safe environment for learning*
- *Encouraged planning of innovative disciplinary approaches, assist teacher in implementing such efforts when appropriated*
- *Work close with the CEO to ensure success of the school.*

Pioneer Charter School of Science

Dean of Students

August 2008- June2013

- *Assisted the Director in student services and operations on a day to day basis*
- *Assisted in planning and assessing the educational program*
- *Provided feedback to teachers on weekly lesson plans*
- *Conducted formal and informal class room observations*
- *Ensured proper implementation of the bullying intervention and prevention plan.*
- *Encouraged planning of innovative disciplinary approaches, assist teacher in implementing such efforts when appropriated*
- *Promoted fairness of students and staff by acting as the Civil Rights Coordinator*
- *Assisted in scheduling student activities*
- *Organized and supervise field trips*
- *Oversaw student attendance*
- *Helped students to develop positive behavior*
- *Held parent teacher conferences*

- *Assisted in planning professional development to staff members*
- *Shared supervisory duties with the Executive Director*
- *Oversaw the school nurse, administrative assistants and school counselor*
- *Title 1 Coordinator*
- *Homeless Student Liaison*
- *PTO Liaison*

Pioneer Charter School of Science

August 2007-June 2008

7th Grade ELA Teacher

- Planned daily and weekly lesson plans and units following the Massachusetts State Frameworks
- Helped to prepare students for the MCAS exam in EL
- Ran the school newsletter and Drama Club
- Was the PTO Liaison

Ferryway School, Malden, MA

Sept 2005- Jan 2006

Long Term Substitute

- Taught 8th grade ELA
- Explored different genres
- Helped prepare students for MCAS testing

Long Term Substitute

March 2004- June 2004

- Taught two fifth grade classes
- Taught, reading, math and science
- Helped prepare students for MCAs testing

Riverdale Neighborhood House, Riverdale, NY

August 2002-August 2003

Head Teacher in the early childhood program

- Planned an appropriate curriculum, incorporating the recommended standards in the areas of literacy, math and science.
- Supervised the assistant: met with her on a weekly basis to discuss lesson plans and worked towards developing a real “team” approach in the classroom.
- Conducted parent teacher conferences, helped to meet the health and safety needs of the students.

College of Mount Saint Vincent, Riverdale, NY

August 2000- September 2002

Secretary: for the Registrar’s Office and Adult Education

- Created brochures for the adult education courses
- Assisted students with their registrations
- Checked graduation requirements for all students

P.S 205, Bronx, NY

Fall 2000- Fall 2002

Student Teacher

- Taught all subjects in 1st, 3rd and 4th grade
- Prepared daily lesson plans in math and language arts
- Provided reading instruction of individual reading groups
- Prepared two units in social students and science
- Met individual needs of learning disable students
- Taught a variety of lessons and prepared students for NYS exams.

Vahit Sevinc

WORK EXPERIENCE

2016-Present Pioneer Charter School of Science II, Saugus, MA

Executive Director

- Ensure the school fulfills its requirements that were set in the school's charter application.
- Lead Admin Team meetings to assess overall standing of our school and monitor the areas for improvement.
- Lead weekly staff meetings and bi-weekly grade chair and department chair meetings.
- Analyze student performance data to improve student learning and teaching practices.
- Review the organization of the school and recommend changes to improve school's efficiency.
- Analyze data on enrollment, attendance and other student record issues.
- Oversee the Dean of Students to ensure the school follows a positive stance on discipline that promotes a restorative approach.
- Re-design, monitor and evaluate after school tutoring programs to ensure students are supported academically in collaboration with our dean of academics and grade chairs.
- Implemented student advisory program where students analyze their grades and set SMART goals.
- Analyze data to identify programs that support students academically, socially and emotionally.
- Continuously assess the school's culture and implement practices to improve morale of students, faculty and staff.
- Attend the director's meeting run by our CEO and provide feedback regarding our school's programs.
- Play an active role in our strategic planning committee in order to identify areas for growth and improve our current programs.

2011-2016 Passaic Arts and Science Charter School, Passaic, NJ

School Director

- Developing school programs and objectives consistent with school district goals and philosophy of achieving academic and social excellence for its students.
- Providing leadership and direction to staff with regard to the ongoing evaluation and improvement of educational programs, including curricular and extracurricular activities.
- Promoting a school environment conducive to individualized instruction, cooperative curriculum development and student learning as evidenced by student's performance on state and district standardized assessments.
- Supervising and evaluating teaching staff in accordance with district approved evaluation plan, and makes recommendations regarding goals, areas needing improvement and continued employment.
- Anticipating and addressing problems that may arise in a resourceful and consistent manner.
- Continuing to acquire professional knowledge and learn of current developments in education by attending seminars, workshops and professional meetings, and by reading

- educational journals and conducting research.
- Organizing and maintaining a system for accurate. Coordinates with the Human Resources Office for the proper maintenance of employee personnel files.
- Working with community groups, youth organizations and other organizations to further student achievement.
- Ensuring that parents are kept informed of their children's progress
- Encouraging teaching staff to keep abreast of developments in the educational field, to engage in staff development, and to continue to grow professionally.
- Providing opportunities for workshops to improve skills in teaching, the use of learning aides, libraries and computer technology.
- Organizing and conducts regular meetings with teachers for continuing development of instructional techniques.
- Involving staff in the evaluation of programs and the planning of new programs.
- Reviewing qualifications of academic candidates and recommends for hire to Lead Person the most qualified teaching, paraprofessional and academic support staff for the school, consistent with Board policies.
- Helping to build a culture of assessment school wide with collaboration of other stakeholders.
- Attending Parent Association meetings when appropriate meetings and actively updates parents on the status of school matters, educational and extra-curricular activities and responds to concerns and issues raised by parents.
- Reporting the Board of Directors regarding overall performance of the school academic programs and operations in general.

2007- 2011 Brooklyn Amity School, Brooklyn, New York

Principal

- Developed school programs and objectives consistent with school district goals and philosophy of achieving academic and social excellence for its students.
- Provided leadership and direction to staff with regard to the ongoing evaluation and improvement of educational programs, including curricular and extracurricular activities.
- Promoted a school environment conducive to individualized instruction, cooperative curriculum development and student learning as evidenced by student's performance on state and district standardized assessments.
- Recommended the selection of texts and other teaching materials.
- Continued to acquire professional knowledge and learn of current developments in education by attending seminars, workshops and professional meetings, and by reading educational journals and conducting research.
- Worked with community groups, youth organizations and other organizations to further student achievement.
- Ensured that parents are kept informed of their children's progress
- Encouraged teaching staff to keep abreast of developments in the educational field, to engage in staff development, and to continue to grow professionally.
- Organized and conducts regular meetings with teachers for continuing development of instructional techniques.
- Involved staff in the evaluation of programs and the planning of new programs.

- Reviewed qualifications of academic candidates and recommends for hire to Lead Person the most qualified teaching, paraprofessional and academic support staff for the school, consistent with Board policies.
- Attended board meetings to provide a report regarding the fiscal and academic status of the school community.

2004 – 2007 Brooklyn Amity School, Brooklyn, New York

Computer & Algebra Teacher

- Taught Computers for middle school and Algebra for high school students.
- Ran the entire schedule for staff and students
- Coordinated Regional and State Science Olympiads and trained coaches and supervised students.
- Coordinated Science Fairs for middle and high school grade levels.

COMPUTER SKILLS

- Pascal, C++, Java, CGI, Oracle SQL, PL-SQL, Forms, Reports and General Structure.
- Examview Assessment Suite.
- Scantron Design Expert, ScanTools
- Vernier LabPro Data Acquisition Software
- LabQuest Handheld Data Collection

EDUCATION

Ege University, Izmir, Turkey

Computational Mathematics (BS) 1994-1998

Brooklyn College, Brooklyn, New York

Computer Science (MA) 1999-2001

Grand Canyon University, Phoenix, AZ

Educational Doctorate in K-12 Organizational Leadership, Expected July 2020

Schools Operated by PCSS

PCSS has been given two separate charters by the MA Board of Elementary and Secondary Education and overseen by the Department of Elementary and Secondary Education.

- 1) The original PCSS charter has been granted in 2006. The school is opened in 2007 and currently located at 51 Summer Street, Everett, MA 02149. In 2016, the BESE approved PCSS' request to expand to grades K-6, which resulted in the opening of a second school building located on 9 Plymouth Street, Everett, MA 02149. Our Everett school's MA district code is 0494 and the school code is 04940205. The school currently serves grades K-12 in two buildings as described.
- 2) In 2013, the BESE granted us the second charter for a 7-12 replication school. PCSS-II is currently located at 97 Main Street, Saugus, MA 01906. PCSS-II's MA district code is 3506 and the school code is 35060505.

Student Academic Achievement

MCAS Performance DATA

Data for all tables is obtained from the MA DESE. Each table shows percent of students who are meeting or exceeding expectations for the next generation of MCAS or percent of students who are proficient or advanced for the legacy MCAS.

Massachusetts administered the next generation MCAS is grades 3-8 for 2017-2019. Grade 10 results are from next generation MCAS only for 2019. 2017 and 2018 grade 10 data is from the legacy MCAS.

PCSS-I sending districts average is the average of Chelsea, Everett, and Revere MCAS scores for relevant grades. PCSS-II sending districts average is the average of Danvers, Lynn, Peabody, Salem, Saugus MCAS scores for relevant grades. For each year we first present data for all students, followed by data for student subgroups. We present data for African American, Hispanic, and high needs student groups. High needs is a designation used by the MA DESE and includes students who are either students with disabilities, English language learners, former English language learners, or economically disadvantaged.

2019 All Students

English	PCSS-I	PCSS-I Sending Districts Average	PCSS-II	PCSS-II Sending Districts Average	State Average
<i>Grade 3</i>	55	45			56
<i>Grade 4</i>	54	42			52
<i>Grade 5</i>	72	38			52
<i>Grade 6</i>	60	38			53
<i>Grade 7</i>	67	35	67	38	48
<i>Grade 8</i>	67	35	67	42	52
<i>Grade 10</i>	78	40	85	49	61

Mathematics	PCSS-I	Sending Districts Average	PCSS-II	Sending Districts Average	State Average
Grade 3	57	43			49
Grade 4	52	46			50
Grade 5	61	32			48
Grade 6	80	36			52
Grade 7	67	30	73	34	48
Grade 8	70	26	82	37	46
Grade 10	87	36	93	45	59

2019 Subgroups of Students: PCSS-I did not have enough African American students in grade 4 to qualify as a subgroup.

English	PCSS-I Black	PCSS-I Sending Districts Black	PCSS-I Sending Districts White	PCSS-II Black	PCSS-II Sending Districts Black	PCSS-II Sending Districts White	State Black	State White
Grade 3	48	40	59				38	63
Grade 4		53	50				33	59
Grade 5	53	31	40				35	58
Grade 6	71	36	39				34	60
Grade 7	77	26	40	56	31	42	29	56
Grade 8	50	42	41	50	34	48	32	59
Grade 10	63	37	56	81	36	57	38	69

Mathematics	PCSS-I Black	PCSS-I Sending Districts Black	PCSS-I Sending Districts White	PCSS-II Black	PCSS-II Sending Districts Black	PCSS-II Sending Districts White	State Black	State White
Grade 3	29	38	51				29	56
Grade 4		52	51				28	56
Grade 5	47	27	39				29	55
Grade 6	79	31	42				30	59
Grade 7	77	20	32	56	21	40	26	55
Grade 8	50	27	31	67	27	44	25	53
Grade 10	69	26	49	96	38	52	35	67

English	PCSS-I Hispanic	PCSS-I Sending Districts Hispanic	PCSS-I Sending Districts White	PCSS-II Hispanic	PCSS-II Sending Districts Hispanic	PCSS-II Sending Districts White	State Hispanic	State White
Grade 3	55	43	59				38	63
Grade 4	45	38	50				33	59
Grade 5	94	36	40				35	58
Grade 6	57	35	39				35	60
Grade 7	69	32	40	59	29	42	29	56
Grade 8	75	32	41	53	30	48	30	59
Grade10	81	34	56	82	34	57	37	69

Mathematics	PCSS-I Hispanic	PCSS-I Sending Districts Hispanic	PCSS-I Sending Districts White	PCSS-II Hispanic	PCSS-II Sending Districts Hispanic	PCSS-II Sending Districts White	State Hispanic	State White
Grade 3	68	41	51				31	56
Grade 4	32	43	51				31	56
Grade 5	63	29	39				29	55
Grade 6	79	35	42				31	59
Grade 7	77	28	32	59	19	40	27	55
Grade 8	75	22	31	76	26	44	25	53
Grade10	90	31	49	73	33	52	33	67

English	PCSS-I High needs	PCSS-I Sending Districts High needs	PCSS-I Sending Districts All students	PCSS-II High needs	PCSS-II Sending Districts High needs	PCSS-II Sending Districts All students	State High needs	State All students
Grade 3	50	40	45				38	56
Grade 4	48	37	42				34	52
Grade 5	65	32	38				33	52
Grade 6	49	31	38				33	53
Grade 7	45	28	35	60	23	38	27	48
Grade 8	62	29	35	60	25	42	29	52
Grade10	72	31	40	81	28	49	36	61

Mathematics	PCSS-I High needs	PCSS-I Sending Districts High needs	PCSS-I Sending Districts All students	PCSS-II High needs	PCSS-II Sending Districts High needs	PCSS-II Sending Districts All students	State High needs	State All students
Grade 3	53	38	43				32	49
Grade 4	48	41	46				32	50
Grade 5	59	27	32				30	48
Grade 6	79	31	36				31	52
Grade 7	52	26	30	65	19	34	26	48
Grade 8	62	20	26	75	20	37	24	46
Grade10	83	29	36	89	25	45	33	59

2018 All Students

English	PCSS-I	Sending Districts Average	PCSS-II	Sending Districts Average	State Average
<i>Grade 3</i>	67	42			52
<i>Grade 4</i>	55	44			53
<i>Grade 7</i>	57	32	70	35	46
<i>Grade 8</i>	64	34	69	37	51
<i>Grade 10</i>	96	76	100	84	91

Mathematics	PCSS-I	Sending Districts Average	PCSS-II	Sending Districts Average	State Averages
<i>Grade 3</i>	76	46			50
<i>Grade 4</i>	53	42			48
<i>Grade 7</i>	62	29	78	32	46
<i>Grade 8</i>	59	29	81	40	50
<i>Grade 10</i>	87	53	93	64	78

2018 Subgroups of Students: PCSS-II did not have enough Hispanic students in grade 10 to qualify as a subgroup.

English	PCSS-I Black	PCSS-I Sending Districts Black	PCSS-I Sending Districts White	PCSS-II Black	PCSS-II Sending Districts Black	PCSS-II Sending Districts White	State Average Black	State Average White
Grade 3	60	50	47				33	59
Grade 4	50	41	53				33	60
Grade 7	55	30	37	42	39	40	27	52
Grade 8	50	26	38	56	22	44	30	58
Grade10	92	87	80	100	75	89	85	94

Mathematics	PCSS-I Black	PCSS-I Sending Districts Black	PCSS-I Sending Districts White	PCSS-II Black	PCSS-II Sending Districts Black	PCSS-II Sending Districts White	State Average Black	State Average White
Grade 3	60	60	49				29	56
Grade 4	44	44	51				28	54
Grade 7	30	26	36	47	20	39	22	54
Grade 8	46	21	31	68	29	47	27	56
Grade10	83	46	62	87	50	71	60	85

English	PCSS-I Hispanic	PCSS-I Sending Districts Hispanic	PCSS-I Sending Districts White	PCSS-II Hispanic	PCSS-II Sending Districts Hispanic	PCSS-II Sending Districts White	State Average Hispanic	State Average White
Grade 3	67	38	47				33	59
Grade 4	63	42	53				34	60
Grade 7	61	28	37	67	27	40	26	52
Grade 8	72	31	38	63	26	44	29	58
Grade10	100	71	80		74	89	78	94

Mathematics	PCSS-I Hispanic	PCSS-I Sending Districts Hispanic	PCSS-I Sending Districts White	PCSS-II Hispanic	PCSS-II Sending Districts Hispanic	PCSS-II Sending Districts White	State Average Hispanic	State Average White
Grade 3	81	43	49				31	56
Grade 4	56	40	51				30	54
Grade 7	75	25	36	80	22	39	23	54
Grade 8	67	27	31	78	30	47	28	56
Grade10	100	47	62		48	71	56	85

English	PCSS-I High needs	PCSS-I Sending Districts High needs	PCSS-I Sending Districts All students	PCSS-II High needs	PCSS-II Sending Districts High needs	PCSS-II Sending Districts All students	State Average High needs	State Average All students
Grade 3	63	37	42				34	52
Grade 4	58	37	44				34	53
Grade 7	54	25	32	63	22	35	25	46
Grade 8	62	25	34	62	22	37	28	51
Grade10	93	68	76	100	74	84	79	91

Mathematics	PCSS-I High needs	PCSS-I Sending Districts High needs	PCSS-I Sending Districts All students	PCSS-II High needs	PCSS-II Sending Districts High needs	PCSS-II Sending Districts All students	State Average High needs	State Average All students
Grade 3	74	42	46				33	50
Grade 4	50	36	42				30	48
Grade 7	56	23	29	73	18	32	24	46
Grade 8	56	21	29	75	23	40	27	50
Grade10	89	44	53	88	44	64	57	78

2017 All Students

English	PCSS-I	PCSS-I Sending Districts Average	PCSS-II	PCSS-II Sending Districts Average	State Average
<i>Grade 7</i>	47	34	53	40	50
<i>Grade 8</i>	71	32	52	40	49
<i>Grade 10</i>	97	77	100	86	91

Mathematics	PCSS-I	PCSS-I Sending Districts Average	PCSS-II	PCSS-II Sending Districts Average	State Average
<i>Grade 7</i>	43	24	65	33	47
<i>Grade 8</i>	67	27	75	39	48
<i>Grade 10</i>	97	57	96	69	79

2017 Subgroups of Students: PCSS-II did not have enough Hispanic students in grade 10 to qualify as a subgroup.

English	PCSS-I Black	PCSS-I Sending Districts Black	PCSS-I Sending Districts White	PCSS-II Black	PCSS-II Sending Districts Black	PCSS-II Sending Districts White	State Average Black	State Average White
Grade 7	38	31	39	42	30	47	30	57
Grade 8	56	25	38	62	28	44	30	55
Grade10	96	73	90	100	78	90	84	95

Mathematics	PCSS-I Black	PCSS-I Sending Districts Black	PCSS-I Sending Districts White	PCSS-II Black	PCSS-II Sending Districts Black	PCSS-II Sending Districts White	State Average Black	State Average White
Grade 7	35	22	24	54	25	40	23	54
Grade 8	56	19	29	85	23	45	24	54
Grade10	96	48	71	91	53	75	61	86

English	PCSS-I Hispanic	PCSS-I Sending Districts Hispanic	PCSS-I Sending Districts White	PCSS-II Hispanic	PCSS-II Sending Districts Hispanic	PCSS-II Sending Districts White	State Average Hispanic	State Average White
Grade 7	40	31	39	48	32	47	29	57
Grade 8	73	29	38	29	31	44	29	55
Grade10	90	72	90	100	77	90	78	95

Mathematics	PCSS-I Hispanic	PCSS-I Sending Districts Hispanic	PCSS-I Sending Districts White	PCSS-II Hispanic	PCSS-II Sending Districts Hispanic	PCSS-II Sending Districts White	State Average Hispanic	State Average White
Grade 7	40	22	24	65	23	40	24	54
Grade 8	69	23	29	44	24	45	27	54
Grade10	90	51	71	100	52	75	57	86

English	PCSS-I High needs	PCSS-I Sending Districts High needs	PCSS-I Sending Districts All students	PCSS-II High needs	PCSS-II Sending Districts High needs	PCSS-II Sending Districts All students	State Average High needs	State Average All students
Grade 7	40	25	34	42	25	40	26	50
Grade 8	64	25	32	32	24	40	26	49
Grade10	94	67	77	100	74	86	79	91

Mathematics	PCSS-I High needs	PCSS-I Sending Districts High needs	PCSS-I Sending Districts All students	PCSS-II High needs	PCSS-II Sending Districts High needs	PCSS-II Sending Districts All students	State Average High needs	State Average All students
Grade 7	38	17	24	58	19	33	23	47
Grade 8	62	20	27	62	20	39	24	48
Grade10	94	45	57	90	48	69	58	79

SAT Performance DATA

Below table shows PCSS-I and PCSS-II SAT Reading/Writing and Mathematics scores for 2017-2019 compared to sending districts and statewide averages. Each year has a table for all students followed by a table for student subgroups.

2019

<i>All Students</i>	Reading / Writing	Math
<i>PCSS-I</i>	573	624
<i>PCSS-I Sending Average</i>	489	487
<i>PCSS-II</i>	584	654
<i>PCSS-II Sending Average</i>	517	509
<i>State</i>	548	550

African American	Reading / Writing	Math
<i>PCSS-I</i>	555	594
<i>PCSS-I Sending Average</i>	465	458
<i>PCSS-II</i>	571	634
<i>PCSS-II Sending Average</i>	477	473
<i>State</i>	476	475

Hispanic	Reading / Writing	Math
<i>PCSS-I</i>	561	581
<i>PCSS-I Sending Average</i>	476	474
<i>PCSS-II</i>	558	645
<i>PCSS-II Sending Average</i>	475	474
<i>State</i>	483	484

High Needs	Reading / Writing	Math
<i>PCSS-I</i>	545	592
<i>PCSS-I Sending Average</i>	472	473
<i>PCSS-II</i>	539	619
<i>PCSS-II Sending Average</i>	478	472
<i>State</i>	490	493

2018

All Students	Reading / Writing	Math
<i>PCSS-I</i>	548	599
<i>PCSS-I Sending Average</i>	489	487
<i>PCSS-II</i>	583	649
<i>PCSS-II Sending Average</i>	518	514
<i>State</i>	550	552

African American	Reading / Writing	Math
<i>PCSS-I</i>	514	559
<i>PCSS-I Sending Average</i>	469	466
<i>PCSS-II</i>	571	635
<i>PCSS-II Sending Average</i>	457	457
<i>State</i>	477	476

Hispanic	Reading / Writing	Math
<i>PCSS-I</i>	539	552
<i>PCSS-I Sending Average</i>	477	474
<i>PCSS-II</i>	553	638
<i>PCSS-II Sending Average</i>	479	473
<i>State</i>	479	481

High Needs	Reading / Writing	Math
<i>PCSS-I</i>	541	578
<i>PCSS-I Sending Average</i>	473	469
<i>PCSS-II</i>	533	613
<i>PCSS-II Sending Average</i>	479	472
<i>State</i>	489	491

2017

All Students	Reading / Writing	Math
<i>PCSS-I</i>	531	576
<i>PCSS-I Sending Average</i>	489	489
<i>PCSS-II</i>	541	604
<i>PCSS-II Sending Average</i>	530	523
<i>State</i>	552	552

African American	Reading / Writing	Math
<i>PCSS-I</i>	508	528
<i>PCSS-I Sending Average</i>	458	458
<i>PCSS-II</i>	519	564
<i>PCSS-II Sending Average</i>	501	489
<i>State</i>	476	476

Hispanic	Reading / Writing	Math
<i>PCSS-I</i>	506	585
<i>PCSS-I Sending Average</i>	479	480
<i>PCSS-II</i>		
<i>PCSS-II Sending Average</i>	507	503
<i>State</i>	483	482

High Needs	Reading / Writing	Math
<i>PCSS-I</i>	520	552
<i>PCSS-I Sending Average</i>	468	468
<i>PCSS-II</i>	511	583
<i>PCSS-II Sending Average</i>	494	482
<i>State</i>	490	492



The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

November 29, 2006

To Whom It May Concern:

This letter is to confirm the legal status of Massachusetts charter schools in general and the **Pioneer Charter School of Science** in particular. Charter schools are public schools created through a charter granted by the Massachusetts Board of Education pursuant to Massachusetts General Laws Chapter 71, Section 89, which begins:

A charter school shall be a public school, operated under a charter granted by the board of education, which operates independently of any school committee and is managed by a board of trustees. The board of trustees of a charter school, upon receiving a charter from the board of education, shall be deemed to be the public agents authorized by the commonwealth to supervise and control the charter.

The **Pioneer Charter School of Science**, to be located in **Chelsea, Everett, or Revere, Massachusetts**, was granted a charter by the Board of Education in February 2006 to operate a charter school for a five-year period beginning **July 1, 2007** and ending **June 30, 2012**. A charter is renewable for additional five-year periods.

As a public school, this charter school is considered a governmental entity for all purposes, including taxation, and by virtue of its charter, it is tax exempt.

[Redacted]

[Redacted]

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The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

TTY: N.E.T. relay 1-800-439-2370

Charter School Office

[REDACTED]

DATE: November 29, 2006
ATTENTION: Ilyas Unlu

FAX [REDACTED]

SUBJECT: FY07 O2 GEE
SENDER: [REDACTED]
OF PAGES INCLUDING COVER SHEET:
COMMENTS: Legal status letter. Let me know if you need originals sent.

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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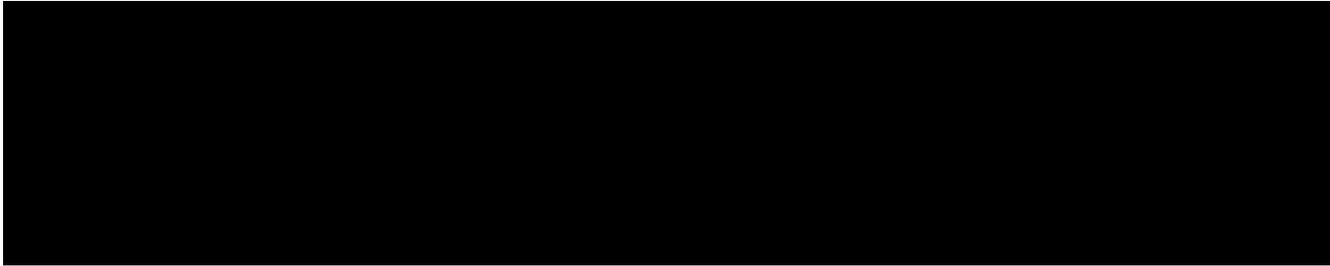
To add more Budget Narrative attachments, please use the attachment buttons below.

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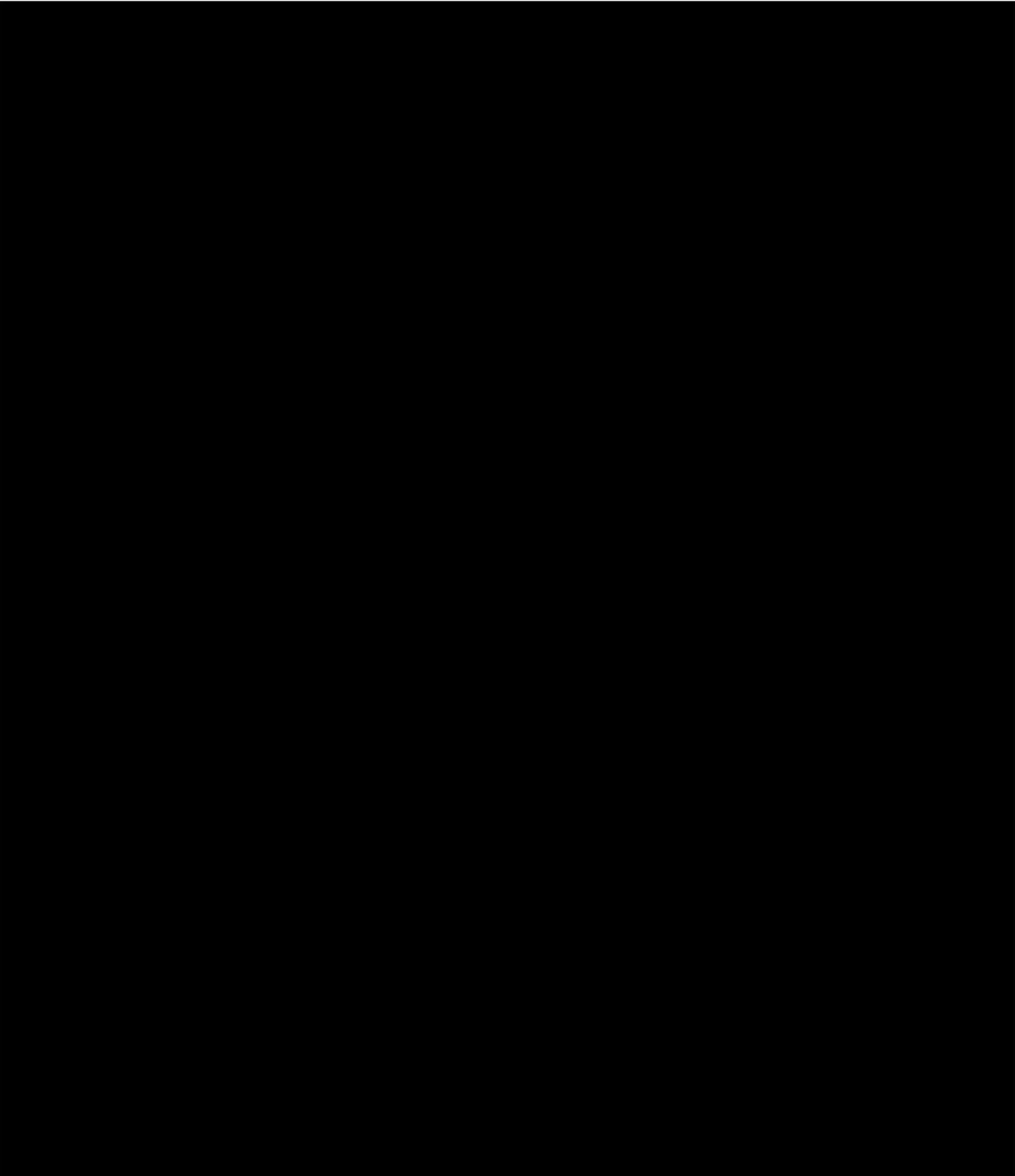
Personnel and Fringe Benefits



We will hire the School Executive Director during the planning year. This is a crucial component of the expansion project as the Executive Director will manage the CSP Grant and all expansion related tasks, including but not limited to overseeing building development, curriculum development, hiring, resource development, etc. We will hire the Executive Director at the end of the first quarter of the Fiscal Year 2021. [REDACTED]

[REDACTED].

[REDACTED]



Equipment

We allocate majority of the CSP Grant to Equipment purchases. Equipment listed below is crucial for the success of the expansion project. They provide the necessary conditions for the replication of our program and enable us to provide a high-quality public education. Our assumption of the prices for each item is based on our recent purchases.

The equipment breakdown and detailed description per year is provided below:

<i>Fiscal Year 2021-2022</i>				
		Unit Price	Quantity	Total
1	Student Desk	\$120	300	\$36,000
2	Teacher Desk	\$600	12	\$7,200
3	Teacher Chair	\$150	12	\$1,800
4	Office Furniture	\$2,000	6	\$12,000
5	Classroom Technology	\$10,000	12	\$120,000
6	Computer Lab	\$28,600	1	\$28,600
7	Student Computers	\$250	204	\$51,000
8	Teacher Computers	\$1,400	23	\$32,200
9	Science Lab	\$50,000	1	\$50,000
10	Library	\$25,000	1	\$25,000
11	Other classroom furniture	\$1,000	12	\$12,000
12	Locker	\$120	204	\$24,480
13	School Equipment	\$25,000	1	\$25,000
14	Gym Equipment	\$10,000	1	\$10,000
15	School Furniture	\$20,000	1	\$20,000
16	Playground	\$80,000	1	\$80,000
17	Network Infrastructure & Security Cameras	\$310,000	1	\$310,000
			Total	\$845,280

Assumptions:

We will furnish 12 classrooms in Fiscal Year 2022 which will include regular and special classrooms, such as art, health, music etc. All classroom furniture and equipment is calculated accordingly. The number of teachers for this year will be 23. Technology for teachers are calculated accordingly.

For line details please see below:

1. Students Desks – We will purchase 25 desks per classroom for 12 classrooms which adds up to 300 desks. Each desk will cost on average \$120 including shipping and handling.
2. Teacher Desk – We will purchase one teacher desk per classroom. An average cost of a teacher desk is \$600 including shipping and handling.
3. Teacher Chair – We will purchase a chair per classroom for 12 classrooms. An average cost of a teacher chair is \$150 including shipping and handling.
4. Office furniture – We plan to open 6 offices during this fiscal year. The furniture cost for each office is around \$2,000. This includes desk, chair, file cabinet, bookshelf, cork board, guest chairs, etc.
5. Classroom technology – For each classroom we will purchase a smartboard, a computer, a document reader, speakers, and other classroom technology. We estimate that the total cost for these devices will add up to \$10,000 per classroom.
6. Computer Laboratory – We will open one Computer Lab during this fiscal year. The lab will be equipped with 25 computers, network equipment, access point, etc. Each computer will cost approximately \$1,000. \$3,600 will be available for other equipment for the lab.
7. Student Computers – We will distribute Chromebooks to our students. We will increase our enrollment for this fiscal year by 204 students. Each Chromebook costs on average \$250.

8. Teacher Computers – We will purchase a laptop for each teacher for planning and development. We estimate the laptop cost to be \$1,400 including shipping and handling.
9. Science Lab – We will purchase science lab furniture and equipment. This purchase includes, but not limited to, Science Desk Stations, Demonstrations station, Science benches, stools, air filtering system, and other needed furniture. \$50,000 will only cover furniture. Expenses over CSP grant will be covered with our regular funding.
10. Library – We will purchase library furniture, computers, desks, and other items needed to set up a library.
11. Other classroom Furniture – Smaller furniture needed for classrooms, such as bookshelves, file cabinets, tables for group time, etc.
12. Student Lockers and Cubbies – We will purchase lockers for students. Each locker cost on average \$120 per locker.
13. School Equipment – We will purchase display boards, announcement equipment, screens for hallways, SLR camera, video camera, projector for events, etc.
14. Gym Equipment – We will purchase equipment for the gym, such as lockers for locker rooms, bleachers, basketball hoops, volleyball nets, goals, etc.
15. School furniture – we will purchase furniture for hallways and other areas, such as reception desk, waiting room furniture, seating furniture for study corners, etc.
16. Playground – we will purchase playground equipment for outside recesses. This price is based on a project we did for the other elementary campus.

17. Network infrastructure – This line includes all network infrastructure, phone system, and security camera system for the school. It includes:

- Cisco Network Switches
- Cisco Access points for each classroom, offices, and hallways
- Servers
- Cloud servers
- Firewalls
- Data backup equipment
- All software licenses and maintenance agreements for all devices
- Security cameras for each classroom, hallways, outside cameras
- Phone system for the school
- Cabling for all network

Fiscal Year 2022-2023				
		Unit Price	Quantity	Total
1	Student Desk	\$120	175	\$21,000
2	Teacher Desk	\$600	7	\$4,200
3	Teacher Chair	\$150	7	\$1,050
4	Office Furniture	\$2,000	2	\$4,000
5	Classroom Technology	\$10,000	7	\$70,000
6	Student Computers	\$250	138	\$34,500
7	Teacher Computers	\$1,400	15	\$21,000
8	Other classroom furniture	\$1,000	7	\$7,000
9	Locker	\$120	138	\$16,560
			Total	\$179,310

Assumptions:

We will furnish 7 additional classrooms in Fiscal Year 2023. All classroom furniture and equipment is calculated accordingly. The number of additional teachers for this year will 15. Technology for teachers are calculated accordingly.

For line details please see below:

1. Students Desks – We will purchase 25 desks per classroom for 7 classrooms which adds up to 175 desks. Each desk will cost on average \$120 including shipping and handling.
2. Teacher Desk – We will purchase one teacher desk per classroom. An average cost of a teacher desk is \$600 including shipping and handling.
3. Teacher Chair – We will purchase a chair per classroom for 7 classrooms. An average cost of a teacher chair is \$150 including shipping and handling.
4. Office furniture – We plan to open 2 offices during this fiscal year. The furniture cost for each office is around \$2,000. This includes desk, chair, file cabinet, bookshelf, cork board, guest chairs, etc.

5. Classroom technology – For each classroom we will purchase a smartboard, a computer, a document reader, speakers, and other classroom technology. We estimate that the total cost for these devices will add up to \$10,000 per classroom.
6. Student Computers – We will distribute Chromebooks to our students. The additional number of students for this fiscal year will be 138 students. Each Chromebook costs on average \$250.
7. Teacher Computers – We will purchase a laptop for each teacher for planning and development. We estimate the laptop cost to be \$1,400 including shipping and handling.
8. Other classroom Furniture – Smaller furniture needed for classrooms, such as bookshelves, file cabinets, tables for group time, etc.
9. Student Lockers and Cubbies – We will purchase lockers for students. Each locker cost on average \$120 per locker.

<i>Fiscal Year 2023-2024</i>				
		Unit Price	Quantity	Total
1	Student Desk	\$120	175	\$21,000
2	Teacher Desk	\$600	7	\$4,200
3	Teacher Chair	\$150	7	\$1,050
4	Office Furniture	\$2,000	2	\$4,000
5	Classroom Technology	\$10,000	7	\$70,000
6	Computer Lab	\$28,600	1	\$28,600
7	Student Computers	\$250	138	\$34,500
8	Teacher Computers	\$1,400	15	\$21,000
9	Other classroom furniture	\$1,000	7	\$7,000
10	Locker	\$120	138	\$16,560
11	Media Center	\$25,000	1	\$25,000
			Total	\$232,910

Assumptions:

We will furnish an additional 7 classrooms in Fiscal Year 2023. All classroom furniture and equipment is calculated accordingly. The number of additional teachers for this year will be 15. Technology for teachers are calculated accordingly.

1. Students Desks – We will purchase 25 desks per classroom for 7 classrooms which adds up to 175 desks. Each desk will cost on average \$120 including shipping and handling.
2. Teacher Desk – We will purchase one teacher desk per classroom. An average cost of a teacher desk is \$600 including shipping and handling.
3. Teacher Chair – We will purchase a chair per classroom for 7 classrooms. An average cost of a teacher chair is \$150 including shipping and handling.
4. Office furniture – We plan to open 2 additional offices during this fiscal year. The furniture cost for each office is around \$2,000. This includes desk, chair, file cabinet, bookshelf, cork board, guest chairs, etc.
5. Classroom technology – For each classroom we will purchase a smartboard, a computer, a document reader, speakers, and other classroom technology. We estimate that the total cost for these devices will add up to \$10,000 per classroom.
6. Computer Laboratory – We will open an additional Computer Lab during this fiscal year. The lab will be equipped with 25 computers, network equipment, access point, etc. Each computer will cost approximately \$1,000. \$3,600 will be available for other equipment for the lab.
7. Student Computers – We will distribute Chromebooks to our students. The enrollment for this fiscal year will be 138 students. Each Chromebook costs on average \$250.
8. Teacher Computers – We will purchase a laptop for each teacher for planning and development. We estimate the laptop cost to be \$1,400 including shipping and handling.

9. Other classroom Furniture – Smaller furniture needed for classrooms, such as bookshelves, file cabinets, tables for group time, etc.
10. Student Lockers and Cubbies – We will purchase lockers for students. Each locker cost on average \$120 per locker.
11. Media Center – We will open a media center for students. We will purchase, desks, computers, audio-visual equipment, smartboard and other technology.

Supplies:

Instructional supplies are a crucial component of the expansion project. They will provide the backbone of a rigorous educational program and ensure that our replication is successful.

Fiscal year 2022 – We will purchase textbooks, curriculum resources, and other instructional supplies. This is our first year and the investment should be larger in the first year. We are planning to spend \$50,000 from the CSP grant for this purpose.

Fiscal year 2023 – As our enrollment grows we will purchase additional textbooks, curriculum resources, and other instructional supplies. We are planning to spend \$35,000 from the CSP grant for this year.

Fiscal year 2024 – As our enrollment grows we will purchase additional textbooks, curriculum resources, and other instructional supplies. We are planning to spend \$30,541 from the CSP grant for this year.