



CHARTER AGREEMENT AMENDMENT APPLICATION

DC PUBLIC CHARTER SCHOOL BOARD

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DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
Charter and/or Charter Agreement Amendment Application Guidelines

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DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application Checklist

Please complete the steps before submitting a charter or charter agreement amendment application.

The entire process can take up to six months from submission of this application to board vote, including up to three months to allow for ANC notification¹ (requires 45 days advanced notice of a public hearing), 30 days of public comment, a PCSB-sponsored public hearing, a public vote at a regularly scheduled public meeting, and the execution of a written charter amendment.

- ☒ Contact Laterica (Teri) Quinn at lquinn@dcpcsb.org to set up a meeting between your school's Executive Director and Board Chair with PCSB leadership to discuss your proposed charter agreement amendment. While most amendments can be handled through filling out the appropriate template, some, such as expansions into new grade levels (early childhood, elementary, middle, high or adult) or multiple amendments at once, may require a more detailed charter agreement amendment application.
 - ☒ Obtain approval from your board to pursue the charter agreement amendment through a documented board vote, and attach a copy of the board meeting minutes to this application.
 - ☒ When appropriate, gather community input and approval from your staff and families. Attach copies of any written communications, dates of meetings, and other evidence of community engagement.
 - ☐ Actively engage the support of the potentially affected Advisory Neighborhood Commission (ANC), DC council member, and other community members about the proposed charter agreement amendment and attach copies of any written communications, date of meetings, and other evidence of community engagement.
 - ☒ Complete the following parts of the charter agreement amendment application:
 - ☒ Part I: General Information (**all applicants**); and
 - ☒ Part II: Applicable Section(s) A-K*
- *A school may apply for multiple types of amendments in a single application by completing each applicable template.
- ☒ Attach completed supporting documents (e.g., enrollment matrix, budget spreadsheet, etc.)

¹ ANC notification is only required where action will impact the neighborhood. So there are some amendments (e.g. amendments to bylaws and Articles of Incorporation) that do not require ANC notification and could require less time.

Charter and/or Charter Agreement Amendment Application Guidelines

Rationale

Pursuant § 38-1802.04(c)(10)² of the School Reform Act (SRA) and charter school charter agreements, a charter school must submit a petition for revision to amend its charter, and PCSB must hold a public hearing and vote on such proposed amendments. In addition, several other provisions of D.C. law – the Open Meetings Act, D.C. Law 18-350, codified at D.C. Code §§ 2-571 et seq.; the Expedited Advisory Neighborhood Commissions Notification Amendment Act, D.C. Law 18-111, codified at D.C. Code § 1-309.10; and the SRA, D.C. Code § 38-1802.14 - require the PCSB Board to hold a public hearing and vote on other proposed amendments, as listed below.

Directions

A school may amend its charter or charter agreement by completing the appropriate questions in this charter agreement amendment application template. All amendments, except for revisions to the articles of incorporation or bylaws, require a public hearing and all amendments are subject to the DC Public Charter School Board's (PCSB) approval. Please note that some amendments must be submitted before a specific deadline to be implemented for the following school year, and the timeline must align with any deadlines specified in your school's charter agreement. (Please check the PCSB [website](#) for due dates and changes to the Guidelines.) Before beginning the process, set up a meeting with PCSB leadership by contacting Laterica (Teri) Quinn at lquinn@dcpsb.org.

Typical Submission Process*

***Depending on the urgency and content matter of the amendment request, this process may be subject to a shorter (or longer) timeline.**

- I. Based on the type of charter amendment(s) that the School would like PCSB to consider, applicants must complete [Part I](#) and the appropriate section(s) and submit to lquinn@dcpsb.org within the timeframe, if applicable.
- II. Prior to submitting to PCSB for approval, the School must provide written or electronic notification of the proposed charter or charter agreement amendment to the appropriate Advisory Neighborhood Commission(s) (ANC).
- III. PCSB will hold a public hearing during its monthly board meeting within 45 days of submission of a charter or charter agreement amendment application, and will publicize the date to the appropriate ANC(s). The school's board chair and school leader are expected to attend the public hearing.
- IV. PCSB will vote on the proposed charter or charter agreement amendment within 45 days of the public hearing, typically at a regularly scheduled PCSB board meeting. The school's board chair is encouraged to be present to execute the new agreement. If the board chair cannot be present, the [charter agreement amendment](#) should be signed prior to the board meeting and submitted to PCSB.

Areas of the Charter Agreement that may require revisions when submitting an amendment

Changes to any of charter agreement sections listed below require the School to submit a charter agreement amendment and seek the Board's approval to execute a charter agreement amendment. Please complete all sections that apply to your particular needs for a charter amendment.

- | | |
|------------|--|
| Section A. | Mission or Education Philosophy |
| Section B. | Curriculum, Standards, or Assessments |
| Section C. | Goals and Academic Achievement Expectations |
| Section D. | Expand Grade Levels to be Served |
| Section E. | Governance Structure (Including hiring/dismissal of management companies, changes to bylaws, etc.) |
| Section F. | Enrollment Ceiling (Please review the criteria for this type of amendment before applying.) |
| Section G. | LEA Status for Special Education |
| Section H. | Campus Reconfiguration |
| Section I. | Replication/Operation of additional campus(es)* (with no changes to grade configurations) |
| Section J. | New Location or Additional Facility |
| Section K. | New Campus that is Not a Replication |

² D.C. Code § 38-1802.04(c)(10) provides: “*Charter revision.*—A public charter school seeking to revise its charter shall prepare a petition for approval of the revision and file the petition with the eligible chartering authority that granted the charter. The provisions of §38-1802.03 shall apply to such a petition in the same manner as such provisions apply to a petition to establish a public charter school.”

Charter and/or Charter Agreement Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: **Melanie Bowen, Board Chair- Creative Minds International Public Charter School**

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

- | | |
|---|--|
| <input type="checkbox"/> Mission or Education Philosophy | <input type="checkbox"/> Replication/Operation of additional campus(es)*
*(w/ no changes to grade configurations) |
| <input type="checkbox"/> Goals and Academic Achievement Expectations | <input type="checkbox"/> LEA Status for Special Education |
| <input type="checkbox"/> Grade Levels to be Served | <input type="checkbox"/> Voluntary Closure of a Campus or Grade Level(s) |
| <input type="checkbox"/> Governance Structure
(e.g., hiring/dismissal of management companies or
changes in bylaws) | <input type="checkbox"/> Campus location (Part D1) |
| <input checked="" type="checkbox"/> Enrollment Ceiling | <input type="checkbox"/> Curriculum, standards, or assessment |

SUBMISSION DATE: 2/1/2016

SCHOOL BACKGROUND

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

Overview of School Performance

- Provide the following information about your Local Education Agency (LEA) by campus:
 - Campus name(s) and location(s): **Creative Minds International Public Charter School, Sherman Building, 3700 N. Capitol Street NW, #217, Washington, D.C. 20011**
 - Year opened: **2012**
 - Grade levels served (Currently and at maturation of charter agreement, if applicable): **Preschool-8th Grade**
 - Date that charter will be eligible for possible renewal: **2026-27**
- Please select the performance indicators below that describe the school's current performance*: (Mark all that apply)
 - ☒ Currently rated Tier 1, or met at least 2/3 of targets on the most recent Accountability Plan, EC, or Adult PMF.
 - ☒ School is not currently under corrective action.
 - ☒ Has historically met enrollment projections w/in 80% of target.
 - ☒ School has been in operation for 3+ years.
 - ☐ School is currently accredited. **2017**

*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here: **Enter text.**

PROPOSAL

Creative Minds International Public Charter School submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on April 20, 2016 (leave blank if this has not been determined).

- Please describe the requested change (provide detail on the selection above). Please describe any planning that is already underway to prepare for the proposed change(s).

We propose an increase of 77 students to CMI's total enrollment ceiling over the next 10 years, increasing it from 653 to 730 students when the school is at full capacity. The attached enrollment matrix shows the target, buffer, and ceiling for each grade level and for each year's total enrollment, with the previously approved numbers for satellite classrooms (if needed) for serving students with high levels of special needs.

The proposed request for an increase in enrollment over the next ten years is a result of recent long-term financial planning and analysis completed by CMI's Treasurer and Finance Committee of the Board of Trustees. The increase is intended to: (i) maintain the School's financial health and sustainability, in order to continue offering students a highly individualized and inclusive education plan that includes arts education and global languages from preschool through middle school, with the appropriate facility, staffing and support; (ii) ensure adequate funding for needed renovations as the School prepares to enroll middle school students; (iii) support increased staffing for the School's administrative functions and leadership team as the school continues to grow; (iv) safeguard the School's ability to repay its OSSE

For questions, please contact PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.

renovation loan; and (v) assess an opportunity to increase the term of the CMI lease at the AFRH facility, which currently houses the school, from 10 to 30 years. The longer-term lease will also allow us to take on additional space beyond what we currently occupy. We believe that the proposed change will enhance CMI's financial health and sustainability, allowing us to serve a greater number of D.C. students, and meet the demand evidenced by our large waitlist numbers.

CMI looks to enhance its teaching and administrative staff to continue offering a high quality, inclusive and international program to all students. The School will continue renovations to its new facility as it adds a middle school program and enhances early childhood and elementary spaces. All renovations will continue to meet code and safety requirements. The School is working to extend the term of its lease from 10 to 20 - 30 years, in order to secure our ideal learning facility for years to come.

The budget included in this application shows the detailed financial planning that was conducted by our Board's Finance Committee and approved by the CMI Board. Communication with various stakeholders is outlined in subsequent sections or attached to this application. Overall, the entire CMI community, including the Board, parents, and teachers, have been supportive of this change, and value how the proposed plan will strengthen the educational program and ensure the School's long-term financial sustainability.

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

(i) The enrollment increase will allow us to continue providing our students with individualized education of the highest quality. The proposed change will allow us to ensure the sustainability of our inclusive, international, and arts-based curriculum for years to come, as we continue to achieve the strong academic results that have defined our School since its opening in 2012. As our student population grows older, we anticipate needing greater supports in place, such as counseling and behavioral supports, which will require additional staff. Our middle school program will necessitate hiring new set of arts and foreign language teachers, who will ensure that our middle school has a strong focus on STEAM-based educational experiences, and who will provide more differentiated instructional opportunities based on academic ability and foreign language proficiency. In order to preserve our goal of a small school for our middle year programs, at full capacity we intend to serve nine classrooms for grades six through eight, through a slow-growth process of adding one grade level at a time. The proposed change would allow us to serve students with the same program components that are highly valued by our community and foundational to our mission of providing a high-quality middle school program. (ii) In the absence of facilities grants, additional funds will support ongoing renovations, and the enhancement of our existing learning spaces as we grow into our facility. In addition, it will provide us with the financial capacity to repay our current OSSE renovations loan and any smaller additional loans the school may acquire. (iii) Based on an analysis conducted by EdFuel, CMI is operating with 40-60% fewer leadership/administrative staff than other schools with the same number of students. As we add a middle school program and our enrollment numbers grow each year, the requested enrollment increase will allow CMI to enhance the School's leadership and administrative capacity. This capacity building will ensure a stronger and more sustainable leadership team, well-equipped to continue supporting teachers and students while preventing burnout and turnover among our highly qualified team. (iv) An increased lease term of 20 - 30 years will reassure parents and guardians of our students that the School has a long-term facility for years to come, so families enrolling their children in preschool will be able to expect to keep their children enrolled at CMI through middle school. The increased term of the lease will also ensure that CMI will continue to serve more D.C. public school students with a rigorous international and inclusive education model for years to come.

3. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

The CMI Board approved the proposed amendment to increase the enrollment ceiling at the Board meeting held on January 20, 2016. (Please see "January 20, 2016 Board Meeting Notes," attached).

4. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Please describe any notable support for or opposition to the proposed amendment(s).

The Head of School discussed proposed changes in enrollment with the school leadership team on January 6, 2016, at our weekly leadership meeting. As members of a team who most experience the hardships of working with 40 - 60% fewer administrative staff compared to most schools of the same size, they agreed that we need to boost the leadership and administrative teams' capacities to continue providing students a high quality program, particularly as we grow in student numbers and add a middle school program. The leadership team is also involved with planning curriculum and instruction for our middle school program, and sees the need for additional inclusion, arts, and language teachers, as well as behavioral support and counseling services in order to ensure that our middle school students are successful. Finally, School leaders agreed that the increase in enrollment to assist in facilitating an extension to the lease in our ideal facility was a positive change for the School.

The Board discussed the enrollment increase at the Board meeting held on January 20th, 2016. Board members unanimously voted for the increase to enhance the School's long term financial health and sustainability. The plan and rationale for increasing enrollment was also shared with the Chair of our parents' association (Creative Families Association) on January 25th, prior to sharing this information with all parents through a letter from the Board Chair and Head of School on February 1st.

The Head of School shared the proposed amendment with our teachers at our weekly staff meeting on January 27th. Teachers expressed understanding of the importance of much-needed instructional and staffing resources the School would gain through this small increase. Some who had previously expressed concern regarding the School's small leadership team were happy to learn that they will be receiving more attention and coaching due to the increase in administrative support. Teachers were reassured that we will continue to support differentiated instruction by increasing the number of inclusion teachers and pull out services for level IV IEP students, who require a separate setting to reach their English Language Arts (ELA) and Math goals. Teachers also asked if enhanced funding will allow for higher salaries. Given the importance of teacher retention, they were reassured that, to the extent possible, funds could also be used for retention and salary increases.

Part II: Specific Revision Requests

Section A. Charter Amendment – **Mission or Educational Philosophy**

***ONLY complete this section if applying to amend Mission/Educational Philosophy.**

A school should apply to amend its mission or education philosophy when it is proposing a material change to its current mission that directly affects students and families. Changes include adding or removing components of the mission, such as second language acquisition, a specific curriculum listed in the mission (e.g., Core Knowledge, Expeditionary Learning, STEM), or specific outcomes (e.g., Career and Technical Education/Certification, International Baccalaureate Diploma). Changes that are revisions in syntax do not require a petition and public hearing. These changes, however, will need to be approved by the PCSB Board and memorialized in an executed charter agreement amendment.

A change in a school's mission/education philosophy must happen prior to the start of a school year. PCSB will not consider proposed amendments to a school's mission/education philosophy during the year prior to or during the year of a high-stakes review or renewal. Revisions to a school's mission or education philosophy will generally be approved if the school demonstrates a need for the change in the mission through:

- *Family support (e.g. petition with signatures, letters of support, minutes from PTO/PTA meeting(s));*
- *Staff support (e.g. application with signatures, letters of support, minutes from staff meeting(s));*
- *An explanation of how the revised mission will directly improve student outcomes and future success;*
- *Evidence that the amended mission is supported by the curriculum, instruction, and school day.*

1. What is the school's current mission statement and/or educational philosophy?

[Click here to enter text.](#)

2. What are the proposed changes to the school's mission statement and/or educational philosophy?

[Click here to enter text.](#)

3. Explain the school's rationale for amending its mission statement and/or educational philosophy, specifically how it will improve student outcomes and future success.

[Click here to enter text.](#)

4. How will the new mission and/or educational philosophy impact the school's existing curriculum, operations, and education experience for families?

[Click here to enter text.](#)

5. Describe how the School came to determine to change its mission and the involvement of the greater community in its revision, including parents, staff, and others.

[Click here to enter text.](#)

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Section B. Charter Amendment – **New Curriculum**

***ONLY complete this section if applying to amend Curriculum:**

Curriculum is under the exclusive control of the school. However, pursuant to the charter agreement, a school must submit a petition for charter revision for any material change in the curriculum that results in a material change to the School's mission or goals. In addition, a school must submit a petition for a charter agreement amendment if a school seeks to change a curriculum that is specifically mentioned in its charter agreement. For example, if the mission of a school states that it will use "Core Knowledge" and the school decides to change its mission and offer a different curriculum, it must seek PCSB's approval as this is a material change to its charter.

1. What is the substantive change that the school is making in its mission and/or education philosophy and how does it impact choices in curriculum, including resources, assessments, instructional strategies, and student outcomes. (Note: complete Section A: School's Mission if the mission statement is substantively changing.)

[Click here to enter text.](#)

2. What resources and materials have you identified that complement the instructional methods and standards in each subject area and grade level? (Instructional materials include but are not limited to: textbooks, workbooks, novels, online programs, manipulatives, teacher resources, smart-boards, computer software, etc.) How will these resources and materials lead to student mastery of the standards while also creating a culture of learning that supports the school's unique mission and educational philosophy?

[Click here to enter text.](#)

3. What adjustments will be made to learning standards to meet the needs of students far above or below grade level, including students with disabilities?

[Click here to enter text.](#)

4. Describe the progression of standards as students matriculate through the school. Demonstrate that the standards for each year will build off the previous year's learning.

[Click here to enter text.](#)

Section C. Charter Amendment - **Goals and Academic Achievement Expectations**

***ONLY complete this section if applying to amend Goals/Achievement Expectations.**

To adopt the Performance Management Framework (PMF) as the school's goals and academic achievement expectations, please review the [policy](#).

Schools should revise their goals and student academic achievement expectations if at its 5- or 10- year review it finds that it has goals that are "not historically measured;" or if the school's leadership, including its board, determines that the current set of charter goals do not accurately reflect the school's mission and education philosophy for student achievement; or when a school has more than five goals and wishes to reduce its reporting burden. Charter schools may revise goals and academic achievement expectations up to one year prior to a high-stakes review and two years prior to charter renewal. Revisions are generally approved if the school successfully shows that the new goals and academic achievement expectations are:

- a. SMART – Specific, Measurable, Achievable, Realistic and Timely*
- b. Appropriately challenging.*
- c. Measure student academic performance in at least English Language Arts (ELA) and math, using the state assessment, if applicable, and expect students to achieve above the city average for similar populations.*
- d. At least one goal should directly measure the extent to which the school is meeting its mission.*

Note: PCSB does not typically accept school-issued grades as a means for measuring student achievement.

1. What are the school's current goals and student academic achievement expectations? What are the new goals and academic achievement expectations? If not all goals are changing, please make it clear which are being deleted or replaced and which are new.

[Click here to enter text.](#)

2. Explain the school's rationale for amending its goals and academic expectations. If goals were "not historically measured" or are no longer being pursued, be sure to address why the school is abandoning these goals and how they will be replaced.

[Click here to enter text.](#)

3. How will the new goals better measure the school's mission, curriculum, operations, and education experience for families?

[Click here to enter text.](#)

4. If proposing goals and/or academic expectations aside from adopting the [Performance Management Framework](#), please describe how the school will monitor and report its progress towards goal attainment. Please note that all schools are required to report on progress each year in the Annual Report.
(If adopting the PMF without any mission-specific goals, this question is not applicable.)

[Click here to enter text.](#)

Section D1. Charter Agreement Amendment—Expand Grade Levels to be Served (Type A)

***ONLY complete this section if applying to revise the grade levels to be served (Type A).**

There are two types (Type A or Type B) of expansions described below. Please review the criteria and set up a meeting with PCSB leadership prior to applying.

Type A: *Schools seeking to add a single grade-level, such as prekindergarten-3 (PK3) to a school that already serves PK4 or a school adding 6th grade to a 7-12th grade school may use this template to apply for the expansion.*

Directions: To apply for a *Type A* expansion amendment, please respond to the questions below.

1. What grades does the school currently serve? What grades will the school expand to serve?

[Click here to enter text.](#)

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

[Click here to enter text.](#)

3. PCSB will review the school's academic history by looking at the following: 1) All PMF and Accountability Plan results for the past three years, 2) The school's most recent charter review and any Qualitative Site Review (QSR) reports, and 3) Progress towards meeting goals as documented in Annual Reports. Please include any additional information PCSB should review when considering your school's academic history.

[Click here to enter text.](#)

4. PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. How will the proposed amendment impact the school's finances? What are the anticipated expenses? How will the school finance its growth plan?

Note: *In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).*

[Click here to enter text.](#)

5. Please include a completed enrollment matrix* with your charter amendment application. Click [here](#) for enrollment matrix template.

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

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

Section D2. Charter Agreement Amendment—**Expand Grade Levels to be Served (Type B)**

***ONLY complete this section if applying to revise the grade levels to be served (Type B)**

Type B: Schools applying to serve a grade level that is new to the school, such as a middle school if operating an elementary school or a high school if operating a middle school. These types of amendments are complicated and many require a full charter revision to incorporate the new curriculum, instruction, goals, and finances.

A charter school will generally be approved to expand the grade levels it is serving if it has had a track record of academic, financial, and operational success, is in compliance with all applicable laws, and is able to provide a detailed plan as to how the new grade level(s) will enhance the school's mission and provide a coherent and impressive educational experience for DC families. Schools that have not earned Tier 1 status on applicable PMFs for all of its campuses and grade levels for the past two to three years, or its equivalent, and/or are not meeting all of their goals and academic achievement expectations, will generally not be recommended for approval to amend their charter to expand grade levels.

Directions: To apply for a *Type B* expansion amendment, please respond to the questions below, as well as the application items listed in the Table of Contents on the following page.

1. What grades does the school currently serve? What grades will the school expand to serve?

[Click here to enter text.](#)

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

[Click here to enter text.](#)

3. PCSB will review the school's academic history by looking at the following: 1) All PMF and Accountability Plan results for the past three years, 2) The school's most recent charter review and any Qualitative Site Review (QSR) reports, and 3) Progress towards meeting goals as documented in Annual Reports. Please include any additional information PCSB should review when considering your school's academic history.

[Click here to enter text.](#)

4. PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. How will the proposed amendment impact the school's finances? What are the anticipated expenses? How will the school finance its growth plan?

Note: In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).

[Click here to enter text.](#)

5. Please include a completed enrollment matrix* with your charter amendment application. Click [here](#) for enrollment matrix template.

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

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

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Section D2. Charter Amendment – **Expand Grade Levels to be Served (Type B)** Continued

Type B: Existing charter schools seeking expansion should also complete the sections of the [Charter Application Guidelines](#) outlined below.

2014-15 Charter Application Guidelines for Existing Charter School Expansions

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Section E. Charter Amendment – Governance Structure

(Including, but not limited to, executing and terminating contracts with management companies)

***ONLY complete this section if applying to amend Governance Structure.**

For Approval: A school should use this section to amend the governance structures established in the following attachments to its charter agreement: Articles of Incorporation, Bylaws, and the description of the proposed rules and policies for governance and operation of the proposed school (usually, Attachment A). These changes range broadly and may include changing the school's legal name (thus requiring a conforming change to its submitted articles of incorporation) or engaging or severing a relationship with a management company. A school does not need to amend its charter when hiring a new school leader or board chair. According to the School Reform Act, a public charter school shall be governed by a Board of Trustees in a manner consistent with the charter granted to the school. PCSB will generally approve changes to governance structure as long as the school's Board of Trustees members are acting as fiduciaries of the School and operate in accordance with the School Corporation's articles of incorporation and bylaws. PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization and take this into consideration when approving a significant departure from the current governance structure, especially if the change will positively or negatively impact the school's financial health.

1. What is the school's current governance structure and what changes are you proposing to make?

Note: Attach a red-lined Articles of Incorporation, Bylaws, or description of the governance structure attached to the charter agreement (usually Attachment A). If the school is only amending Attachment A and does not have the document, it should provide a new document that includes a comprehensive description of the board's relationship to school personnel and any management organization it is contracting with or seeks to be approved to contract with, and any policies or procedures related to these relationships. This description should elaborate on the structure established in the school's Articles of Incorporation and outlined in its Bylaws.

[Click here to enter text.](#)

2. Explain the school's rationale for changing its governance structure. How will the new structure ensure that the school is effectively governed?

[Click here to enter text.](#)

3. How will the proposed change impact the school's leadership and finances? What are the anticipated expenses, and how will the school finance these expenses?

Note: In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).

[Click here to enter text.](#)

Section F. Charter Agreement Amendment – Enrollment Ceiling Increase

***ONLY complete this section if applying to amend Enrollment Ceiling Increase:**

A school should apply for an enrollment ceiling increase if it plans to offer more spaces in the next fiscal year and wishes to be paid for the additional students. A school does not need to apply for a change in enrollment ceiling if it is offering the same total number of spaces but not in the exact grade levels it determined through its Schedule I. If applying for an enrollment ceiling increase, please be sure the school meets the criteria listed in the [Enrollment Ceiling Increase Policy](#). Failure to meet the criteria may result in denial of your charter agreement amendment request.

1. Explain the school's rationale for proposing to increase its student enrollment.

To continue offering DC students a high quality, inclusive, and multifaceted program that prepares them for successful participation in a global society, CMI requests a slight increase to the number of students served in each grade level over time as the school grows to full capacity. Based on financial analyses conducted by the Board's Finance Committee and EdOps, the increase in enrollment would secure the School's long-term financial sustainability and health as we grow our program to serve more DC public school students.

The slight increase maintains low student/teacher ratios and increases the number of special education, inclusion and administrative staff, allowing the School to continue its quality inclusion program for all learners. The change increases target enrollment from 17 students per classroom to 18 students and three adults in each PS and PK classroom, and 20 students in Kindergarten through fifth grade, (with a lead teacher, assistants, and additional student support staff in each classroom based on the educational requirements of students with special needs). The School had already been approved for a target of 17-20 students per classroom in its middle school application for middle school grades (sixth to eighth). The School was also preapproved for a small number of satellite program students in its application to add middle school, and requests to maintain the same number of satellite program students each year over time (please see enrollment matrix).

The additional revenue provided through the enrollment ceiling increase will enhance our staffing model, especially with regards to administrative/leadership staff, inclusion staff, and the ability to sustain a multifaceted program that continues to offer arts education and global languages (Mandarin and Spanish) to students in all grade levels. The additional funding will also support the school to pay for renovations to its new long-term facility, and increase the term of its lease from 10 years to 20 - 30 years, taking on additional space as needed.

2. PCSB will review the school's enrollment trends over the past 3-5 years. What patterns are we likely to find? Is there any context you can provide to explain your current enrollment patterns?
- We will look at the school's enrollment ceiling(s), certificate of occupancy, waitlist/vacant seats, and re-enrollment rates by grade and subgroup.
 - We will review lost instructional time due to out-of-school suspensions, expulsions, and mid-year withdrawals. We will also look at re-enrollment trends for students with infractions.

CMI has met enrollment targets since its very first year, with a growing waitlist each year, demonstrating sustained demand for our program among DC public school students and families. While most schools do not cap class size, CMI's model has a target class size based on the developmental needs of each age group, as early intervention and high quality inclusive programming are foundational elements of our education model. Due to the School's success in the area of inclusion, CMI serves a greater percentage of special education students (27% - 30% of the entire student population), and a greater number of level IV IEP students (7% of the entire student population).

As we increase overall enrollment, we will maintain smaller class sizes for classrooms with a higher number of Level IV students, while also providing for an increase in inclusion teachers. These inclusion teachers will allow for students with large academic gaps in ELA and Math to receive targeted instruction in separate settings during ELA and Math instructional blocks, while continuing to join their peers in arts-based and enrichment classes. Therefore, the slight increases to classroom totals on a school-wide basis do not have a negative impact on the quality of inclusive education the School has promised and delivered for students with special needs and their general education peers.

The School has not had any vacant seats but has maintained our two upper grades—this year's 4th and 5th grades—smaller in class size based on the needs of the students in those grades (over 50% of these students have an IEP). The School's waitlist from last year will show that there are more applicants than seats available for all grade levels.

The School has been recognized as having an extremely low number of suspensions, or transfers to non-public placements (1 student). The School's individualized and positive approach to behavioral management has supported our staff to help students with behavioral challenges process and understand their emotions, leading to fewer behavioral disruptions that lead to suspensions. To the extent possible, consequences for behaviors have been implemented in school with minimal time outside of the classroom.

We only faced challenges with the reenrollment of 2 students with infractions whose parents did not re-enroll them at CMI. Our belief is that the reporting requirements of Child and Family Protection Services negatively affect the School's ability to maintain a trusting relationship with some parents, who subsequent to the agency's involvement, transfer their children to other schools.

3. PCSB will review the school's academic history by looking at the following: 1) All PMF and Accountability Plan results for the past three years, 2) The school's most recent charter review and any Qualitative Site Review (QSR) reports, and 3) Progress towards meeting goals as documented in your annual reports. What patterns are we likely to find? Is there any context you can provide to explain your academic history? Please include any additional information PCSB should review when considering your school's academic history.

The School's PMF and annual reviews will show that even with the high percentages of special education students compared to most other schools, CMI's academic performance has been at the level of Tier 1 schools. The PMF will show high levels of progress and achievement for all grade levels in Literacy/English Language Arts and Mathematics. Even our two upper elementary grade students (this year's 4th and 5th graders), in which over 50 % of the students have IEP's, and in which there are 2-3 level IV students out of 15-17 students in each classroom- have met progress and achievement goals each year since they began their education at CMI in first and second grades respectively. These same student cohorts were in the 3rd and 4th grade classrooms and participated in the PARCC assessment last year; CMI still qualified in the top 24 schools in the PARCC assessment results. The School's overall performance on the PARCC assessment was very high, especially in English Language Arts, and CMI's special education students far outperformed the City average on the PARCC assessment. We are proud of our students' strong academic results and our ability to differentiate instruction in order to successfully educate students with various academic levels.

In line with its goals and mission, CMI has also delivered a strong and highly engaging international curriculum with arts education, arts integration, and global languages for all grades served starting in preschool, from the very first year the School opened.

4. PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. How will the proposed amendment impact the school's finances? What are the anticipated expenses, and how will the school finance its growth plan?

Note: In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).

The proposed request for an increase in enrollment over the next ten years is a result of recent long-term financial planning and analysis that was completed by CMI's Treasurer and Finance Committee of the Board of Trustees in order to: (i) maintain the school's financial health and sustainability in order to continue offering students a highly individualized and inclusive education plan that includes arts education and global languages from preschool through middle school with the appropriate facility, staffing and support; (ii) ensure adequate funding is available to continue renovations as the School prepares to enroll middle school students; (iii) support increased staffing for the School's administrative functions and leadership team as the school continues to grow; (iv) safeguard the School's ability to repay its OSSE renovation loan; and (v) assess an opportunity to increase the term

of the CMI lease at the AFRH facility which currently houses the School from ten to up to thirty years and take on additional space beyond the currently contracted space at the facility.

In developing the revised enrollment figures, the objective was to maintain an optimal balance among students to teaching staff & support while conserving CMIs financial strength. Additional goals encompassed the ability to continue to improve and maintain the schools space at the historic AFRH facility, augmenting much needed administrative staff, enhancing development and support programs for teaching staff and students and securing the facility for our long term future.

The School's long-term projections show that revenue growth will begin to moderate as it begins to approach final target enrollment figures. Similarly, as the School implements and levels out staffing and other increases, expense growth will also moderate. Over the course of the planning period, the CMI begins building cash reserves for its future. Building reserves is essential to ensure the School is able to weather any unforeseen events.

CMI is projecting to spend approximately \$600,000 this school year and next (2015-16 and 2016-17) to renovate an additional portion of the AFRH facility to be used for current students moving into middle school, and new students coming into the program. And as the School continues to add students, we have budgeted funds annually for continued improvements to the facility. CMI will also begin to repay its OSSE loan and projects adequate cash reserves to make all necessary principal repayments.

While the School has projected that payment delays associated with the enrollment request can be absorbed by the CMI's current reserves, the CMI Board of Trustees and leadership team continue to explore opportunities to secure alternative sources of funding. The CMI Board, in particular, is focused on ensuring that School leadership and staff is not unduly burdened or constrained by limited resources during the critical 2016-17 school year, to manage the pending facility renovations, the higher enrollment and the new middle school. As such, bridge financing which has been projected to be feasible from a financial perspective, continues to be evaluated and discussed with potential sources. Any such financing will require approval from OSSE as the current senior lender, but it is expected that approval would be forthcoming.

Below and attached is CMI's five year forecasted budget reflecting projected funding, expenses, principal repayments and capital expenditures. In addition, the budget includes anticipated year end cash balances showing the school's financial stability.

Creative Minds International PCS							
5-Year Detailed Budget							
Adding Preschool in 2015-16 and Middle School in 2016-17							
	Year 0 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21	
Per Pupil Charter Payments	\$2,715,570	\$3,898,015	\$4,845,640	\$5,818,382	\$6,215,996	\$6,605,032	
Per Pupil SPED	\$1,126,439	\$1,913,538	\$2,405,271	\$2,913,511	\$3,091,869	\$3,347,522	
Per Pupil Summer School	\$0	\$0	\$0	\$0	\$0	\$0	
Per Pupil Facilities Allowance	\$762,877	\$1,059,036	\$1,299,584	\$1,555,752	\$1,636,976	\$1,711,952	
Federal Entitlements	\$45,211	\$97,217	\$123,007	\$150,640	\$162,819	\$176,221	
Other Government Funding/Grants	\$198,208	\$99,463	\$123,953	\$151,261	\$163,503	\$175,732	
Total Public Funding	\$4,848,305	\$7,067,270	\$8,797,455	\$10,589,546	\$11,271,162	\$12,016,459	
Private Grants and Donations	\$71,598	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	
Activity Fees	\$430,006	\$520,937	\$642,751	\$772,707	\$817,369	\$858,465	
Other Income	\$78,470	\$0	\$0	\$0	\$0	\$0	
Total Non-Public Funding	\$580,073	\$570,937	\$692,751	\$822,707	\$867,369	\$908,465	
TOTAL REVENUES	\$5,428,378	\$7,638,207	\$9,490,205	\$11,412,253	\$12,138,531	\$12,924,924	
Personnel Salaries and Benefits	\$3,232,595	\$5,048,629	\$6,497,457	\$7,630,832	\$8,112,014	\$8,530,157	
Direct Student Expense	\$545,344	\$646,931	\$618,115	\$754,399	\$818,488	\$891,587	
Occupancy Expenses	\$328,978	\$317,256	\$448,306	\$668,526	\$1,610,146	\$1,746,293	
Office Expenses	\$234,750	\$303,256	\$352,812	\$393,119	\$413,504	\$434,728	
General Expenses	\$379,712	\$509,978	\$641,194	\$784,786	\$846,980	\$910,402	
TOTAL EXPENSES	\$4,721,380	\$6,826,049	\$8,557,884	\$10,231,663	\$11,801,131	\$12,513,167	
NET ORDINARY INCOME	\$706,998	\$812,158	\$932,321	\$1,180,590	\$337,400	\$411,757	
Interest Expense	\$90,000	\$78,466	\$66,348	\$51,388	\$28,755	\$0	
NET INCOME / NET ASSETS	\$616,998	\$733,692	\$865,973	\$1,129,202	\$308,644	\$411,757	
TOTAL CAPITAL BUDGET	\$855,554	\$268,430	\$210,975	\$216,623	\$196,718	\$183,447	
OSSE LOAN PRINCIPAL PAYMENTS	\$250,813	\$264,785	\$326,903	\$291,864	\$865,634	\$0	
CASH AT YEAR END	\$193,390	\$479,587	\$863,201	\$1,549,361	\$836,147	\$1,098,970	

5. Will the proposed enrollment ceiling increase cause the school to exceed the maximum occupancy load detailed in the school's certificate of occupancy? If so, when and how will the school address this?

No. The school's current Certificate of Occupancy allows for 639, far exceeding this year's actual occupancy load. As the school takes over more space in its current facility each year to serve additional students and grade levels, the occupancy load will be amended accordingly, along with any required renovations and health and safety requirements.

6. Please include a completed enrollment matrix* with your charter amendment application. Click [here](#) for enrollment matrix template.

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

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

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Section G. Charter Amendment – **LEA Status for Special Education**

***ONLY complete this section if applying to amend LEA Status for SPED:**

All schools must become independent local education agencies (LEAs) for special education by the start of school year 2016-17. Prior to that date, schools will be approved to do this unconditionally as long as they have a plan in place to effectively serve all students with disabilities, as well as to address current, pending and potential litigation, manifestation hearings, IEP reviews, etc. in order to sufficiently serve their students with disabilities. All other schools will receive conditional approval and be monitored by PCSB staff to ensure that a continuum of service is offered at the school.

1. How will the school ensure that it will be able to provide a high-quality special education continuum of services? How will you ensure that quality is maintained over time?

[Click here to enter text.](#)

2. What special education instructional model is currently implemented at the school? Will the school's change of LEA status impact this model? If so, how? Include in your response any of the following:
 - a. Changes in organizational structure as related to staff responsible for special education compliance and instruction.
 - b. Professional development for staff regarding offering a continuum of services that were previously not offered at your school, if applicable.
 - c. Description of continuum of services that will be offered at your school.

[Click here to enter text.](#)

3. Please describe how the school's change of LEA status will affect the school's financial and operational procedures. What are the anticipated expenses, and how will the school finance these expenses?

Note: In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).

[Click here to enter text.](#)

4. Have you discussed this change with school staff and parents, particularly families of students with disabilities? Please describe any concerns raised and how you are addressing them.

[Click here to enter text.](#)

5. How many special education students does your LEA currently serve at each grade level? Please provide a breakdown of your special education population by special education level and disability category.

[Click here to enter text.](#)

6. Please discuss any current pending litigation regarding special education relevant to your school, as well as any litigation that occurred within the past three years.

[Click here to enter text.](#)

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Section H. Charter Agreement Amendment – **Campus Reconfiguration**

***ONLY complete this section if applying to revise the configuration of the school's campuses.**

A school should apply for a campus reconfiguration if it combines or divides grade levels into separate “schools” or campuses. Each campus should have one principal, who has the direct authority over just those grade levels, and who reports to the head-of-school or executive director. The school should apply for this change when it wants one accountability system per campus. For example, a PK-8 school that is one campus, will have one PMF score and will report in its annual report once on its progress towards meeting its goals, whereas a PK-8 that has three campuses (e.g. PK-K, 1-5, and 6-8) will receive three separate PMF scores and report three times on its goals, one per campus. A charter school will generally be approved to change the configuration of their campuses if they provide a clear rationale for the proposed change and provide evidence that it will strengthen the overall school program and meet the conditions set forth in the School, Facility, Campus [policy](#).

1. Describe the current campus configuration of the LEA and how it will change.

[Click here to enter text.](#)

2. Explain the school's rationale for changing its campus configuration, explaining how the change will directly impact student performance and school culture.

[Click here to enter text.](#)

3. Each campus will be held accountable to meet or exceed the goals and student academic achievement expectations as set forth in your charter or subsequent amendments. How will the reconfiguration help the school meet its charter goals and achievement expectations?

[Click here to enter text.](#)

4. What effect will the campus reconfiguration have on the school's program, including:

- a. Staffing,
- b. Budget,
- c. Facilities, and
- d. Other aspects of the school program, including transportation, before or aftercare, etc.?

[Click here to enter text.](#)

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Section I. Charter Amendment – **Campus Replication***

*(with no changes to grades configuration or curriculum)

****ONLY complete this section if applying to Replicate/Operate in Additional Campus(es).**

PCSB will generally approve a campus replication amendment for LEAs that fit the following criteria:

- *Have PMF scores of Tier 1 or its equivalent for each PMF related to the LEA for the majority of the past five years, including all existing campuses;*
- *Are financially viable with sufficient financial standing for the past three years; and*
- *Are in compliance with all applicable laws and PCSB policies.*

1. Explain the school's rationale for proposing to replicate, including the growth plan, location, and target population. If this is intended for a restart or take over, please discuss your theory of change.

[Click here to enter text.](#)

2. How will the school ensure that the quality of the new campus will be the same as the quality of the existing campus(es)? How will you ensure that quality is maintained across all campuses over time? If the expansion is tied to a takeover or restart, please describe your plan to ensure quality. In your response include:

- a. Anticipated changes that will be made to your organization structure, including an updated organizational chart.
- b. Recruitment and staffing plans (including hiring timeline) for these vacancies, including the new principal/academic lead, counselors, and key support staff.
- c. Professional development and other supports offered to staff at the new campus.

[Click here to enter text.](#)

3. How many students will be served at the new campus and what is your timeline for expansion? NOTE: If the replication will require an amendment to your enrollment ceiling, you must complete [Section F: Enrollment Ceiling](#).

[Click here to enter text.](#)

Note: If you have identified a new location, please complete [Section J: New Location](#) and submit with this request. If not, please note that you must submit Section J when a new location has been identified. Please note that another public hearing will be held once a location has been found.

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For questions, please contact PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.

Section J. Charter Agreement Amendment – New Location or Additional Facility

***ONLY complete this section if applying to amend Campus Location.**

Any school that is planning to operate a new campus in an existing (or new) location or relocate an existing campus, whether temporarily or permanently, and even if it is taking over an existing campus of another public charter school, must notify PCSB of the change and amend its charter agreement to include the new address.

PCSB will generally approve a campus addition or relocation amendment, if the school has made documented and meaningful effort to engage the community, including the Advisory Neighborhood Commission (ANC), and has made an effort to address their concerns, if any. The school must show proof that it has taken into consideration the current families attending the school and their transportation needs, at least for the first year of operation in the new location.

1. What is the reason for this change in location: [check the reason below that best describes your plan]

- ☐ Entire campus or school is relocating from current location to a new location?
- ☐ A single campus is both staying in its current location AND expanding into a second location (e.g. some grades in one facility and some in a second temporary space until a permanent facility is found.).
- ☐ School is replicating an existing campus. (Note: Please complete Section H: Replication)
- ☐ School is creating a new campus being housed in a new facility (Note: Please complete Section D: Campus Reconfiguration)

2. List all of the facilities that the school currently operates along with the new facility(ies) the LEA plans to operate. Include the campus(es) located in each facility, highlighting any changes from what is currently written in its charter agreement.

[Click here to enter text.](#)

3. Is the proposed new facility a property that you plan to purchase or lease? How many square feet is this space? Which grade level(s) will be at this location?

[Click here to enter text.](#)

4. If the school is planning to move a current campus into a new location, please address:

- a. How will the change in location impact students who currently attend this campus, and how will you ensure that students will re-enroll?
- b. Given that students are expected to move, how will you support families that need transportation?

[Click here to enter text.](#)

5. Describe the neighborhood of the proposed location (e.g. residential, commercial, metro-accessibility). What value will you bring to this community? In your response, list traditional and public charter schools in close proximity to the new location, identifying schools that serve the same grade span as you will serve at full capacity at this location. Describe how the academic performance, demographics, and mission of your school compare to these schools.

[Click here to enter text.](#)

Section J. Charter Agreement Amendment – New Location or Additional Facility Continued

6. Describe how you have engaged your school's community in the decision to relocate, expand, or divide into this new location. Submit documentation of your communications with your staff and families regarding this new location. Please explain any potential concerns raised by the school's internal community, including students, teachers, etc. (Not applicable if replicating an existing campus.)

[Click here to enter text.](#)

7. Describe all community outreach that has been done in the local community of the new school location. Submit documentation of communications with nearby principals, neighbors, ANC representatives, Councilmembers, and others, notifying them of your plans. What concerns, if any, have been brought to your attention and how do you plan to address them?

[Click here to enter text.](#)

8. Will there be newly-created slots for additional students? If so, discuss student recruitment efforts in the new school community.

[Click here to enter text.](#)

9. What is the occupancy maximum at the new location? If the maximum occupancy load for staff and students is less than the total number of staff and students who will occupy the facility at any point in the future, please explain how you will address this issue.

[Click here to enter text.](#)

10. How will the proposed change impact the school's operations and finances? What are the anticipated expenses, and how will the school finance these expenses?

[Click here to enter text.](#)

***Note:** In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).*

Section K. Charter Amendment – New Campus that is Not a Replication

Prior to beginning this request to expand, contact PCSB staff person Laterica (Teri) Quinn at (202) 328-2675 to set up a meeting with PCSB leadership and your school's board chair and executive director to discuss the nature of your request. .

Instructions: To apply for a charter expansion, please refer to the **charter application guidelines** provided on PCSB's website at: <http://www.dcpsb.org/report/start-charter-school>. Existing charter schools seeking expansion should complete the sections of the [Charter Application Guidelines](#) outlined below.

2014-15 Charter Application Guidelines for Existing Charter School Expansions
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- A. Establishing the Need
 - 1. Demonstrating a Need
 - 2. Demographic Analysis
 - 3. Recruiting and Marketing
- B. Education Plan
 - 1. Mission & Philosophy
 - a. Education Focus
 - 2. Goals
 - 3. Curriculum
 - a. Student Learning Standards
 - b. Methods of Instruction
 - c. Resources and Instructional Materials
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 - e. Vertical Alignment and Promotion Requirements
 - 4. Support for Learning
 - a. Planning Year
 - b. School Organization and Culture
 - c. Safety, Order, and Student Discipline
 - d. Professional Development
 - e. Structure of the School Day and Year
 - f. Family Involvement
 - g. Community Participation
 - h. Extracurricular Activities

Section K. Charter Amendment – New Campus that is Not a Replication Continued

C. Business Plan

- a. Administrative Structure

2. Facilities

- a. Identification of a Site
- b. Financing for Facilities
- c. Building Maintenance

D. Operations Plan

- a. English Language Learners

2. Human Resource Information

- a. Qualifications of Key Leadership and School Staff
- b. Staffing Plan
- c. Major Contracts Planned
- d. Technology Plan

E. Budget and Finance

- 1. Pre-Opening Budget
- 2. Two-Year Operating Budget
- 3. Estimated Five-Year Budget Projections
- 4. Capital Budget
- 5. Cash Flow Projection for Year One

F. Course Curriculum

Enrollment Matrix – All Campuses

	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	<i>Continue until year of max enrollment</i>
Grade Levels	Current	Projected	Projected	Projected	Projected	Projected
PK-3						
PK-4						
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Total						
Grade 6						
Grade 7						
Grade 8						
Total						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total						
LEA Total						
Projected % - SPED						
Projected % - ELL						
# Campuses*						