



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.

- x 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.
 - x 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.
 - x 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.
 - x 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.
 - x Complete the following parts of the charter agreement amendment application:
 - x Part I: General Information (**all applicants**); and
 - x 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.
- x 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 DC 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.”



DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: **YouthBuild PCS, Steve Lanning, Board Chair**

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: 12/5/2016

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): **YouthBuild PCS, 3014 14th St, NW, Washington, DC 20009**
 - Year opened: **2005**
 - Grade levels served (Currently and at maturation of charter agreement, if applicable): **Adult Education School**
 - Date that charter will be eligible for possible renewal: **2020**
- 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. **Accreditation expires 2022.**

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

PROPOSAL

YouthBuild PCS 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_____, 20_____ (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).

YouthBuild PCS is requesting an enrollment ceiling increase, from 115 to 150 students for SY 2017-18 and beyond.

To prepare for this proposed change, we have looked at demand for our program, reviewed the program schedule, evaluated impacts of the increase on staffing and supports for students, and analyzed space requirements. Our analysis demonstrates that this increase would allow us to better meet student demand, to serve more students, while at the same time, more effectively and efficiently meeting the needs of all of our students.

The increase would also enable us to relocate to a facility that would more effectively serve all of our students (see Rationale below and in Section F). This increase would have minimal impacts on staffing and other supports for students, and it would create much better economies of scale for our program, allowing us to reallocate additional resources, including new technology (e.g., Chromebooks) to support student learning.

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

The mission of YouthBuild PCS is to: transform the lives of out of school youth in the District of Columbia by offering a bilingual educational option that combines an academic program with vocational training, employability skill-building,

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

and community service—a program designed to prepare young people for college or the workplace while they work to create housing for the city’s low-income residents.

This amendment would allow YouthBuild PCS to serve up to 35 additional students in each enrollment period starting in SY 2017-18, helping more students to earn their GED (and earn a DC State High School Diploma), obtain college and career-readiness skills, and gain industry-recognized certifications (such as HBI-PACT and NCCER construction certifications), while they transform themselves and their community.

As we discuss later in this application, there is a high need for programs like ours, that serve disconnected/opportunity youth. Currently, we receive more than 350 applications each year, for a mere 115 program slots, and data show that demand for construction and related jobs continues to grow each year (Bureau of Labor Statistics, 2016). Additionally, successful employment in today’s workforce increasingly requires the fundamental soft skills that our program teaches young adults (e.g. work-readiness, team-work, leadership, and professionalism). No matter what field students enter, YouthBuild PCS is designed to provide students with the crucial tools they need to succeed.

This increase would allow us to meet this need, address this demand, and help to ensure that both the needs of our students and our city are met. Right now, we are the smallest adult education program in the Adult Education Charter Sector, and our enrollment ceiling is the lowest *by far* in the Adult Education Charter Sector (the next closest is LAYC Career Academy’s cap of 250). Our current enrollment cap of 115 places severe constraints on the number of students we are able to serve, and also on the ways in which we are able to meet the needs of students

Moreover, this amendment would allow us to find a much better learning facility.

Our current facility does not meet our needs. It can only hold 80 of our 115 students at a time, meaning that we have to have all-school events and orientation sessions offsite. Nearly half of the square footage we are paying for (approximately 6000 square feet) is “dead space,” (e.g. hallways or other space that is not reconfigurable to serve as functional programming or learning space), resulting in a situation where the school is paying for square footage we cannot use for students.

Additionally, our space is not optimal for learning. We are located in a basement, with few windows (no windows on one side of the building); students must cross deadspace underneath a condominium building to go between sides of the building; the entrance to the building is located on the street level and separate from the rest of the learning space. The building floods when there is significant rain. And, the building lacks large enough common space for meetings, requiring us to use recreation centers to hold student orientations and all-school events.

Currently, serving 115 students, YouthBuild PCS is paying among the top five highest rates per square foot in the charter sector for our facility. With a higher enrollment ceiling, we can find a much more suitable learning space, that will allow us to serve more students and better meet the demand for high-quality programs for disconnected youth.

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

The amendment was approved by the YouthBuild PCS Board of Directors on 11/16/16. See attached minutes.

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).

YouthBuild PCS has drafted a letter to our local ANC, informing them of our desire to grow the program. However, if approved, the increase would not impact our current external, geographic stakeholders, such as ANC commissioners and neighbors, as we would of necessity have to move to another location. There would be a different process to inform stakeholders in the neighborhood of any future site of the school. Among internal stakeholders, school leadership has discussed the goal of growing the program, locating new and more optimal learning space, and offering more program options for students, with staff. Staff are very supportive of the goal of moving to a better learning facility, serving more students and of broadening our career and technical offerings for students.

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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- A. Establishing the Need
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- F. Course Curriculum

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.

There are a number of reasons YouthBuild PCS seeks to increase student enrollment.

First, as research has shown, there is an ongoing need for alternative charter programs that serve disconnected/opportunity youth in the District of Columbia. In 2015, less than two out of three students graduated from high school (65%) and one in five high school students was a high school drop-out, considered "educationally disengaged" (OSSE, 2016). "Unacceptably large numbers of low-income young people with lower levels of education— about 8,300, or 9 percent of all young people aged 16 to 24—are 'disconnected,'" meaning they are neither in school nor employed (Brookings, 2014).

Our program meets this need, by enabling students to "reconnect"— to work toward their GED/HS Diploma; earn a stipend while they learn crucial 21st Century skills and give back to their community; and prepare for post-secondary success. Last year, 12 students, or 12.9% of our student population earned their GED, among the highest percentage in the Adult Education Charter Sector. Of the students who graduated last year, one is working *and* on full scholarship to UDC; one is serving as a Public Ally and another as a Vista Volunteer; and several are working in construction (and related fields) or childcare.

Second, there is a high demand for our program. Since March 2016, we have received more than 350 applications for 115 enrollment slots. By increasing our enrollment ceiling to 150, we could serve more students each year and meet much more of this demand. Currently, our enrollment ceiling is the lowest in the Adult Education Charter Sector.

Moreover, our program is designed to prepare students to serve their community, to enter into the high-demand field of construction and related industries—a field that the Bureau of Labor Statics predicts will grow by 13% from 2014-2024 (see Bureau of Labor Statistics, 2015)—and to obtain the skills they need to successfully pursue post-secondary education and/or enter a variety of 21st Century jobs. This expansion would allow us to prepare significantly more students for high-demand, living wage work.

Third, this enrollment ceiling increase would enable us to find a new location that would better serve all of our students and create better economies of scale. When our program originally started in 2005, we were closely connected to the Latin American Youth Center (LAYC), and it made sense to house the program next to the LAYC. Since that time, however, the YouthBuild program has grown—from 65 students to 115—and the space has become a limiting factor. We are currently housed in basement space, with few windows (no windows on one side of the building), and limited access to fresh air. Though the space is "adequate" for learning, it is far from ideal. We are currently looking for a new location that would be accessible to students and staff, warm and welcoming, and better situated to meet the needs of our students and the city. By raising the enrollment cap from 115 to 150, we could secure a space that could serve more students in a much more cost-effective way.

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?
 - a. We will look at the school's enrollment ceiling(s), certificate of occupancy, waitlist/vacant seats, and re-enrollment rates by grade and subgroup.
 - b. 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.

As our enrollment data show, for the past several years we have been fully enrolled every year with the exception of one, when our audited enrollment count was 112 out of 115, due to operational challenges unique to that school year (2014-15). For the past two years (2015-16 and 2016-17), we have overenrolled—enrolling 119 students last year and 120 students this year, knowing that we would lose some of our students to employment and other challenges as the year progressed.

For the past two years, we have also begun enrolling students in January. Last year, we enrolled eight additional students in January, and this year, we anticipate enrolling 15-20 students. To accommodate this new enrollment period, we have adapted the YouthBuild model (a year-long model that combines in-class learning with work-based learning on the jobsite), so that students can enter both the academic and CTE programs mid-year.

We have also taken great pains to increase our retention rates the past two years. Last year, for example, our retention rate was 87.6%, the highest retention rate in the Adult Education Charter sector, and we expect this year's rate to be similarly high.

Keeping in mind that demand for programs such as ours continues to be high, that we had more than 350 applications for 115 slots this year, that we have overenrolled for the past two years, that our retention rate has climbed and was the highest in the adult education charter sector last year, and that we have created a January enrollment period to accommodate more students—we believe we have an excellent case for increasing our enrollment cap.

- 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.**

YouthBuild PCS has undergone tremendous transformation in the past two years. After YouthBuild PCS struggled to adapt to the new requirements of the 2014 GED, the YouthBuild Board of Directors took bold action. They partnered with TenSquare, a deeply experienced school improvement organization, who appointed a new academic leader to lead the school. YouthBuild then restructured its learning model, creating a personalized, blended learning model to support both academic and vocational learning; built a new customized data system to track student learning and progress; completed a Special Education QAR and dramatically strengthened our special education program; provided instructional coaching to improve student learning; added new operations expertise; strengthened student culture; and added five new board members with expertise in finance, law, and education.

After just one year, YouthBuild PCS increased outcomes across the board: Student Progress increased by almost 4 percentage points (despite retaining and testing almost double the number students as tested in the prior year); 12 out of 15 students earned their GED (a passage rate of 80%, 12-fold growth over the prior year when only one student passed, and one of the highest percentages of total student populations in the adult education charter sector at 12.9%); YouthBuild scored high on College and Career readiness as well, earning more than 85% of the CCR measure on the PMF; and finally, YouthBuild was also Tier 1 on the Leading Indicators measure, improving both attendance and retention and receiving 97.8% on that measure.

To continue to build on and strengthen these gains, in August 2016 YouthBuild applied for and was awarded an OSSE SOAR (Scholarships for Opportunity and Results) grant. This grant provides support to further strengthen our blended/personalized learning model, to continue to improve data systems, and to continue to strengthen our construction program—further building out our construction lab and adding new training and coaching expertise to enhance our construction program.

Though the 2016-17 school year has just gotten underway, YouthBuild already has three GED graduates, with three more students who are lacking only one subject test to earn their GED, and several more who have just two tests to complete.

We have met our enrollment targets. We have demonstrated a need and demand for our program. We are not under Corrective Action. We were awarded full Accreditation by the Middle States Association in April of

2016. We were Tier I in every category, save 1 (Student Progress) on our most recent PMF. And, YouthBuild received a rating of “Fully Compliant” on our most recent Compliance Review.

In short, we meet all of the criteria for an enrollment increase, save one: that the school receive a score of Fiscal 1 on the Financial Audit Review. It should be noted, however, that after making a significant investment in improving the school, our financial picture has also improved, and we have been and continue to be, significantly under our projected budget. We have received clean audits for the past several years, and we are debt free. This enrollment increase would also enable our financial picture to continue to improve, by enabling us to find a more welcoming, affordable space, and by helping us to create better economies of scale.

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](#).

YouthBuild PCS’ financials would improve significantly with an enrollment ceiling increase. We would not need to hire any additional staff to accommodate the increase since we are currently sub scale. While direct student expenses would rise proportionately with the increase in students, office and general expenses would remain flat so much of the revenue increase would fall to the bottom line. Since YouthBuild PCS plans to move from its current space regardless of PCSB’s decision, there are not many expenses that would derive from the ceiling increase. We are hoping to move into space that will not need substantial renovation to avoid the need for a loan to finance the move. As seen on the attached, our five-year operating budget shows a net income in excess of \$400K each year with the higher enrollment compared to a flat net income this year with 115 students.

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?

YouthBuild PCS’ request for an enrollment ceiling increase is premised on locating a new and better space for our program. Before we implement the enrollment increase, we will locate a facility that can accommodate our student population.

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:
- Changes in organizational structure as related to staff responsible for special education compliance and instruction.
 - Professional development for staff regarding offering a continuum of services that were previously not offered at your school, if applicable.
 - 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
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 - d. Professional Development
 - e. Structure of the School Day and Year
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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
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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	115	115	150	150	150	150
Total	115	115	150	150	150	150
LEA Total	115	115	150	150	150	150
Projected % - SPED	10.5%	10.5%	10.5%	10.5%	10.5%	10.5%
Projected % - ELL	16.5%	16.5%	16.5%	16.5%	16.5%	16.5%
# Campuses*	1	1	1	1	1	1