



CHARTER AGREEMENT AMENDMENT APPLICATION

DC PUBLIC CHARTER SCHOOL BOARD

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Washington, DC 20010

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

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

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Application Checklist

Please complete the steps below 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 at least 30 business days advanced notice of a public hearing), 30 days of public comment, a DC PCSB-sponsored public hearing, a public vote at a regularly scheduled DC PCSB-sponsored 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 DC 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 extensive charter agreement amendment application and process.
- ☒ 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 and obtain support from 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-E
- ☒ Attach supporting documents (e.g., enrollment matrix, budget, 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 to process.

Rationale

Pursuant to § 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 DC 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 amendment application. All amendments, except for revisions made to articles of incorporation or bylaws, require a public hearing; and all amendments are subject to the DC Public Charter School Board's (DC PCSB) approval. Please note 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. Before completing this application, contact Laterica (Teri) Quinn at lquinn@dcpcsb.org to discuss your proposed amendment and to determine whether a meeting with DC PCSB's leadership is required before moving forward.

Typical Submission Process

Based on the type of charter amendment(s) the School would like DC PCSB to consider, applicants must complete and submit Part I **and** the applicable section(s) in Part II to lquinn@dcpcsb.org within the designated timeframe agreed upon after speaking with Laterica (Teri) Quinn about your proposed amendment(s).

- I.** Prior to submitting to DC 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).
- II.** DC PCSB will hold a public hearing during its monthly board meeting within 30 business 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. If the school's board chair or school leader cannot be present, another well-informed board member or administrator should attend in his or her place.
- III.** DC PCSB will vote on the proposed charter or charter agreement amendment within 30 business days of the public hearing, typically at a regularly scheduled DC PCSB board meeting. Once again, the school's board chair is encouraged to be present to execute the amended agreement.

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

Types of Amendments that Require Revision to the Charter Agreement

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

Section A: Charter Expansions

- A1. Enrollment Ceiling Increase
- A2. Program Replication of Grade Levels Served
- A3. Grade Levels Expansion (Add a single new grade)
- A4. Grade Levels Expansion (Add a new grade band)
- A5. Additional Facility or New Campus Location

Section B: Mission Critical Amendments

- B1. Goals and Achievement Expectations
- B2. Revised Mission or Educational Philosophy
- B3. New Curriculum, Standards or Assessments

Section C: Name Changes and Configuration Amendments

- C1. Campus or Facility Name Change
- C2. Campus Reconfiguration (Adjust grade bands served)

Section D: Special Education Amendments

- D1. LEA Status for Special Education
- D2. Special Education Enrollment Preference

Section E: Governance Amendments

- E1. Governance Structure
 - (Bylaws, Articles of Incorporation or Management Organizations)

Section F: Graduation and Promotion Amendments

- F1. Graduation Requirements Different from DCMR
- F2. Application to Offer Competency-Based Credits



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: **DC Prep**

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

- | | |
|--------------------------------------------------------------------------|------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Enrollment Ceiling Increase | <input type="checkbox"/> Name Change – Campus or Facility |
| <input checked="" type="checkbox"/> Program Replication of Grades Served | <input type="checkbox"/> Campus Reconfiguration |
| <input type="checkbox"/> Grade Level Expansion (Single grade) | <input type="checkbox"/> LEA Status for Special Education |
| <input type="checkbox"/> Grade Level Expansion (Grade Band) | <input type="checkbox"/> Special Education Enrollment Preference |
| <input checked="" type="checkbox"/> Additional Facility or New Location | <input type="checkbox"/> Governance Structure |
| <input type="checkbox"/> Goals and Achievement Expectations | (Bylaws, Articles of Incorporation or Management) |
| <input type="checkbox"/> Mission or Education Philosophy | <input type="checkbox"/> Graduation Requirements |
| <input type="checkbox"/> Curriculum, Standards or Assessments | <input type="checkbox"/> Competency-Based Learning Application |

SUBMISSION DATE: **1/13/2017**

SCHOOL BACKGROUND

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

Overview of School Performance

1. Provide the following information about your Local Education Agency (LEA) by campus:
 - a) Campus name(s) and location(s): **Anacostia Elementary Campus, Benning Elementary Campus, Benning Middle Campus, Edgewood Elementary Campus, Edgewood Middle Campus**
 - b) Year opened: **2003**
 - c) Grade levels served (Currently and at maturation of charter agreement, if applicable): **PK3-8**
 - d) Date that charter will be eligible for possible renewal: **2017**
2. 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 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. **6/30/2021**

*If the school has multiple campuses or varying PMFs, please describe the

academic performance of each campus here: All DC Prep campuses are Tier 1 schools on the DC Public Charter School Board (PCSB) 2016 School Quality Reports, also known as the Performance Management Framework or PMF. Since establishing the rankings five years ago, eligible DC Prep campuses have consistently earned Tier 1 status by PCSB. In the 2016 School Quality Reports, DC Prep is the only network of public charter schools with exclusively Tier 1-ranked schools: Edgewood Elementary and Middle Campuses (EEC and EMC) as well as Benning Elementary and Middle Campuses (BEC and BMC). Moreover, in the first year, the PCSB included elementary campuses in the 2016 rankings, both EEC and BEC achieved Tier 1 status. Since PCSB does not rank new schools, our Anacostia Elementary Campus (AEC) did not receive a Tier ranking for SY15-16. However, AEC was still scored on the same criteria and was the highest scoring new charter school – and new early childhood charter school – citywide. If tiered, we predict that AEC would have been Tier 1.

Part I: General Information (continued)

PROPOSAL

DC Prep 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 _____, 2017 (leave blank if this has not been determined).

1. Please provide details on the selected amendment(s) above and describe the requested change(s). Please describe any planning that is already underway to prepare for the proposed change(s).

Enrollment Ceiling Increase

Anacostia Middle Campus: Next year we will complete the growing up cycle for our second middle school, BMC. We are using lessons learned from this expansion to help us plan for the new middle school. The current process has helped us to inform our staffing model, Home Office support, and professional development needs.

As we move closer to the opening of the new middle school, we will also work with the Anacostia Elementary Campus school community to ensure we incorporating feedback that is unique to this community. We know the voices of families, teachers, staff, and leaders are critical to the success of the growth plan.

Program Replication of Grades Served

New Elementary Campus: We are currently drilling down into our application, enrollment, and waitlist data to help us inform where families may want a fourth DC Prep elementary campus. We have also begun collecting information for city officials and community stakeholders in Wards 7 and 8 to be sure we incorporate some of their thoughts into our expansion plan. Our desire is to move into a neighborhood with a demand for DC Prep and a general desire to collaborate with our school.

Additional Facility or New Location

Anacostia Elementary Campus: DC Prep began planning for AEC during the 2014-2015 school year. DC Prep leased the modular facility to open for PK3 and PK4 students for the fall of 2015. In the spring of 2016, DC Prep purchased the site previously known as the Our Lady of Perpetual Help/St. Teresa's School at 1409 V St., SE. Over the past year, DC Prep has worked with neighbors and the school community to plan for the move into our new neighborhood at 1409 V St., SE. DC Prep is collaborating with MCN Build, the construction contractor, to perform the renovations. MCN Build is an experienced general contractor and has completed several school construction and renovation projects throughout the city. MCN Build is fully insured and bonded and has all the necessary permits and licenses to do construction in the city. The project will include renovation of the existing school building, and construct two additional classroom wings. Construction is underway and will continue through the summer.

We are excited to revitalize the long-vacant school site and transform the property into a vibrant and high-quality Anacostia Elementary Campus. The newly-renovated school building is scheduled to open in time for the start of the upcoming 2017-18 school year in early August 2017.

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

Enrollment Ceiling Increase

Anacostia Middle Campus: As a result of our “grow up” enrollment process at our Anacostia Elementary Campus (whereby we opened with PK3 and PK4 and “grow up” a grade each year through 3rd grade), we plan to open a middle school for this school community for our rising 4th-grade students in the fall of 2020. We anticipate the full capacity of 330 students by 2024 when our current kindergarten students will be in 8th grade.

Every DC Prep 8th grade graduate (over 340) has been accepted by a college-prep high school, with over two-thirds offered admission to selective schools including Benjamin Banneker, Choate Rosemary Hall, Bullis, Sidwell Friends School, and School Without Walls, among others. Moreover, further, 96% of DC Prep's first six graduating classes have earned their high school diplomas. Also, 80% have matriculated to college, enrolling in schools such as George Mason, Georgetown, Gettysburg, Hampton, Vanderbilt, University of Maryland, and Howard.

Program Replication of Grades Served

New Elementary Campus: Due to the current educational needs of students of Wards 7 and 8, DC Prep is investigating opening a fourth elementary school to fill a void created by recent school closures, underperforming schools, and anticipated student population growth in the city. DC Prep's mission is to bridge the educational divide in the nation's capital by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. DC Prep currently operates five tuition-free public charter schools that are open to any child in Washington, enrolling over 1,700 students in grades PK3 – 8th grade. Historically, 98% of DC Prep students are African-American, and 2% are Hispanic; over 80% of students live in poverty, as measured by eligibility for free/reduced-price meals. DC Prep is the highest-performing network of public charter schools in Washington, DC for the past five consecutive years.

Additional Facility or New Location

Anacostia Elementary Campus: Our Anacostia Elementary Campus (AEC) opened in a temporary modular building at 1102 W Street SE in August 2015, with 140 students in PK3 and PK4. The permanent building is at 1409 V St, SE – previously known as *Our Lady of Perpetual Help/St. Teresa's School*. The site will become the permanent home for DC Prep's AEC. Construction on the site began in late summer 2016. Over the year, our team of architects, engineers, and builders will complete a major renovation

with expansion, transforming the site into a beautiful, long-term home and inspiring learning environment for our AEC students, families, and staff. We will move to this new permanent home beginning with the 2017-18 school year, serving students in PK3 through 1st grade, with the capacity to ultimately serve 450 students in PK3 through 3rd grade at scale.

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

DC Prep's CEO worked with the board to develop DC Prep's growth. The plan for AMC and NEC is also part of the strategic growth plan. The board does, however, vote or take action on real estate. There are no real estate votes for AMC or NEC yet. Below are notes from various board meetings regarding AEC – 1102 W Street (Temporary Location) – July 29, 2014 The board approved the building lease (and other necessary documents associated with the lease) for the Anacostia Elementary Campus, to open in Fall 2015. **Ward 8 Campus Building Lease.** Ryan provided an update on the proposed AEC site for the new expansion campus opening in Fall 2015. The current plan is for the new campus to open in a temporary space while the developer works to construct a new building specifically designed for our academic program. Depending on the timeline for new construction – which will be contingent on factors such as zoning and permitting – the school would be able to move to the new building after either one or two years in the temporary space. Eric asked what would happen if the building was not completed by the developers in time. Wendy replied that once a lease is agreed to, the developers would have a legal responsibility to find a nearby building for the school if construction falls behind schedule. In addition, we will have the right of first refusal for additional space in the temporary building should it become available. The next step is to complete negotiations on three key documents – the lease, a work agreement that specifically calls out DC Prep's roles and responsibilities in the design and construction of the new space, and an agreement to lease that will be used to secure financing for the project. Terry moved for conceptual approval of the lease, as well as approval for the Finance Committee to execute on any necessary documents associated with this lease if such work needs to take place before the September Board meeting. Carol seconded, and the motions passed unanimously. AEC – 1409 V Street SE (Permanent Location) – December 3, 2015 The board voted to proceed with the Our Lady of Perpetual Help (OLPH) School site per the terms of the Purchase and Sale Agreement and to seek Historic Preservation Review Board approval. **Anacostia Campus Real Estate Decision.** Ryan presented an overview of the due diligence results for the Our Lady of Perpetual Help (OLPH) site, located at 1409 V Street SE in Historic Anacostia. The preliminary studies and analysis showed that there are no major site conditions and that the site can be recommissioned into an attractive learning space that meets the programming needs for an elementary school. The members of the Finance and Real Estate Committee answered the Board's questions about the implications of a decision to move forward with the site, including financing, timing, and approval risks. After a discussion of these issues, the Finance and Real Estate Committee put forth a recommendation to the Board to proceed with the site beyond the due diligence period, to put up an additional \$350,000 deposit, and to seek Historic Preservation Review Board (HPRB) approval. The Board understands that there are still uncertainties related to HPRB approval and deposit risks, as well as financing questions to be answered. However, the site remains to be the best possible permanent location/option for DC Prep's Anacostia Elementary Campus. Valerie moved to accept the Finance and Real Estate Committee's recommendation to proceed with the OLPH site. Katherine seconded it. The motion unanimously passed.

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).

DC Prep has worked with community stakeholders including the former commissioners for both our current and future site. DC Prep has met with parishioners of St. Teresa, the former and current Ward 8 Councilmember and presented at the Anacostia Historic District Community Meeting.

In the spring and summer of 2016, DC Prep hosted tours of the future site collecting feedback from neighbors regarding potential concerns. From the meeting and tours with various stakeholders, DC Prep conducted a traffic study to help plan the safest routes for arrival and dismissal. The school hosted a community block party to celebrate the groundbreaking with neighbors, local policy makers, and the school community.

Raymond Weeden, DC Prep's Senior Director for Policy and Community Engagement, has attended the ANC 8A meetings, met with neighbors related to the project, and shared a project update with all parties. MCN Build also delivers the monthly update to each residence directly surrounding the 1409 V St., SE site.

DC Prep has met with both current and former ANC commissioner, Travon Hawkins and Charles Wilson, respectively, to gather feedback on planning and engagement with the community. Unfortunately, last year DC Prep was not allowed present to the entire ANC. Charles Wilson, the former ANC commissioner of the future site, provided DC Prep with a workaround, allowing DC Prep to present to the Anacostia Historic District Community. This group of neighbors, businesses, and churches represent the immediate neighbors in and around the new site.

5. While considering this amendment request, DC PCSB staff may review the school's history of board actions, DC PCSB audits, community complaints and any relevant data used by DC PCSB to monitor equity in schools. Please describe any DC PCSB audits, notices of concern or other board actions issued against your school in the past 5 years. What was the outcome? Please explain what steps, if any, you've taken to address the concerns that prompted a DC PCSB audit, board action, or community complaint.

DC PCSB conducted a desk audit in SY 13-14 for DC Prep - Edgewood Middle Campus (EMC) regarding the school's disproportionate OSS rate for students with disabilities compared to general education students at that campus (see attachment). As part of the audit, the school submitted a written justification in response to DC PCSB's request, which explained the types of strategies the school was either using or planned to implement to remedy the problem. Before closing the audit, DC PCSB staff made several recommendations to the school, including making sure the school consistently reports its discipline strategies (e.g. FBAs or BIPs), for students with disabilities in the SEDS database. That audit was closed 5/20/14.

EMC provided a valid explanation to PCSB regarding the disproportionality found in its higher rate of out-of-school suspensions for students with disabilities compared to their general education students. In the written response, EMC noted that although there was a total of 58 suspensions for students with disabilities; none of those suspensions were multi-

day, in an effort to ensure that students with disabilities received an appropriate disciplinary action without being removed from the educational setting for a lengthy time period. This campus reports utilizing support from the school psychologist and behavior therapist to provide appropriate remedies and interventions for students with disabilities who demonstrate more severe behavior challenges. In addition to completing functional behavioral assessments (FBAs) and behavior intervention plans (BIPs) for students who need them, EMC also reports following the DCMR and IDEA regulations regarding determining disciplinary actions for special education students that fall within the legal parameters allowed.

Additionally, EMC noted that although their discipline rates are higher for students with disabilities than other charter schools, they have had notable success with helping students with disabilities to achieve academic growth in reading and on other benchmark assessments that are comparable to nondisabled peers. In response to PCSB audit, DC Prep has continued to observe best practices pertaining to serving students with disabilities, including utilizing RTI and PBIS as well as considering all available options when determining an appropriate disciplinary action for students. DC Prep has also worked to ensure that discipline data, including the status/progress of FBAs and BIPs, have been added to the SEDS database in a timely manner to ensure that the school's efforts to appropriately and equitably discipline students with disabilities are reflected there whenever PCSB uses SEDS to review students' IEPs and discipline data. Over the past few years, PCSB and DC Prep have continued to monitor out-of-school suspension rates for special education students.

Finally, leading into last school year (SY15-16), DC Prep spent considerable organizational energy towards decreasing our out-of-school suspension rate. Our goal is to maintain a very safe and orderly learning environment while simultaneously reducing the out-of-school suspension rates, thereby maximizing instructional time. Changes made included: 1) adjustments to DC Prep's policy around the types of specific actions that trigger an out-of-school suspension (e.g., a threat of violence has changed from an out-of-school suspension to an in-class suspension); and 2) a mandatory parent meeting after repeated in-class suspensions, instead of the out-of-school suspension that happened in previous years.

These policy changes led to a decrease in the suspension rate at all our campuses and in many cases a significant drop in school-wide or subgroup suspensions. We continued to refine these policy and practice changes in the current 2016-17 school year.

Part II: Specific Revision Requests

Section A: Charter Expansions

1. Enrollment Ceiling Increase

2. Program Replication of Grade Levels Served
3. Grade Levels Expansion (Add a single new grade)
4. Grade Levels Expansion (Add a new grade band)
5. Additional Facility or New Campus Location

Section A1. **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.

Enrollment Ceiling Increase - Anacostia Middle Campus (AMC): A new AMC will allow our current Anacostia Elementary Campus (AEC) students to continue their educational path towards high-performing high schools and postsecondary educational/career options. The new campus will also allow DC Prep to address the middle school educational needs of the greater Anacostia/Ward 8 community.

2. To ensure schools refrain from using exclusionary practices, DC PCSB staff will review subgroup data related to schools' re-enrollment rates and midyear withdrawals. Please describe any specific subgroups for which you have noticed a substantial decline in re-enrollment rates over the past 3 years. Explain why such declines have occurred, and what the school is currently doing to address the issue.

DC Prep has reviewed re-enrollment rates for our FARMS, At Risk, Special Education, and ELL populations and did not identify substantial declines in re-enrollment rates compared to the general student population.

3. DC 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.

Over the last five school years, DC Prep has had a re-enrollment rate of at least 80% (data not yet available for the most recent school year, but we expect it to also be above 80%). We have consistently met our enrollment targets, and there continues to be a high demand for seats at each campus in DC Prep's network. Last year, we had over 1,000 students on our waitlist and we currently have over 1,400 new student applications to attend DC Prep in the upcoming school year.

Leading into last school year (SY15-16), we spent considerable organizational energy towards decreasing our out-of-school suspension rate. Our goal is to maintain a very safe and orderly learning environment while simultaneously reducing the out-of-school suspension rates, thereby maximizing instructional time. Changes we made included: 1) adjustments to our policy on specific actions that trigger an out-of-school suspension (e.g., a threat of violence has changed from an out-of-school suspension to an in-class suspension); and 2) a mandatory parent meeting after repeated in-class suspensions, instead of the out-of-school suspension that happened in previous years.

These policy changes led to a decrease in the suspension rate at all of our campuses, in many cases a significant drop in school-wide or subgroup suspensions. We continued to refine these policy and practice changes leading into the current school year (SY16-17) and expect to maintain our lower suspension rates.

4. DC 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 DC PCSB should review when considering your school's academic history.

In reports, such as the PMF, QSR and as documented in DC Prep's annual report, the school has consistently met or exceeded its goals. This past year BEC, BMC, EEC, and EMC all earned a Tier 1 rating on the PMF. During the October 2016 QSR, PCSB found the same schools had strong evidence of meeting its mission. Classrooms are highly-organized and productive, with a focus on maximizing learning time. There are consistent school-wide noncurricular Prep Skills integrated into conversations with students and in lessons. Prep Skills include (1) speaking and listening to others, (2) persevering, (3) contributing to group activities, (4) advocating for oneself, and (5) using emotional management strategies. Social skill development is a clear focus throughout all DC Prep schools, as evidenced by hallway motivational quotes, no bullying posters, and a "Be Caught Being Kind" initiative. The QSR team observed respectful relationships between students and collegiality among faculty members. There were always adults in the hallways and at least two adults in each classroom. There was a very strong presence of routine and consistency for the students. The reports provide a description of a nurturing yet rigorous environment, in which teachers care about students and challenge them in a respectful and supportive way. Those details when placed in contrast to DC Prep's suspension rates and policies demonstrate the school's commitment to serving the whole child – supporting each student, while holding them accountable for their actions.

5. DC 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](#).

DC Prep has consistently received strong financial reviews with no findings noted on PCSB's Financial Audit Reviews (FAR) scorecard. With the continued expansion of DC Prep's Anacostia Elementary Campus, Benning Middle Campus, and the launch of the Anacostia Middle Campus in SY20-21, we will continue to apply the same fiscal discipline that we have used for existing campuses. DC Prep's FY18 proposed budget has not been finalized, but staffing, student, occupancy, and business expenses will be aligned with enrollment projections. With commitments from a number of foundations and private donors, we are confident that we will have sufficient financial resources to fund our school operations.

- 6.** 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?

The proposed enrollment ceiling increase will not cause DC Prep's schools to exceed the maximum occupant loads detailed in the schools' certificates of occupancy. At each school, the student and staff counts combined are well below the occupant loads.

- 7.** 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 A2.

Program Replication*

*(with no changes to grades configuration or curriculum)

****ONLY complete this section if applying for a Program Replication of Grade Levels Served.**

DC 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.

Program Replication of Grades Served - New Elementary Campus: Adding a new elementary campus will support DC Prep's mission to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. While Wards 7 and 8 have seen slight improvements in student achievement and growth, when compared to communities citywide, that achievement gap has typically widened over the past decade. DC Prep wants to join a community which has demonstrated need and which is looking for an alternate public path towards high-performing schools. DC Prep expects the new campus to meet and/or exceed the academic growth and achievement that are a hallmark of its other campuses.

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.

Historically, DC Prep's leadership team has been cautious about rapid growth, never substituting quality for scale. Experience has shown that the most successful school leaders are those who "grow up" within the DC Prep ranks, and are fully steeped in DC Prep's unique culture and educational model. To that end in 2012, we created Prep LEAD to support emerging leaders from within the DC Prep network to develop the skills to serve as effective members of school-based leadership teams. This includes Principals, Assistant Principals, Deans, Department Chairs, Coordinators, and Grade Level Leads. This investment in human

capital is critical to our ability to grow with quality and ensure that every new DC Prep campus operates at the same level of excellence as our existing schools.

Additionally, DC Prep employs a "tight" model that places responsibility for the faithful implementation and continuous refinement of DC Prep's Educational Model with DC Prep's President and Chief Academic Officer (CAO) and her Academic Team (including the Senior Director of Student Support Services, Director of Special Education, Senior Director of Elementary Programming, Senior Director of Curriculum and Instruction, and Senior Director of Leadership Support) -- all exceptional educators with significant campus-based experience at DC Prep before assuming these leadership roles.

They are charged with managing quality across the DC Prep campuses -- including each new campus -- and work diligently to model, support, and hold accountable campus leadership teams to ensure that all students at DC Prep receive a high-quality education. The Academic Team also focuses on vertical alignment across campuses in both academics and character to ensure that the overall educational program is coherent, sequential, and developmentally appropriate. The CAO focuses primarily on school Principals and works closely with them to conduct classroom observations, analyze data, troubleshoot issues and challenges, and connect them to the resources required to achieve strong results at each campus.

Finally, DC Prep teachers receive 300 hours of professional development annually. Some sessions are campus specific but others include two or more campuses to ensure collaboration, to provide an opportunity to share best practices across the network, and to reinforce commitment to DC Prep's mission. These cross-campus sessions are an opportunity for teachers and leaders at newer campuses to learn from their more seasoned peers and ensure fidelity to The DC Prep Way.

Organization Structure

We do not anticipate any changes to our organizational structure as our proposed new schools come online. The bi-furcated structure that DC Prep has had since its first year continues to be highly effective. Campus leaders are responsible for student achievement, for school culture, for high-quality instruction, and for relationships with families. As described above, campus leadership teams are supported by the Home Office Academic Team who provide coaching to school leaders to ensure outstanding quality at all DC Prep campuses.

Recruitment and staffing plans

DC Prep's Chief Talent Officer manages a three-person Talent Team who work year-round, using a thorough and thoughtful process, to recruit, interview, and select the most passionate and uncompromising educators. When launching a new campus, it is our goal to identify the Founding Principal (from among our Prep LEAD pipeline) 18 months in advance of opening. She/he will continue their leadership duties at their current campus until nine months before opening. By January of the opening year the rest of the Founding Leadership Team (Early Childhood AP or Academic AP, Operations Manager) have been hired. The remainder of the recruitment and hiring timeline is presented below.

- Teacher positions posted externally in December before opening;
- Teacher positions posted internally in February;
- 70% of teachers hired by April; and
- 100% of teachers hired by July 1st.

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 [A1: Enrollment Ceiling Increase](#).

The new campus will 470 PK3 to 3rd grade students. We plan to open the school during the fall of 2018 with PK3 and PK4 and “grow up” a grade each year through 3rd by 2022.

4. DC 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](#).

DC Prep has consistently received strong financial reviews with no findings noted on PCSB’s Financial Audit Reviews (FAR) scorecard. With the launch of the New Elementary Campus (exact name TBD) in SY18-19, we will continue to apply the same fiscal principles that we have used for existing campuses. DC Prep’s FY18 proposed budget has not been finalized, but staffing, student, occupancy, and business expenses will be aligned with enrollment projections. With commitments from some foundations and private donors, we are confident that we will have sufficient financial resources to fund our school operations.

Note: If you have identified a new location, please also complete [Section A5: 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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Section A3. **Grade Levels Expansion – Add a Single New Grade**

***ONLY complete this section if applying to revise Grade Levels Served (Add a single new grade).**

Please review the criteria below and set up a meeting with DC PCSB leadership prior to applying to ensure this is the appropriate type of amendment to best suit the school's needs.

Add a Single New Grade: 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 *Grade Levels Expansion – Add a Single New Grade* 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. DC PCSB will review the school's academic history by looking at the following: 1) All PMF 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 DC PCSB should review when considering your school's academic history.

Click here to enter text.

4. DC 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, 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 A4. **Grade Levels Expansion – Add a New Grade Band**

***ONLY complete this section if applying to revise Grade Levels Served (Add a New Grade Band)**

Add a New Grade Band: *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 *Grade Levels Expansion – Add a New Grade Band* 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. DC PCSB will review the school's academic history by looking at the following: 1) All PMF 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 DC PCSB should review when considering your school's academic history.

Click here to enter text.

4. DC 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.**

Section A4. **Grade Levels Expansion – Add a New Grade Band Continued**

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.*

6. To complete your application for a Type B Expansion, you must also complete the sections of the [Charter Application Guidelines](#) outlined below.

A. Establishing a Need*

1. Demonstrating a Need
2. Recruiting and Marketing

B. Education Plan*

1. Mission and Philosophy
2. Charter Goals and Student Academic Achievement Expectations
3. Curriculum
4. Support for Learning

C. Management Plan

1. Founding and Leadership
 - a. Profile of Founding Group
 - b. School Leadership
 - c. Planning Year
2. Staffing Plan
3. Management and Internal Oversight
 - a. Administrative Structure
 - Organizational chart (include this, but not the rest of the section)
4. Management Organization (if applicable)
 - a. MO Selection
 - b. Relationship between the Board and the MO
 - c. Historical Academic Performance
5. Student Policies and Procedures
 - a. IDEA / Special Education Compliance

D. Finance Plan

1. Facilities*



2. Finance*
3. Budget Workbook

The following sections should not be printed but should be submitted with the electronic versions.

- E. Additional Required Documents
 1. Letter of Intent for Facility (if applicable)
 2. Research on Comparable Facilities (if applicable)
 3. Draft Memorandum of Understanding, Letter of Intent, or Contract for Mission-Critical Partnerships
 4. [EO/MO] Management Agreement and Related Documents
 5. [EO/MO] MO's Financial Audits for the last three years
 6. [EO/MO] MO's Annual Reports for the last two years
 7. [EO/MO] MO's IRS filings for the last three years

F. Curriculum Samples^[2]

G. [Optional] Appendices

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^[2] Applicants may redact parts or the whole of **Section G: Curriculum Sample** in the redacted electronic version of the application if they believe that these portions contain information that will cause substantial harm to the applicant's competitive position if released publicly.

Section A5.

Additional Facility or New Campus Location

***ONLY complete this section if applying to amend a Facility or New 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 DC PCSB of the change and amend its charter agreement to include the new address.

DC 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 A2: Program Replication of Grade Levels Served.](#))
- ☐ School is creating a new campus being housed in a new facility (Note: Please complete Section C2: 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.

Current Facilities

Anacostia Elementary Campus (AEC) - 1102 W St, SE - Washington, DC 20020 (temporary space)
Benning Elementary Campus (BEC) - 100 41st St, NE - Washington, DC 20019
Benning Middle Campus (BMC) - 100 41st St, NE - Washington, DC 20019
Edgewood Elementary Campus (EEC) - 707 Edgewood St, NE - Washington, DC 20017
Edgewood Middle Campus (EMC) - 701 Edgewood St, NE - Washington, DC 20017

New Facilities

Anacostia Elementary Campus (AEC) - 1409 V St, SE - Washington, DC 20020 - (AEC will move from the current, temporary location to this permanent building in the summer of 2017)

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?

DC Prep purchased the 46,792 SF site previously known as the *Our Lady of Perpetual Help/St. Teresa's School* in April 2016. Anacostia Elementary Campus (AEC) will move from the current, temporary location to its permanent home at 1409 V St, SE, Washington, DC 20020 in the summer of 2017. The school will serve PK3 through 1st grade during the school year 2017-18 and will eventually grow to serve PK3 through 3rd grade at scale.

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?

Over the next few months, we will revitalize the long-vacant school site at 1409 V St, SE, and transform the property into a vibrant, high-quality elementary school – the permanent home of DC Prep’s Anacostia Elementary Campus. We look forward to strengthening our relationship with the Historic Anacostia Community. We will be accepting re-enrollment paperwork at our current location through and beyond the last day of school in the current 2016-17 academic year to ensure there are no additional barriers to re-enrollment. Additional transportation services will not be needed as the new location is three blocks away from the school’s current temporary location.

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.

DC Prep purchased the site previously known as the *Our Lady of Perpetual Help/St. Teresa's School* in April 2016. The school served hundreds of families in the neighborhood intermittently, from 1902 until 2006. The school’s residential neighborhood is accessible from both Metrobus (W6, 92, Skyland Circulator, V2, W5, and W6) and Metrorail (Anacostia Station). Located in Historic Anacostia, it is in the same neighborhood as The Fredric Douglass National Historic Site, The Anacostia Arts Center, and The Anacostia Playhouse. The school is two blocks from Ketcham Elementary School, a DCPS school that serves grades PK-5. Ketcham serves a similar at-risk population as DC Prep’s Anacostia Elementary Campus, including over 85% African American and economically disadvantaged student populations. Ketcham’s math student achievement was higher than the city’s average on PARCC in 2016, but still well below the average across DC Prep’s public elementary schools.

- 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.)

Attached is a family letter used to announce that 1409 V St., SE would be the permanent home of the Anacostia Elementary Campus. This letter was sent to families in spring 2016. Teachers were taken on the tour of the building last spring and summer. When the site was purchased, DC Prep also sent communication to the entire organization through the all-org internal newsletter.

Throughout the construction, families, school staff and the community have been updated about the project by monthly email and school leader announcements. Finally, DC Prep hosted a groundbreaking "block party" event for AEC student, families, and staff, DC Prep organizational staff, and neighbors of the site.

- 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?

DC Prep has worked with community stakeholders including the former commissioners for both our temporary and future site. DC Prep has met with parishioners of St. Teresa, the former and current Ward 8 Councilmembers, and presented at the Anacostia Historic District Community Meeting.

In the spring and summer of 2016, DC Prep hosted tours of the future site collecting feedback from neighbors regarding potential concerns. From the meeting and tours with various stakeholders, DC Prep was asked to conduct a traffic study to help plan the safest routes for arrival and dismissal. The school hosted a community block party to celebrate the groundbreaking with neighbors, local policy makers, and the school community.

Raymond Weeden, DC Prep's Senior Director for Policy and Community Engagement, has attended the ANC 8A meetings, met with neighbors related to the project and share a project update with all parties. MCN Build also delivers the monthly update to each residence surrounding the V St. site.

DC Prep has met with both current and former ANC commissioner, Travon Hawkins and Charles Wilson, respectively, to gather feedback on its planning and engagement with the community. Unfortunately, last year DC Prep has not been allowed to officially present to the entire ANC. Charles Wilson, the former ANC commissioner of the future site, provided DC Prep with a work-around, allowing DC Prep to present to the Anacostia Historic District

Community. This group of neighbors, businesses, and churches represent the immediate neighbors to the new site.

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

In SY16-17, we reduced Anacostia Elementary Campus's preschool cohort from four classrooms to three classrooms, due to space constraints in our temporary location. Once we move into our new, permanent location, we will add back the fourth homeroom of approximately 20 PK3 students. We will also add a 1st grade cohort, as Anacostia Elementary Campus continues to "grow up" a grade level each year until it reaches full capacity serving PK3 through 3rd grade in SY19-20. We will employ similar high-touch recruitment effort that yielded successful enrollment rosters when we initially opened AEC at its current location - including open houses and tours, attendance at neighborhood events, posted advertising, and other grassroots strategies.

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.

The maximum occupant load at the new location (1409 V St, SE, Washington, DC 20020) for our Anacostia Elementary Campus will be 751 persons (693 students, 58 staff). The student and staff count combined will be well below the occupant loads stated on the certificate of occupancy for the new location. We do not expect the total number of students and staff who will occupy the facility at any point in the future to exceed the occupant load.

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?

With the continued expansion of DC Prep's Anacostia Elementary Campus and relocation to its new permanent location at 1409 V St, SE, Washington, DC 20020, we will continue to apply the same fiscal principles that we have used for existing campuses. Staffing, student, occupancy, and business expenses will be aligned with enrollment projections. The costs associated with the new location include acquisition, development, and construction, which will be financed by a combination of construction loans, subordinated debt, private grants, and an equity contribution from DC Prep.

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

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Charter Amendment Application
****Please be sure to complete Part I**

Enrollment Matrix – K-12 Charter Schools

	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 *						

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