

Charter and/or Charter Agreement Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: Susie Rosenbaum – DC Bilingual

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: 4/1/2016

SCHOOL BACKGROUND

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

Overview of School Performance

- Provide the following information about your Local Education Agency (LEA) by campus:
 - Campus name(s) and location(s): **DC Bilingual PCS**
 - Year opened: **2004**
 - Grade levels served (Currently and at maturation of charter agreement, if applicable): **PK3, PK4, Kinder, 1st, 2nd, 3rd, 4th, 5th**
 - Date that charter will be eligible for possible renewal: **2019**
- 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. **December 2017**

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

PROPOSAL

DC Bilingual 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).

DC Bilingual PCS requests that our enrollment ceiling projections as stated in our charter be updated and accurate. We are aware that currently there are two different enrollment projections found in our charter, and we want to correct this error. We have made enrollment projections based on the success of transitional classrooms designed this year to accommodate our new students from CAPS (and having these move up each year) and our long term plans to renovate the 33 Riggs Road NE building. The projected enrollment growth rate is conservative and manageable. We will increase enrollment in increments of 10% or less yearly by moving cohorts of classes through each grade and after graduating one cohort, beginning a new one in SY 2020-2021.

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

DC Bilingual's mission is to, "...ensure high academic achievement for all students in both Spanish and English, develop leadership, and value all cultures." Through this amendment process, we hope to appropriately account for the number of students our school will serve each year and to provide more students with the opportunity to benefit from learning in a dual language program, each year.

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

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

The DCB Board of Directors approved the proposed amendment on May 3rd, 2016.

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

The school has been in communication with the ANC commissioner that represents the school's ward, Sandi Washington. We have discussed the school enrollment numbers, and future enrollment numbers. We have worked together to discuss the use of the facility and surrounding land to best accommodate our school program and the neighborhood needs. Additionally, we have communicated internally with all stakeholders including parents and staff and have determined that these enrollment projections are best for our school program to continue to strengthen over time.

Part II: Specific Revision Requests

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.

In order to best accommodate students from CAPS PCS, this year we started a “transitional class”. Our previous academic model involved all K-5 students spending half of their day in their English classroom receiving instruction in English Literacy and Math and the other half of their day in their Spanish classroom receiving instruction in Spanish Literacy and Science. The transitional classroom is a self-contained bilingual classroom where students have both a Spanish and English teacher in the room. Students with high needs and/or low levels of English or Spanish proficiency (as identified by the ACCESS and internal metrics) receive regular small group instruction aligned specifically to their needs. Growth in these classrooms has been phenomenal. Currently in our Kinder transitional class 100% of the students are on the March F&P Leveled Reading benchmark in English. 67% of the students are on the March F&P Leveled Reading benchmark in Spanish. Over half of the class started the school year as brand new students to DC Bilingual and/or no Spanish spoken at home. Our goal is to ensure that each student enrolled in our school this year, continue to get a high quality education for years to come. The best way to do this is to have our enrollment projections appropriately account for each of the three transitional classes moving up in grades throughout the years, and giving the opportunity for a new transitional cohort to begin at our school when space is made available in SY 2020-2021.

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.

Our enrollment has varied based on numerous factors including 1) a double cohort (4 sections) that graduated DCB in 2014-2015, 2) an additional PK3 class (for a total of 2) starting in 2013-2014, 3) “Incubating” a 6th grade class so they could take advantage of enrolling in DC International PCS in 2014-2015, and 4) moving into a larger space that could accommodate 1 additional PK4 classroom (for a total of 3) over the past 3-5 years. We always have a high number of students on our waitlist (currently it is over 1,200) but due to space limitations we cannot take more students. Traditionally we have had a lower suspension rate than the DC average, high re-enrollment percentages, low mid-year withdrawals that were not due to moving out of the state, and zero expulsions.

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.

DC Bilingual PCS has steadily grown or maintained proficiency throughout our operational time as supported in the PMF. The PMF also highlights how we have met or exceeded thresholds for success in other indicators

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like attendance, re-enrollment and CLASS. If we were tiered this year we would have been Tier 1, according to the PMF metrics. We have amongst the highest results for 5th Grade Science in the DC Science Next Generation Assessment/DC CAS Science. Our PK program has students reading before they enter Kindergarten. Our students are academically competitive with students from other bilingual programs throughout DC when they enter middle and high school. As we transition to second year of PARCC administration we know that our percentage of students who are “college and career ready” will grow.

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

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

The amendment will support the school’s goals for the FAR report. Please reference attached 5-year operating budget and note that the 5 year budget attached has been designed using conservative student enrollment estimates.

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?

The current certificate of occupancy is 502. The school does not currently plan to increase its enrolment above 451.

1. 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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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	36	36	36	36	36	36
PK-4	61	40	40	40	40	40
Kindergarten	68	75	50	50	50	75
Grade 1	72	75	75	50	50	75
Grade 2	53	74	75	75	50	75
Grade 3	42	44	74	75	75	50
Grade 4	32	41	44	74	75	50
Grade 5	40	29	41	44	74	50
Total						
Grade 6						
Grade 7						
Grade 8						

Total						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total	404	414	435	444	450	451
LEA Total	404	414	435	444	450	451
Projected % - SPED	15%	16%	16%	16%	16%	16%
Projected % - ELL	50%	50%	50%	50%	50%	50%
# Campuses*	1	1	1	1	1	1

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