

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: **Patricia Sosa, Board Chair – Carlos Rosario International Public Charter School**

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

- |   |  |
|---|--|
| <input type="checkbox"/> Mission or Education Philosophy  | <input type="checkbox"/> Replication/Operation of additional campus(es)*<br>*(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<br>(e.g., hiring/dismissal of management companies or<br>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: 6/3/2016

**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): **Carlos Rosario International Public Charter School 1100 Harvard Street NW Washington DC 20009**
  - Year opened: **1998**
  - Grade levels served (Currently and at maturation of charter agreement, if applicable): **As we are a school for adults we do not operate with grade levels. We have a GED program, ESL Program with 10 ESL levels plus a Family Literacy program, Workforce Academies in Culinary Arts, Nurse Aid Training and Computer Support Specialist and a Citizenship program.**
  - Date that charter will be eligible for possible renewal: **July 26, 2028**
- 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. **May 1, 2019**

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

**PROPOSAL**

**Carlos Rosario International Public Charter School (CRIPCS)** 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 September 20, 2016 (leave blank if this has not been determined).

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

We are requesting the raising of our enrollment ceiling from 1950 to 2050 starting on September 20, 2016 or earlier. Since our inception as a charter school over 17 years ago, we have always been able to accurately project our enrollment figure and have made our request for increased enrollments well ahead of time and within the notification and approval process period. This year is an exception for two reasons: first, we have learned that a new classroom will likely be available in the lower level of the Harvard Street facility in time for the start of the new school year. Secondly, we are a significant surge in demand in anticipation of DACA/DAPA are green lighted by the Supreme Court. This ruling would require certain immigrants to take classes. In the event DACA/DAPA is authorized, the School has the capacity and the

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

desire to accommodate and educate this community. As per our waiting list, there has been historical excess demand for classes irrespective of DACA/DAPA.

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

By raising our enrollment ceiling, the School will have greater capacity to serve the Washington, DC adult immigrant population that seeks to obtain educational credentials such as a GED or a workforce certification, or acquire English speaking skills for the purpose of incorporating themselves into the workforce and local economy.

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

**The CRIPCS Board approved the proposed amendment on June 8, 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 informed external stakeholders by posting notices on our School's website. Additionally, Ward 1 Council Member Brianne Nadeau and Mr. James A. Turner, our ANC Commissioner from Ward 1 ANC 1B09 were notified directly in an email.

## 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 December 2015, the Carlos Rosario International Adult Public Charter School formally notified the PCSB of our projected enrollment figure for the 2016-17 School year. The projected enrollment figure of 1950 coincided with our enrollment ceiling as stipulated under our Charter contract renewal agreement. We are seeking to amend our enrollment projection number by 100 students to 2,050 for SY 2016/2017 plus additional enrollment increases through SY 2020 (see attached enrollment matrix). Since our inception as a charter school over 17 years ago, we have always been able to accurately project our enrollment figure and have made our request for increased enrollments well ahead of time and within the notification and approval process period. This year is an exception for two reasons: we have learned that a new classroom will likely be available in the lower level of the Harvard Street Campus in time for the start of the new year, at the same time we are anticipating a significant surge in demand if DACA/DAPA are green lighted by the Supreme Court. This ruling would require certain immigrants to enroll and take classes. In the event DACA/DAPA is authorized, the School has the capacity and the desire to accommodate and educate this community. We anticipate being inundated with applicants seeking to enter our academic programs as they seek to fulfill the school attendance requirements for those eligible to apply for the DACA program. Whereas we do not expect to serve all the need in the District, we should be able to serve an additional 100 students this coming school year.

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

**Our school's enrollment trends over the past 3-5 years has been that we have consistently over-enrolled as per outcome report of the enrollment audit. Our enrollment trends also indicate that 4 and 5 years ago we consistently maintained an enrollment level at or above our audited enrollment level throughout the school year and the in the recent (last 3 years) we have hovered slightly above and slightly below our enrollment ceiling. The past 5 years our new student entrants has matched or surpassed our mid-year withdrawal rate. Being an adult school, we do not require compulsory attendance and many of our students have family and job obligations that can take them away from school at time. Over the past 5 years we have averaged 270 students on the waiting list and utilize the list to back-fill open/available seats as they become available during the course of the year. We also operate on a two semester basis and a certain number of students top-out or complete programs at the end of the fall semester (mid-year). Since the school very rarely issues suspensions and almost never issues expulsions, there is no real impact on instructional time.**

- 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)**

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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.

In reviewing our School's academic history over the past 3 years, the PCSB staff will find consistent high performance and meeting a targets on the PMF, we are currently only one of two Adult Education Schools with a Tier 1 rating. PCSB staff will also find positive QSR final reports, and excellent progress towards meeting our goals in our annual reports. Whereas the PCSB review of our academic history will look at the past 3 years, our excellent performance has been a hallmark of our School during the course of the last 17 years as a charter school and the 25 years prior to being a charter school.

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 increase in enrollment should have minimal impact on the school finances. The enrollment increase is 5% over our current ceiling and the anticipated increase in funding will cover any additional expenses incurred for increased personnel and materials expense. The impact on our school finance for the five year period will be neutral. We expect the increase in revenues to cover the subsequent increases in expenses for the increase in additional students. Furthermore the school has been very good at only budgeting on what we realistically expect to enroll, and often over enrolling from our budget target to ensure we meet our budgeted revenue forecast. We expect to increase our staffing for both teachers, and tutors to support the new classes and students from this enrollment increase. These personnel expenses along with various teaching and student materials are the only ones we anticipate. We anticipate the extra funding received will fully cover the increased costs associated with the enrollment increase. We fully expect to add additional staff such as teachers, tutors, para educators, and counselors for the additional student enrollment over the five year period. We also expect higher material and supplies cost, and expenses related to lease of addition space. For this coming school year, the school is asking for an increase of 100 student for a total of 2050 from 1950 which is only a 5% increase. The school anticipates using the per pupil and facilities allocation received from this increase to finance this particular growth. The school will finance the growth with the additional funds received from the higher enrollment over the next five years. The school has a track record of sound financial management, and has sufficient reserves for any unanticipated cost they may arise as we grow our enrollment over the next five years.

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?

**As a result of the increases in enrollment as detailed in the attached matrix, the school will never exceed maximum occupancy. Part of the additional classroom space is due to the fact that Centro Nia, an external entity vacated leased classroom and administrative space. This additional space will be utilized to accommodate our increased enrollment through SY 2020.**

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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## Enrollment Matrix – All Campuses

|                       | Academic<br>Year<br>2015-16 | Academic<br>Year<br>2016-17 | Academic<br>Year<br>2017-18 | Academic<br>Year<br>2018-19 | Academic<br>Year<br>2019-20 | <i>Continue<br/>until year of<br/>max<br/>enrollment</i> |
|-----------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|
| <b>Grade Levels</b>   | Current                     | Projected                   | Projected                   | Projected                   | Projected                   | Projected  |
| <b>PK-3</b>           |                             |                             |                             |                             |                             |  |
| <b>PK-4</b>           |                             |                             |                             |                             |                             |  |
| <b>Kindergarten</b>   |                             |                             |                             |                             |                             |  |
| <b>Grade 1</b>        |                             |                             |                             |                             |                             |  |
| <b>Grade 2</b>        |                             |                             |                             |                             |                             |  |
| <b>Grade 3</b>        |                             |                             |                             |                             |                             |  |
| <b>Grade 4</b>        |                             |                             |                             |                             |                             |  |
| <b>Grade 5</b>        |                             |                             |                             |                             |                             |  |
| <b>Total</b>          |                             |                             |                             |                             |                             |  |
| <b>Grade 6</b>        |                             |                             |                             |                             |                             |  |
| <b>Grade 7</b>        |                             |                             |                             |                             |                             |  |
| <b>Grade 8</b>        |                             |                             |                             |                             |                             |  |
| <b>Total</b>          |                             |                             |                             |                             |                             |  |
| <b>Grade 9</b>        |                             |                             |                             |                             |                             |  |
| <b>Grade 10</b>       |                             |                             |                             |                             |                             |  |
| <b>Grade 11</b>       |                             |                             |                             |                             |                             |  |
| <b>Grade 12</b>       |                             |                             |                             |                             |                             |  |
| <b>Total</b>          |                             |                             |                             |                             |                             |  |
| LEA Total             | 1950                        | 2050                        | 2100                        | 2150                        | 2175                        | 2200   |
| Projected % -<br>SPED | <1%                         | <1%                         | <1%                         | <1%                         | <1%                         | <1%  |
| Projected % -<br>ELL  | 90%                         | 90%                         | 90%                         | 90%                         | 90%                         | 90%  |
| # Campuses*           |                             |                             |                             |                             |                             |  |