

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

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**Part I: General Information**

**\*All applicants must complete this section\***

**SUBMITTED BY:** **Ken Robinson – LAYC Career Academy PCS**  
**SUBJECT:** **Charter Amendment Request for:** (Mark all that apply)

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

**SUBMISSION DATE:** **August 31, 2015**

**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

1. Provide the following information about your Local Education Agency (LEA) by campus:
  - a) Campus name(s) and location(s): **LAYC Career Academy PCS- 3047 15<sup>th</sup> Street NW, Washington DC 20010**
  - b) Year opened: **2012**
  - c) Grade levels served (Currently and at maturation of charter agreement, if applicable): **Adults**
  - d) Date that charter will be eligible for possible renewal: **Sy 2026-2027**
  
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 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. **Enter expiration date.**

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

**PROPOSAL**

**LAYC Career Academy** 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).

1. 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 combining two of our goals and officially removing CASAS as an assessment.**

## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

### Charter and/or Charter Agreement Amendment Application Guidelines

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

**This change will support our mission by allowing us to use better measures for our life skills curriculum.**

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

**Click here to enter text.**

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).

**Click here to enter text.**

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### Part II: Specific Revision Requests

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

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

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

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

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

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

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

#### **New Goals:**

LAYC has two overarching goals for the new public charter school: (1) to help disconnected youth ages 16-24 envision a future that includes not only a high school credential but also postsecondary education or training and a fulfilling career, and (2) to provide those young people with the necessary resources and tools to realize that vision.

Specific student-centered objectives designed to ensure that the LAYC Career Academy achieves these goals include the following:

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

1. Enable out-of-school youth to secure a GED certificate, and, as a precursor to preparing for the GED, raise literacy and numeracy levels (as measured by the TABE) of low-functioning students and support English Language acquisition among non-native speakers;
2. Prepare students for postsecondary education and/or job training or employment and provide them with opportunities to experience college work and earn college credit and participate in targeted vocational training in healthcare and information technology;
3. Assist students who are ready for college after they complete the program in identifying and securing access to longer-term postsecondary opportunities that will further their career goals and completing applications and financial aid forms;
4. Support and equip students with important workforce readiness skills, important life skills (defined by the Search Institute in its Developmental Assets paradigm, attached as **Section K.1.**), to interact effectively with peers and authority figures, manage conflict, solve problems, access external supports as needed, and make good decisions about educational/vocational opportunities and personal and financial issues.
5. Enable students interested in careers in information technology to secure marketable skills, A+ Computer Hardware Repair and Microsoft Office certification, and/or relevant college credits from the Community College of the District of Columbia (CCDC);
6. Enable students interested in careers in healthcare to secure marketable skills, a Certified Medical Assistant credential, and/or relevant course credits from CCDC.
7. Assist students who have vocational interests in areas other than information technology and healthcare to identify, prepare for, and apply to high-quality postsecondary education or training programs and earn college credit while in our program.

**4 & 8 Original Goals- Goal # 4 & 8 were merged in new Goal 4, reflected above.**

4. Equip students with important workforce readiness skills, as defined in the Comprehensive Adult Student Assessment System (CASAS) Essential Life and Work Skills Competencies, which can be viewed at <https://www.casas.org/home/index.cfm?fuseaction=home.showContent&MapID=1602>, and with other important life skills defined by the Search Institute in its Developmental Assets paradigm, attached as **Section K.1.**
8. Support students' development of the necessary life skills to interact effectively with peers and authority figures, manage conflict, solve problems, access external supports as needed, and make good decisions about educational/vocational opportunities and personal and financial issues.

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

**LAYC Career Academy no longer uses the CASAS assessment. This has proved extraneous and exhaustive. Students take an alternative assessment, the NWEA MAP Exams and the TABE, three times per year and may sit for the Accuplacer and the GED. The school opts to minimize the amount of standardized testing and prioritize exams that are more flexible in administration.**

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

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

**These new goals align with current school practices both within the academic curriculum as well as the student support curriculum. During the first year, LAYCCA removed CASAS from the testing schedule, as it was too arduous in administration. At the request of the PCSB, LAYCCA has added the TABE into its assessment battery. The TABE will serve as the reporting measure for both the Adult Ed PMF and LAYCCA's goal attainment measure.**

**The Casey Life Skills Assessment and the Overcoming Obstacles curriculum reflect the mission and goals of LAYCCA, specifically by engaging and empowering students through self-awareness and personal growth. As many students lack the necessary skills to become active members of society. The Overcoming Obstacles curriculum teaches many of those skills, while Casey Life Skills Assessment will ensure attainment. These tools are superior to the CASAS assessment and will better guide the growth of our students and school as a whole.**

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

**LAYCCA will monitor academic goal attainment through official TABE scores thrice per year. LAYCCA will monitor workforce readiness and life skill attainment through an adaption of the Casey Life Skills Assessment and the Overcoming Obstacles curriculum, which was adopted specifically for life skill instruction.**