

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

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-hosted public hearing, a public vote at a DC PCSB public meeting, and the execution of a written charter amendment.

- Contact Laterica (Teri) Quinn at lquinn@dcpcsb.org to start the process. 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 the application.
- When appropriate, gather community input from your staff, neighbors, 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-F
- Attach supporting documents (e.g., enrollment matrix, budget, etc.)
- Disclaimer:** While processing this application, DC PCSB staff may contact you later to request additional information for the Board's consideration. By submitting this application, you agree to cooperate with DC PCSB staff to ensure your application is processed in a timely manner.

¹ ANC notification is only required where action will impact the neighborhood. Amendments to bylaws and articles of incorporation do not require ANC notification and generally require less time to process.

Disclaimer: While processing this application, DC PCSB staff may contact you later to request additional information for the Board's consideration. By submitting this application, you agree to cooperate with DC PCSB staff to ensure your application is processed in a timely manner. 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

Part I: General Information

All applicants must complete this section

SUBMITTED BY: **AE Lovett – Washington Latin PCS**

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 type="checkbox"/> Additional Facility or New Location | <input type="checkbox"/> Governance Structure |
| <input type="checkbox"/> Goals and Achievement Expectations | <input type="checkbox"/> (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: **4/5/2019**

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):
Washington Latin PCS, 5200 2nd Street, NW
 - b) Year opened: **2006**
 - c) Grade levels served (Currently and at maturation of charter agreement, if applicable): **Grades 5-12**
 - d) Date that charter will be eligible for possible renewal: **2021**
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 PK-only PMF or Alternative Accountability Framework.
 - 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. **June 30, 2023**

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

MS and HS have both been Tier 1 each of the past three years

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PROPOSAL

Washington Latin 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).

1. Please provide details on the selected amendment(s) above and describe the requested change(s), including the school's rationale for the proposed changes. Describe any planning that is already underway to prepare for the proposed amendment.

We are seeking to increase our enrollment to open a second school and are actively searching for property, either temporary/swing space or a permanent home. We have been pursuing an extensive and thoughtful planning process, which has intensified in the past two years, to help structure the curriculum and community at our proposed second school.

Washington, D.C. families are increasingly demanding seats in our middle or high school. Each year, between 120 and 130 new students are accepted. In 2016, across all eight wards, there were 1446 total applications submitted via the MySchoolDC lottery. This number jumped to 1829 in 2017, before ballooning to 2332 in 2018. In 2019, the number of applications increased to 2539. We believe the success of our model and the demand for it dictate that we seek to offer more seats to D.C. families seeking them.

There are a wide variety of school models in the charter sector. And many have proven successful at out-performing district public schools. Many of the most celebrated schools rely on standardized approaches to curriculum and instruction and minimal choice for both students and teachers. Washington Latin has opted to do things differently. Ours is a school that provides students with an overview of the arts, humanities (the study of the human condition), social sciences, math and the natural sciences. Our program is based on the classical notion that there are certain skills needed by "free persons" to contribute meaningfully to society.

Our model is an alternative to ones that de-emphasize the role of the teacher and constrain the development and expression of individuality by students and teachers alike. Our model also seeks to address larger systemic concerns. We seek to educate and nurture students to meaningfully participate in a society that is experiencing increasing racial polarization, political tribalism and a lack of civil discourse and engagement.

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There is a critical need for high quality high schools in the District. Among all of DC's 44 public high schools, only seven non-selective schools are rated 4/5 in the five-star rating based on the new framework developed by the Office of the State Superintendent of Education (OSSE). Just three non-selective schools, including Washington Latin, are ranked 5/5.

DC is also wanting for quality middle schools: there are 13 ranked 4 or 5 on the D.C. Report Card among the city's 82 public middle schools. Washington Latin is one of these.

Washington Latin enjoys the following distinctions, among many others:

- We are one of six schools serving high school grades (among all public or public charter schools) which received a five-star rating based on the new framework developed by the Office of the State Superintendent of Education (OSSE);**
- The Washington Latin Upper School is the highest performing public school, at any level, in Ward 4 of the city (based on the OSSE framework);**
- The Washington Latin Upper School has been ranked Tier One by DC PCSB each year that the tiering system has been in place;**
- For the 2018 school quality reports, the Latin Upper School had the third highest rating among all charter schools;**
- The Washington Latin Upper School has been consistently ranked as one of the nation's best high schools by *U.S. News and World Report*;**
- Niche* ranks Washington Latin Upper School as the best charter high school and the second best public high school in D.C.;**
- Test scores of Washington Latin students, especially in ELA consistently place them at the top of public middle and high schools in the city;**
- The performance of Washington Latin students on AP exams and on national language exams compare favorably with the performance of students in area private schools;**
- Washington Latin students have been accepted to more than 150 different colleges and universities around the country and in Canada, China, the U.K. and Italy. Graduating students have earned more than \$35 million in merit scholarships for college and have earned prestigious scholarships, including the following:**
 - 10 Posse Scholars**
 - 4 Trachtenberg Scholars**
 - 2 Beat the Odds Scholars**
 - 1 Herbert H. Denton Jr. Scholar**
 - 1 Milken Scholar**
 - 2 Morehead-Cain Scholars**

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Given our track record of success and the demand for more quality educational options, we believe that we have a moral obligation to grow.

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

The proposed amendment will enable us to expand our reach and provide more students with a classical education for the modern world.

By SY 2026-2027, we expect to achieve several key outcomes:

- ☑ **1,400 Tier 1 seats (including 700 new) accessible to middle and high school students of diverse racial and economic backgrounds in DC;**
 - ☑ **More students graduating college and career ready with deep competencies in reading, writing, math, science, and languages;**
 - ☑ **Improved student performance on annual proficiency assessments;**
 - ☑ **Increased number of students demonstrating college readiness, as measured by national tests (SAT, ACT, AP);**
 - ☑ **Increased number of D.C. high school graduates, college enrollees and college graduates;**
 - ☑ **Narrowed performance gaps between students of different racial and economic backgrounds; and**
 - ☑ **An increased number of Latin graduates who fit this profile below:**
 - **Thoughtful people who will contribute to the public good and continue a life-long quest towards a fuller humanity, yielding more civil discourse and engagement;**
 - **Autonomous thinkers and learners;**
 - **Committed to service/giving back.**
3. While considering this amendment request, DC PCSB staff may review the school's history of board actions, DC PCSB audits, community complaints, enrollment trends, 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 3 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.
- In the past three years, no issues of concern or other negative board actions have been taken against our LEA.**
4. DC PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. If applicable, describe how the proposed amendment will impact the school's finances. Explain any anticipated expenses for the proposed changes and how the school will finance them. *[EXCLUDES the following amendments: Governance, Goals,*

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Mission, Curriculum, Name Changes and Graduation Requirements. If not applicable, write N/A.]

Note: *If applicable, in addition to your narrative please attach a proposed [5-year Operating Budget](#).*

The opening of a new campus will generate additional expenses for the LEA. In the year prior to opening (FY20), we anticipate incurring costs for the planning and preparation for the new school. Operational costs for the new campus will likely outpace per pupil revenue in both the planning year and the first year of operation.

Not including the facilities cost, the cost of our academic program will generate a gap in the planning year (year 0) of approximately \$1.0 M. But our modeling shows that although incremental expenses for the second campus will surpass incremental revenue, we would be able to cover the operational costs of the program from year 1 and beyond. We plan to fundraise to cover the planning year expenses.

If we do not secure permanent space prior to the opening of the new school, we anticipate minimal facilities expenses in year 0. In the absence of permanent space, we would be compelled to avail ourselves of "swing" or "incubator" space. We have modeled the cost of such space at 110% of the per pupil facilities allowance. If this holds, there would be a deficit in year 1 of \$25,000. If we do not meet full-enrollment projections, which is likely, as we have historically had some attrition in grades for which we do not accept new students (Grades 10-12) and if fail to meet the full fundraising need from Year 0, we could carry over a gap that will not be resolved until year 3. We could also reduce some of our expenses to get closer to a balanced budget in years 0, 1 and 2. (This is accounted for in the attached five-year operating budgets, both for the second campus and the entire LEA.)

5. 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). Describe any notable support for or opposition to the proposed amendment(s). If concerns have been brought to your attention, how do you plan to address them? *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Graduation Requirements and Competency-Based Learning Credits. If not applicable, write N/A.]*

The school has expended great effort to inform both internal and external stakeholders of the plans for expansion. One-on-one, small group and larger group meetings have been conducted with faculty members, policy makers, parents and community leaders. Focus groups have been convened and surveys conducted to gain input from faculty members. Written updates have been disseminated to all parents.



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Attached is a summary of our stakeholder engagement efforts, including plans for ongoing communication. Also included are slides from a PowerPoint presentation to faculty, a letter from the Head of School and board president emailed to all parents and faculty responses to a survey.

Since moving in to our current location, we have worked well with the local community. We heard and responded to concerns raised by neighbors prior to our move, and we continue to enjoy a positive relationship with the local community. We created and consistently use a dynamic neighborhood mailing list to provide information on school activities which might inconvenience our neighbors, or events which might be of interest to them. We have welcomed neighbors to many school events including our annual Fall Festival, music and theater performances, blood drives, sports games, and other activities.

We provide free notary public services to anyone from our community. We make our field and basketball court available to neighbors in the evenings and on weekends, whenever possible. We are in our second year of hosting the monthly ANC meetings. We even have neighbors who originally came to see our property out of curiosity and are now valued members of our teaching staff, and members of our teaching staff who have become neighbors.

Our Head of School has met with the local ANC commissioners to discuss our growth plans and one of these commissioners provided a letter of support. We hope to enjoy the same collaborative and positive relationship wherever we find a second location. We plan on establishing relations with our new neighbors based on the model we have set up at our present location.

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

Our growth plans were approved by our Board of Governors at our regularly scheduled meeting on May 3, 2018. The proposed amendment was unanimously approved by the same Board at our meeting held on March 21, 2019.



WASHINGTON LATIN
PUBLIC CHARTER SCHOOL

A Classical Education for the Modern World

Charter Agreement Amendment Application

Part I: Appendices

1. Minutes of Board of Governors Meeting Held May 3, 2018
2. Board of Governors Resolution Authorizing Replication (May 3, 2018)
3. Minutes of Board of Governors Meeting Held March 21, 2019 (authorizing the pursuit of charter agreement amendments required for expansion/replication)
4. Summary of stakeholder engagement efforts
5. Slides from faculty meeting held on August 17, 2018 in which expansion/replication is discussed
6. Questions about growth raised by faculty
7. Email to parents updating them on future growth
8. Good neighbor letter from ANC 4D02 Commissioner (March 29, 2019)



Board of Governors Meeting
Washington Latin Public Charter School
5200 2nd Street, NW Washington, DC
Thursday, May 3, 2018
6:00 p.m.

Governors Present: A.E. Lovett, C. Wilkinson; K. Cole; H. Rawlings; R. Dalal; P. Mara; M. Demeke (phone); C. Culver

Absent: R. Greiff; M. Cave; A. Economou; T. Morgan; T. Tuck

Head of School: Peter Anderson

Guests:

Diana Smith, WLPCS Principal
Kate Cromwell, WLPCS Director of Development and Communications
Geovanna Izurieta, WLPCS Director of Finance
Kearney
Laurie Ballenger, Prospective Board member
Chrissy Stouder, Chair of World Languages Dept.
Sander Porcelli, Arabic Teacher

1. **Call to Order:** Ms. Lovett called the meeting to order at 6:11 p.m.
2. **Prospective Board member:** Mr. Wilkinson introduced prospective parent board member, Ms. Laurie Ballenger. He provided an overview of Ms. Ballenger's professional background and her connection to Washington Latin.
3. **Academic Committee:**
 - a. **Seal of Biliteracy:** Chrissy Stouder and Sander Porcelli introduced the Proposal for the Seal of Biliteracy at Latin. Ms. Stouder provided an overview of the School's language department and then explained the prominence of the Seal, which represents a high-level of proficiency (ability to function) in a foreign language. The Academic committee previously vetted the proposal and recommended that the Board approve the Seal. Mr. Rawlings moved to accept the recommendation of the Academic committee. Mr. Mara seconded the motion, which passed unanimously.
 - b. **Performance Management System for WLPCS:** The performance management system is in the final stages of review. The goal is to be implemented for 2018-2019 school year.



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4. **Approval of Minutes:** Ms. Lovett indicated that the April board minutes will be presented for approval in June.

5. **Head of School Report:**
 - a. **Convivium:** Mr. Anderson shared photos from the *Convivium* event and noted additional photos in the “Thank You” email that was sent afterwards.
 - b. **Paideia Scholarships:** Mr. Anderson noted that three students received prestigious Paideia scholarships to study Latin in Rome and Ancient Greek in Greece.
 - c. **College acceptances:** Crys Latham will attend the June board meeting to discuss student college acceptances in detail, but Mr. Anderson previewed that students were accepted into a diverse field of colleges. The School leadership is pleased with the scholarships students have earned. He noted that there is still a focus on college persistence and college graduation, which the School will be tracking more closely.
 - d. **Student Niyjah Wright:** Ms. Wright, point guard on the Latin basketball team, was named All-State second team (she scored 1,000 points in her high school career).
 - e. **Blood drive:** Latin students took the lead in organizing the School’s first ever blood drive, which targeted Latin personnel and the neighborhood.
 - f. **Visit from Chinese principals:** Mr. Anderson shared that principals from China recently visited Latin. Students who went on the trip to China had a chance to meet with these principals during their visit to Latin.
 - g. **Students excluded from school:** Mr. Anderson noted that there are two students who are being educated offsite by school-appointed tutors and counselors for social/emotional reasons.
 - h. **Discipline legislation:** Mr. Anderson provided an update that the legislation, “Student Fair Access to School Act”, was passed on May 1, 2018. Among other points, the legislation limits suspension terms to 5 consecutive days for grades K-8 and 10 consecutive days for grades 9-12.

6. **Development Committee:** Ms. Dalal and Ms. Cromwell provided an update on *Convivium*. Ms. Cromwell underscored that the event was aimed more so at prospects rather than donors. She asked the Board to consider ideas regarding how to make the event different in the future. She also emphasized the importance of guest follow-up so that they can be invited to the School to experience Latin firsthand.
 - a. **Dashboard:** Ms. Cromwell provided an overview of the Development efforts to date. She noted that Development efforts are going well with respect to the general unrestricted fund; there has not been as much progress towards meeting the Faculty Fund goal (50% progress). She also noted that *Bachannalia* this year did not yield the proceeds that it has in past years. The 2017-2018 fundraising goal is \$762,000. YTD progress is \$442,680.

7. **Finance/Compensation Committee:** Ms. Izurieta requested that Board members review and approve the School’s 990, which is due by May 15, 2018. Mr. Wilkinson moved to accept the



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990 as presented by Ms. Izurieta. Mr. Mara seconded the motion. The motion passed unanimously.

- a. **Reviewed key performance indicators:** Ms. Izurieta presented key financial performance indicators from July 1, 2017-March 31, 2018. She advised that the School is tracking ahead of the projected budget in terms of gross margin by 5%. It is also tracking ahead of revenue due to the increase in the per pupil allocation from the city. She reviewed forecasted goals for the next academic year.
8. **Governance Committee:** Mr. Wilkinson provided updates on prospective board members, noting the application from Ms. Laurie Ballenger. He provided a procedural overview, whereby the Governance Committee is to interview the candidate after the Board meeting and then present her to the Board for a vote. He advised that there are three other prospective candidates currently in the review process.
 - a. **Head of School evaluation:** Focus groups are underway and are expected to be wrapped up by the next Board meeting on June 7, 2018.
 9. **Growth Committee:** Mr. Mara recommended that the school adopt a resolution that would allow for the opening of a second campus for Washington Latin beginning as early as the start of the 2020-2021 academic year. He made a motion that the school proceed with growth and begin efforts to secure a building. Ms. Culver seconded the motion, which was unanimously approved.
 10. **Motion to adjourn:** Ms. Lovett thanked everyone for their attendance and adjourned the meeting at 7:59 p.m.



Board Resolution

Whereas,

- ☑ WLPCS is one of only three charter high schools that has been rated Tier 1 each of the past six years;
- ☑ WLPCS was one of only seven Tier 1 charter high schools in D.C. in 2017;
- ☑ WLPCS is one of only 13 Tier 1 charter middle schools in D.C. in 2017;
- ☑ WLPCS is one of only four high schools (charter and DCPS) which had an ELA proficiency greater than 70% in 2017;
- ☑ WLPCS is one of only three high schools (charter and DCPS) which had a math proficiency greater than 45% in 2017;
- ☑ There were almost 1500 applications for MS admission to WLPCS in 2018; and
- ☑ There were more than 800 applications for HS admission to WLPCS in 2018;

The Washington Latin Board of Governors in its regularly scheduled meeting of May 3rd, 2018 resolves to accept the recommendation of the Growth Committee to:

- ☑ Approve the opening of a second school that would eventually serve similar grades (5-12) and a similar number of students (~720); and
- ☑ Target the 2020-2021 school year for the opening of that school



WASHINGTON LATIN
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A Classical Education for the Modern World

Board of Governors Meeting
Washington Latin Public Charter School
5200 2nd Street, NW Washington, DC
Thursday, March 21, 2019
6:15PM

Governors Present: T. Morgan, C. Wilkinson, B. Caldwell, A. Graham, G. Matthews, L. Ballenger

Governors Participating Via Phone: C. Culver, H. Rawlings, R. Dalal

Regrets: A. Lovett, K. Cole, P. Mara (on leave), R. Greiff, M. Demeke

Head of School: Peter Anderson

Guests:

Diana Smith, WLPCS Principal

Kate Cromwell, WLPCS Director of Development and Communications

Geovanna Izurieta, WLPCS Director of Finance

J. Kearney Shanahan, Shanahan Law Firm

1. **Call to Order:** Mr. Wilkinson (acting chair) called the meeting to order at 6:20 PM.
2. **Growth Committee:** Mr. Anderson led a conversation on the status of the Growth Process described in Supporting Paper 1.
3. **Charter Amendment Application:** Mr. Anderson reviewed the Charter Amendment Application process noting that the LEA is seeking the following: (a) Enrollment Ceiling Increase, (b) Program Replication of Grade Levels Served and (c) Additional Facility or New Campus Location (once a suitable location has been identified). Mr. Anderson requested Board authorization to pursue these charter amendments, pursuant to the resolution passed by the board in May of 2018 and consistent with the plans that have been underway since then.

DECISION 19-03-02: The board voted to authorize the school leadership to pursue the necessary charter amendments as a part of the school's plans for expansion.

Mr. Anderson requested that any Governor comments to the draft application described in Supporting Paper 2 be provided to him within the week following this Board of Governors meeting.

4. **Finance Committee:** Ms. Izurieta led a discussion of the Budget Guidance and Assumptions for the FY20 budget described in Supporting Paper 3. Mr. Morgan sought Board of Governors approval of the salaries line of the FY20 budget to enable management to issue offer letters to new and returning faculty during spring break (which begins after dismissal on March 22). After a motion made and duly seconded the Board of Governors unanimously approved the salaries line of the FY20 budget.

DECISION 19-03-03: The board voted to accept and approve the salaries line of the FY20 budget as recommended by the Finance Committee.

Mr. Morgan noted that the Board will be asked to approve the FY20 budget at a subsequent Board of Governors meeting.

5. **Development Committee:** Ms. Cromwell highlighted that WLPCS has been notified that it is a semi-finalist in its effort to receive funding from the Charter School Growth Fund's (CSGF) Emerging CMO Fund. CSGF will be visiting WLPCS on a to be determined date. Ms. Cromwell and Mr. Anderson strongly recommend Board representation during CSGF's visit. Ms. Cromwell also briefed the Board on a meeting held earlier in the day with a team from CityBridge Education.

Ms. Cromwell also updated Governors on progress toward Convivium, requesting that Governors invite those potentially interested in supporting WLPCS' growth efforts.

6. **Governance Committee:** Mr. Wilkinson led a discussion of the Junior Committee recruitment effort, the flyer for which is in Supporting Paper 5. Governors were encouraged to distribute the flyer to prospective candidates. At Mr. Wilkinson's suggestion, and after discussion, Governors agreed to change the name "Junior Committee" to "Associate Board."
7. **Head of School Report:** Mr. Anderson briefly reviewed the major points of his report.
8. **Consent Agenda:** The Board of Governors approved the Minutes for the March 8, 2019 teleconference meeting, and the Minutes for the February 21, 2019 Governors meeting.

DECISION 19-03-04: The board voted to accept and approve the designated sections of the consent agenda.

9. **Closing:** Mr. Wilkinson adjourned the meeting at 8:10 PM and moved the Governors into executive session.

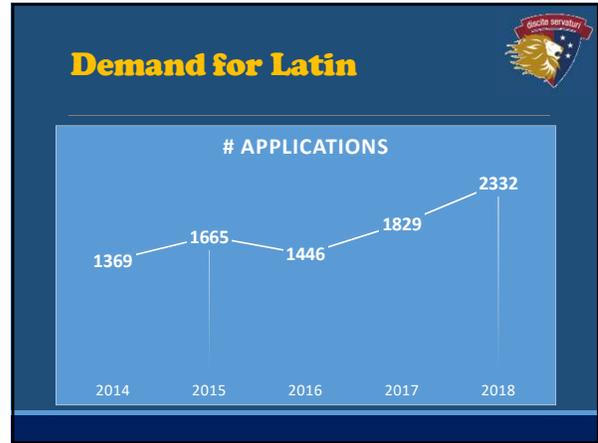
Stakeholder Engagement

GROUP	ACTIVITY/DESCRIPTION	STATUS	NEXT
Faculty	Announcement and discussion with SLT -- sharing the board vote and its ramifications	June 2018 completed	N/A
	One-on-one meetings with key faculty	Started in June 2018, completed by Aug 2018	N/A
	Update and discussion at all-faculty meetings	August completed	April update
	Focus groups with faculty on what works, other growth experiences	Three groups conducted	Spring group TBD
	Request for input from SMC - various	2x monthly	Ongoing
	Request for input from all faculty - key growth questions (via shared document and in one-on-one meetings with HOS)	Ongoing	Ongoing
Parents	One-on-one meetings or calls with selected parents	Started in June 2018, completed by Oct 2018	As needed
	PFA meeting on growth - Strategic Plan Update	November 8 th , 2018	
	Monthly "Chat and Chew" sessions with HOS at which growth has been a topic of discussion	Beginning in Nov. 2018 and ongoing	Ongoing
	All-parent communication on growth (email)	March 21 st , 2019	Quarterly, then monthly
	All-parent meeting for presentation and discussion with more details	April 17 th , 2019	TBD
	Written updates quarterly, then monthly in Year 0; can also include parents	Begin summer 2019	TBD
Students	Meeting with the student leaders in community council and HOS	Scheduled for April 5 th	TBD
	Student focus groups	TBD	TBD
Alumni/ Alumni Parents	Mtg w/ alumni parents & parents whose children are seniors; creation of "ambassadors" for communication, fundraising, recruitment	Scheduled for April 4 th	Ongoing
	Alumni focus group	Summer 2019	TBD
Neighbors/ Community	Meeting with ANC commissioner(s)	Initial meeting with René Bowser (3/20/19)	As needed
Government Officials	Meeting with mayor's office	Meeting with interim DME (6/7/18)	Meeting with others in office TBD
	Meeting with City Council members	Meeting with Brandon Todd (9/5/18)	Follow-up and meetings with others TBD
Donors	One-on-one meetings or calls with selected donors	Started in June 2018	Ongoing
	Written updates	Starting in Fall 2019	Quarterly



**Washington Latin Faculty
Beginning of Year Meetings
August 17th, 2018**

1



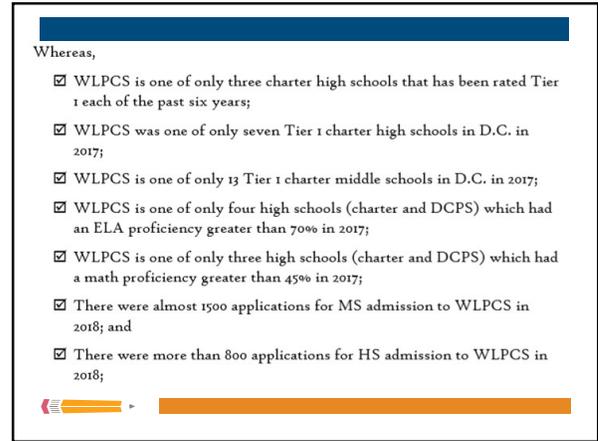
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The Board's Response

- Expansion or growth has been part of our strategic plans for several years
- Growth committee
- The board made a definitive move in May, passing a resolution authorizing growth

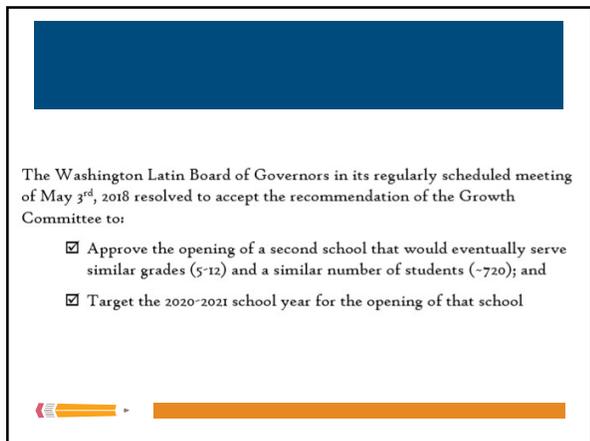
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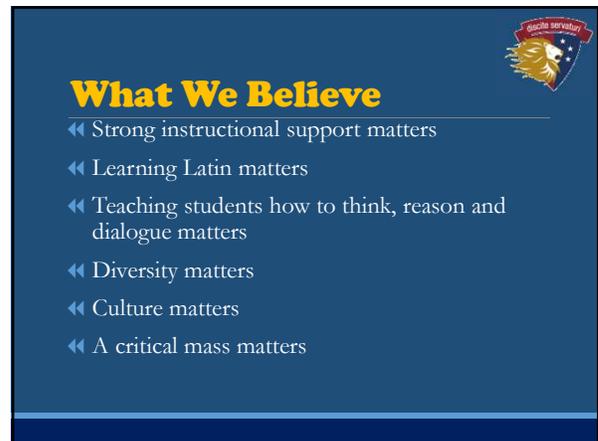
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What We Believe

- Strong instructional support matters
- Learning Latin matters
- Teaching students how to think, reason and dialogue matters
- Diversity matters
- Culture matters
- A critical mass matters

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Why This Can Work

- ◀◀ We have a track record
- ◀◀ We have learned lessons
- ◀◀ Confidence in the team
- ◀◀ Available support

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Challenges

- ◀◀ Toll on existing team
- ◀◀ Facilities
- ◀◀ Finances
- ◀◀ Talent
- ◀◀ Others

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What Growth is Not...

- ◀◀ Cloning our existing school
- ◀◀ Following a script or a template
- ◀◀ Splitting our current school in two and having half stay here and half go to the new school
- ◀◀ Opening a series of schools in rapid succession

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Priority Concerns

- ◀◀ Preserving autonomy
- ◀◀ Continuing to improve current school
- ◀◀ Engaging interested faculty

66



What We Would Expect from a New Latin School

- ◀◀ Classical model
- ◀◀ Diverse student body
- ◀◀ Grades 5-12
- ◀◀ Small
- ◀◀ Teacher-driven

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Questions?



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Questions about Growth

Note: Faculty members were invited to respond to the questions below using a shared Google Doc. We have removed references to specific names and the initials of faculty who agreed with comments made by their colleagues. Comments were collected between late January and early March 2019.

=====

There are dozens of questions being considered by the board and school leadership about growth. Below you will find a subset of these questions which we hope the faculty can help us to answer.

Please reach out to Mr. Anderson if you need any clarification.

Questions:

1. In what ways might growth benefit our existing school?

The up-side to seeding a new campus with current Latin teachers is that it would offer current teachers more opportunities to step into leadership roles, either in new positions at the new campus or filling in newly vacated positions at the old campus.

I think opening a new campus may help us to think about some of the policies that we have/don't have as we are asked to formalize them for the new school; I also think that several geographic locations could help us in recruiting in new areas to maintain/increase diversity.

Growth might force us to clarify policies and practices related to discipline and the mission of the school.

I like the idea of growth allowing teachers to reflect on what we do well and what we can do better. I also feel that the city deserves more amazing middle schools. Other than us, there isn't really much. Some mediocre charters, some mediocre DCPS schools. The city deserves more options.

Growth would certainly spread the word so to speak, that is market what we are doing and what is good and important about it. It would hopefully thereby bring attention to our current school. It would also be an interesting situation if we were able to compare results, initiatives, techniques etc. with another school founded on the same basic mission and approach.

Growth could help in identifying why parents are interested in Latin for their children. If it is due to specific qualities over others, then that can inform about what needs to be improved and replicated. Then there's an altruistic benefit in knowing that Latin is meeting a communicated need/desire in the community.

I guess that there's benefit in the reflection necessary to make as few mistakes as possible in opening the new school. Other than that I can't think of tangible benefits off-hand. I'm concerned about reduced leadership attention to the existing campus, and brain drain (or culture drain) if we lose a critical mass of the extant faculty to any new facility.

2. As we consider growth, we want to make sure that we do not lose sight of the challenges and needs that we face at present. In view of this, what are some of the most pressing needs confronting us now?

Continued focus on the "middle" kids.

Compliance, capacity

Overly stretched administrators and (to a lesser extent) teachers - this is a problem that could easily get worse if we lose people to a new campus

Meeting the individual, specific and varied needs of our diverse body of students.

1) Differentiating across subjects and despite student being identified as having an IEP/504. Perhaps this could enable more students to participate in more challenging classes.

2) Rethink "inclusion" to allow for alternative (and sustainable) educational approaches for students with significant behavior and learning challenges. a) add more behavior interventionists and resource teachers who could facilitate this model.

3. In order to start strong and have sustained holistic success (however you choose to define that), what will we need to do now? What will we need to do in the earliest months and years of the new school? What will we need to consider? What do we need to make sure to plan for?

Get teacher internships going at our present campus for folks who'll become Latin teachers at the new campus. Hire early and have new hires -- both teachers and admin -- shadow and do focus groups with their counterparts at the present campus. Developing school culture and academic rigor were big challenges in the first few years of Latin -- lots of strong students lost to private institutions and Walls. How do we create institutional stability and high -- but supportive! -- expectations for students at a brand new school? The more opportunities faculty at the new campus have to learn from watching what we already do, and the more opportunities they have to think and reflect together, and talk to teachers already here, the better.

One of our biggest worries in moving to our current location and a larger building was a change in culture. We've had a pretty stable faculty for several years now. It is vital for new faculty to be hired early to shadow in our current community so that they have an understanding of who we are and what we are trying to transfer into a new space, that they are the stewards of that, though I do imagine that some current faculty and leadership will also be in the new school to help establish cultural and norms.

We need to actually define what success means for us. We cannot be all things to all people, and the clearer we are about this, the better we will serve our new students and recruit and retain new faculty. I propose that success will mean a) a warm community in which teachers like their students b) a place where faculty are good to each other and curious about each other's interests c) an intellectual community in which both the diversity of groups and the universality of human experience are honored in our cur (this means, I believe being neither too far to the right nor to the left).

We will need to deepen our understanding of the "classical education." We must believe in this mission if we are to expand it. Is it about the incredible durability of the ideas so well expressed two thousand years ago? Is it at all about the data that suggests a correlation between the study of Latin and high performance in other endeavors? Is the study of Latin at all similar to the study of logic? Why do we do this? I know we have a team that pursues this. I know we have a statement pertaining to it.

The faculty there need to bond and agree on their mission. They should observe what we do here, and then they should start making their own plans as a group. Who they are matters. That school will be different from ours in some ways, and that is just fine. We should be very careful about who we hire.

4. What is the biggest difference you would like to see between our current school and our new school? Why?

More of a connection between middle and upper schools.

More accessible to Latino families- website materials in Spanish, Latino community outreach, etc. because this matches the needs of our city, and we are currently not tackling this as comprehensively as we could. I also think we should start with a trauma-focused lense- get all teachers on board with the concepts and align our approach early.

More accessibility to native Spanish-speakers, more acknowledgement of Latinx contributions to our communities (Latin, DC, classical education)

Yes - and offer an advanced language course for heritage speakers of Spanish (even if Spanish were not to be offered as a world language) who already use the language informally; this could go far in honoring their home language and identity and providing motivation and guidance for them to improve their proficiency, particularly in terms of literacy and literature.

A robust education for new faculty in what classical education means at WLPCS - for students, in their subject, and as a whole community.

5. What are the biggest risks that we face in undertaking this expansion?

Failing to create another version of the strong school community at Latin -- failing to create a school where students can learn and teachers can teach, foremost.

Diluting what we have here in efforts to spread attention if there are not enough middle and upper level leaders on hand. How many leaders will be shared between campuses?

Yeah... capacity and culture seem like the two biggest ones. And I think we should be purposeful about the relationship between the two schools- if they will function as completely different entities or if there will be times when we are all together as a network community, etc.

One risk could be expecting to see (and intentionally create) a “cloned” version of WLPCS at the expense of allowing the present and future community experience another expression of “classical education.”

6. How can we preserve faculty culture in the new school?

Get new faculty to observe and talk to faculty at the original campus. Bring administrators on early and have them intern or shadow for extended periods at our present campus.

Focus on retaining the systems that work for us - admin teaching at least one class, very intentional faculty meetings that are focused, excellent money management to ensure that we can spend on professional development, intentional planning of the school calendar so that breaks are given during times of high-stress, assemblies that focus on qualities to develop and provide opportunities for students to support each other, teachers in this school don't have to deal with behavior as much as in others schools that I've taught in - this is due to our investment in deans. It makes a massive difference when teachers can focus on teaching really well. Also, healthy food is always available for the students and lunch is provided for faculty.

Starts with the leadership- creating a place to work that keeps the teaching experience at the center: small class size (so small classroom size), alignment on the classical mission, backup/support from admin, service providers, deans, etc., access to resources, opportunities to grow and develop, autonomy as much as possible, curricular support, etc.

Leadership that respects teachers and cares deeply about **both** the life of the mind and the heart

...the life of the mind and the heart of both teachers and students

Be clear about and model what Latin believes and values in the staff and in the students.

Continue with formal and informal PD opportunities, whether soirees, instructional teams, or peer PD sharing. Encourage faculty to share their passions and expertise with each other through these and other platforms.

Continue to find ways to make the load sustainable for faculty (things in the spirit of half days for comments)

7. What kinds of shared/collaborative student opportunities, across schools, ought to be considered?

Depends on how close the schools are located to each other, and the facilities at any new school, and in athletics how we want to balance maximizing competitiveness with creating as many opportunities as possible for student athletes.

I think seniors should elect to teach small classes of the new 5th and 6th graders about the classical mission and the culture of Latin (like ___'s current class). Also, intramural sports eventually?

Agree with ___ above - This is a great opportunity for senior projects (particularly for seniors who are almost finished with their requirements by senior year and could have a lot of study halls). They could serve as assistants, teach an elective, etc. Selfishly for my department, I'd like to have them offering a weekly (or 2-3/wk) language intro elective. If at all logistically possible, students should be involved in shaping the new campus. Love the idea of getting more seniors occupied in sharing what they know with younger students -- one thing I'd add as someone who runs a student staffing program, though, is that this can create more work for supervising adults than you might expect, so it would need to be considered as part of the teaching load.

Athletics, parent groups, fairs, dances, community projects, field trips.

Joint opportunities where classes from both schools come together for shared events, science fair, field trips, etc.

8. What kinds of shared/collaborative faculty opportunities, across schools, ought to be considered?

Joint PD opportunities, joint social activities, mandated cross-campus observations, joint planning opportunities/days

Cross-teaching ("semester swap")

This might be an opportunity to offer opportunities that we don't have the resources to support at just one campus. For instance an expanded Computer Science or Tech curriculum perhaps offered at each campus for one semester of the year. Would need to help the faculty member sharing time to feel like a full member of each community if this were to happen, which is surely possible.

9. What are some specific ideas you have for new student recruitment?

I don't know that we need to recruit, per se. The waitlist tells us that the numbers are there. We do, however, need to continue to make concerted efforts to reach into the pockets of the D.C. community where we will find families that will help us to maintain or increase the

various types of diversity that we cherish, including geographic (all wards), socio-economic, and racial/ethnic.

Recruit in Spanish!

Connect current families to new families during the summer/start of the year and get current families to attend recruiting events.

A current family could adopt a new family to act as a mentor/guide in some way/fashion

10. What are some specific ideas you have for new faculty recruitment?

Teacher internship programs to introduce prospective new faculty to the culture and expectations of teachers at Latin. The money this would cost would be money well spent, as it would help assure the success of the new campus.

Get our teachers to teach who are interested to teach classes at teacher prep programs. When I was up in CT, this allowed me to both help my college students at UConn to get a job and helped my school to get quality candidates that we knew could teach and were a great fit for our culture. I've tried to do something similar here but have not had much success.

Yes, please! *This* is how we leverage our impact as teachers!

I am really impressed by our Urban Teaching resident... I think this could continue to be a helpful feeder, and the model supports that the teacher would learn our model deeply under an experienced teacher prior to taking on their own classroom. Plus our alumni continue to be a fabulous resource for maintaining culture.

I agree - ____ is great! And the program seems to be instilling values that we consider important.

Continue to keep an eye out for WLPCS alumni who are capable and want to be teaching

11. If you have witnessed or participated in expansion efforts at other schools in the past, what mistakes did you observe that we can avoid?

It is necessary to start small and grow up. Being too ambitious is a great risk

If the size of the school is too big, and every teacher has his/her own room, the culture will suffer tremendously. Part of what keeps our culture alive is the faculty room, where many teachers come to work and inadvertently collaborate or are exposed to supportive ideas. In my previous school we built a brand-new, beautiful building that sucked the life out of collaboration by allowing each teacher to have his/her own space.

Agreed! Sharing classrooms has also been a very powerful connecting force.

Agreed!!

Agreed IF there are explicit norms in place about general expectations for shared work space

I disagree with the above to some extent. Sharing ideas is important but I think we need more options for quiet work space or home bases amongst the faculty. Faculty often need quiet places to make phone calls or limit the opportunity for distraction that can be hard to find in our current configuration. Also some subjects move more easily than others. A lot of challenges are created by science teachers trying to move between multiple rooms each day. Science is a subject of stuff. Demos and materials in one room may not be present in another so spur of the moment explanations often suffer. Also, without consistent setup times and control of the space where a lab is to be run, it limits the types of labs we can run and the experiences we can offer. When moving between rooms each period there is no time to set a lab up in advance and once set a lab may not easily move to another room for the next section of the class.

I agree with ____ here. The right amount of space sharing can foster collaboration, too much sometimes causes unnecessary stress and conflict. Space sharing doesn't work for all subjects and purposes, and the overall building still needs to be large enough to support every class and function without the use of less than ideal spaces and with more workspace for teacher planning. (Small classes that need to wander around instead of having a dedicated space don't quite make sense, teaching in public spaces like the MPR or library on a regular basis has seemed like a hardship when I've observed it because of the sheer number of other purposes those spaces need to serve, every advisory needs a proper space for both lunch and morning, for example). I think we don't have quite enough space in this building so we share a bit more than ideal or in ways that create challenges.

I have seen organizations struggle when alignment at the leadership level is not clear - it is impossible to keep everyone on the same page when the page is not crystal clear in the first place

I have seen organizations place such an emphasis on uniformity in the guise of "school culture" that teacher creativity and autonomy was sacrificed. We should do our best to preserve that autonomy that makes Latin a unique and creative place to teach and learn in.

I have seen a school stretch class size and teaching resources too thin by having the student rate increase more quickly than the faculty. This school also took on more higher need students without the resources to give them all the help they needed.

- 12. One of our goals in this expansion is to demonstrate the replicability of our current program in hopes of influencing ideas about what public education can be. Leaving aside practical limitations for a moment, if you could imagine any outcome, what would you hope this growth could show to inflect current conversation/thinking about public education?**

-- The benefits of creating a school culture focused on the cultivation of excellence -- in moral and interpersonal as well as academic forms -- through habit (see Aristotle quote in the library).

When traditional obstacles that drain the energy of teachers are removed/limited, and when they are given a clear vision and purpose for their work, an amazing school can be created. It's not top-down, it's getting out of teachers' ways and allowing them to teach with a clear end-goal in mind.

Agree -- I have never been in a place at which *administrators did so much for teachers* to enable them to focus on teaching.

So very true!!!

That kids from every corner of the city can come together and build authentic relationships with people who are different from them that challenge what they believe to be true about the world

Agree!

Agree!

Agree

That there is room for nuance in education and that louder is not better

That technology is a wonderful **means** but not an **end** and that our search for real and substantive ends is what unites us ("Nothing new, no time-saving devices, —simply old time-glorified methods of delving for Truth, and searching out the hidden beauties of life, and learning the good of living" - DuBois)

The same, but sub "standardized testing and traditional forms of student data" for "technology" above, and remove "wonderful"

That classical education can be a holistic approach to preparing a diverse population for an ever-changing, global world while considering cultural and demographic realities.

...and helping to ensure the responsibility of successive generations of citizens in a democracy

That teachers are professional and can be trusted with the autonomy to create their curriculums and methods as fits their styles and students.

Class size matters a lot. The size of the community matters a lot. A shared vision is important, and everyone at the school should believe in that vision.



Peter Anderson <panderson@latinpcs.org>

Update from Washington Latin on Future Growth

1 message

Washington Latin PCS <communication@latinpcs.org>
 Reply-To: Washington Latin PCS <communication@latinpcs.org>
 To: panderson@latinpcs.org

Thu, Mar 21, 2019 at 7:31 PM

Dear Latin Community,

Earlier this school year, we shared with you an update on our five-year strategic plan, including our goal of expanding in DC. The Latin Board of Governors and leadership team, after careful consideration, decided to open a second campus based on the same principles and essential characteristics of our current school, including grades served, overall size, diverse student body and classical academic model. We are targeting 2020-21 for the first year of enrollment, opening with grades 5 and 6 only and adding a grade each year until we reach full enrollment in seven years.



You probably have questions about our growth and especially how it could affect your children's Latin experience. We invite you to join us for a second parent forum on **Wednesday, April 17 at 6:30 pm** in the MPR at Latin to learn more about our plans from school leadership and members of the Board. Please share your questions and concerns with us, so that we can do our best to address them at the forum: growth@latinpcs.org. In the meantime, we offer some basic information on our plans below.

How will the second Latin campus affect the first?

This has been an important consideration for us and sustaining the quality and character of the current campus during expansion is a top priority. We intend to keep the majority of faculty and leadership constant at 2nd Street and are identifying ways to strengthen and refine our program overall. In fact, expansion will provide some additional resources to better serve all our students, primarily in the form of philanthropic support to bolster shared resources and provide additional funding for program development and enrichment.

Why is Latin growing?

There are simply not enough quality public middle and high school options to serve all DC families well. On the recently released State Report Card, just 15% of non-selective high schools and 16% of middle schools in the District are top ranked (scoring 4 or 5/5). Our Middle and Upper Schools are both in this top percentage, and – as you may know from your own lottery experiences – the competition for spots at Latin is intense. We received more than 2,500 applications for just over 100 available spaces in this year's lottery. While establishing a second campus cannot solve this problem entirely, we believe we have a moral obligation to make a Latin education more accessible to DC families.

Does Latin have support for growth?

We are confident of our ability to garner the funding and other support required for expansion. The DC Public Charter School Board (the authority which must approve our growth) has encouraged us to consider expansion in order to meet growing demand from families, as have several foundations focused on charter schools. Above all, we hear from parents in the District who want their children to be able to attend Latin, and we are confident that we can fully enroll the second campus.

Our parents have always been partners in our work and supporters of Latin in myriad ways. As we approach this exciting new phase for our school community, we will continue to rely on your involvement, support and feedback. Thanks in advance for your questions and comments. We look forward to working together to bring a Latin education to more families in our city.

Best wishes,

Peter Timothy Anderson
 Head of School

Ann Elizabeth Lovett
 President of the Board

[unsubscribe](#)



GOVERNMENT OF THE DISTRICT OF COLUMBIA
Advisory Neighborhood Commission 4D
P.O. Box 60834
Washington, D.C. 20039

March 29, 2019

RE: **Washington Latin Public Charter School**

To Whom It May Concern:

I am Advisory Neighborhood Commissioner for single member district 4D02 which includes Washington Latin Public School. The School has been situated in this Petworth residential neighborhood since 2013.

Since locating in Petworth, the School has worked to be a good neighbor to the surrounding community. Upon consultation with the community, Washington Latin agreed to open the field to public use when not in use for school activities in accordance with District's lease agreement. In addition, the School has worked to respect the character of the community. In this regard, the School has consistently provided advance notice to surrounding community members of major School events, particularly when evening events may take up extra parking in the neighborhood. The School also highlights events such as blood drives which benefit the entire community. Most importantly, Washington Latin has been a good neighbor to the community by permitting Advisory Neighborhood Commission 4D to hold its monthly public meetings at the School for the third year. The Commission is very thankful for the use of this well lighted, modern facility.

Importantly, the School has been open in responding to neighborhood complaints. Specifically, the School has monitored the traffic and worked with parents in an attempt to limit the traffic bottleneck in front of the school during pick up and drop off of students before and after school. Additionally, the School promptly informed the ANC of its special exception requests that provided the ANC with sufficient time to obtain community input regarding the requested changes. As well, the School consults with the Commission regarding community issues of mutual concern to the community and the School.

The foregoing examples demonstrate that Washington Latin Public Charter School has linked its advancement to the advancement of the surrounding community and is a good Petworth neighbor.

Very truly yours,


Renee L. Bowser
ANC 4D02 Commissioner

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

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.

Note: Schools that do not meet all criteria outlined in DC PCSB's Enrollment Ceiling Increase Policy may be asked to provide additional information, such as the following:

- Assessment data other than PARCC (e.g. WIDA, NWEA MAP, IEP goal mastery, etc.)*
- School's response to resolving the issue(s), including steps already taken to improve the issue*
- Any other information that provides context regarding missed criteria*

- 1.** Why is the school seeking this enrollment ceiling increase? How does the school know there is demand for this expansion? How does the scope, pace, and need for the enrollment ceiling increase align with current demographic and growth projections in the city (such as the projections found in this [study](#)).

The school is seeking this enrollment ceiling increase to meet the increasing demand from prospective families from across the city. In the past three years, the school has seen an increase in applications for all grades from 1829 (for the fall of 2017) to 2539 (for the fall of 2019). Besides the demand indicated by the number of applications, leaders from at least two different neighborhoods have met formally with the Head of School to request that Washington Latin consider opening a second campus. We are confident that families will have an interest in our program at a second location.

The school is currently located in Ward 4, one of the "green zones" identified by the 2017 DC PCSB study. While we do not yet know where a second campus would be located, we would strongly consider a location where there is a "quality gap." We are committed to finding a location that will support our commitment to diversity.

- 2.** DC PCSB will review the school's enrollment trends over the past 3 years. What patterns are we likely to find? Is there any context you can provide to explain your current enrollment patterns?

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

- a. Describe the impact your school's enrollment ceiling(s), certificate of occupancy, and waitlist/vacant seats have had on your recruitment and program growth.
- b. Describe ways that your school ensures you recruit, enroll, and re-enroll students with disabilities and English language learners, along with your target population. What methods do you employ to ensure your curriculum is accessible to all students regardless of race, ethnicity and gender as shown through re-enrollment rates?

Over the past three years, the school has continued to enroll students from all eight wards of the city. Our re-enrollment has surpassed 95% in each of those years for both the middle and high schools. However, we have seen an overall decline in the enrollment of students with disabilities and English language learners.

Last year, we received 33 Spanish language applications for upper school and 79 applications for middle school. This year, we received 51 applications for upper school and 129 applications for middle school. While we did not meet our goal, we made notable progress. For the upper school, we had a 54.55% increase. For the middle school, we had a 63.39% increase.

We hope to increase the numbers of African American students in the middle school and the numbers of Latinx students, at-risk and economically challenged students in both divisions. We are currently working with our board to develop specific targets.

To reach the targets (once they have been finalized) will require deeper data analysis, some work with current students and their families and some targeted recruiting. Some of the next steps include the following:

- Analyzing patterns of attrition:**
 - **Who are the students who leave at any time during the year, by racial/ethnic breakdown, by ward of residence, by economic status, by special education status, etc.?**
 - **Who are the students who leave during the school year?**
- Analyzing patterns of performance of students new to our school:**
 - **For students who join us after any grade besides fifth grade, what are the persistence rates? What are their demographic characteristics? Do siblings fare better than non-siblings?**

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

Strategies for recruitment include the following:

- 1. Build and leverage partnerships with community-based organizations (CBOs), social service providers, churches and agencies who serve the students (and the families of the students) we are targeting for increased applications, especially at-risk students and Latinx students. We have identified specific groups and preliminary outreach approaches.**
- 2. Leverage our current and alumni families to be our admission ambassadors.**
- 3. Gain access to prospective feeder schools via PTA's and similar associations. We have identified schools within a 1.5 mile radius of our current school with Latinx populations of at least 40% and sizable African American populations to target.**
- 4. Use select communication channels to reach a more racially and socioeconomically diverse set of families and students. This includes newspapers, blogs, radio stations and social media.**
- 5. Track inquiries and attendees to open house and other admission events and follow up with them before the lottery deadline.**
- 6. Increase the team trained to assist families through the admission process.**
- 7. Keep in touch with families during and after enrollment to 1) increase the yield from enrollment; and 2) facilitate a warm and smooth transition to our school.**

We have had a strong track record of success with students with disabilities, especially in the upper school. We provide a host of academic, emotional, and psychosocial supports to all students including English language learners and students with disabilities and employ a full complement of student support staff and counselors. Currently on staff we have three P/T counseling interns, a school psychologist, two social workers and one additional counselor. Our special education team has been growing over time. Three FTE caseworker positions and three FTE aide positions have been added in the past three years. Next year, we will add a caseworker for our English language learners who will work with our ESL staff and with teachers who teach these students. We will continue to prioritize student support at our next campus.

- 3.** 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?

We cannot put more students in our current property and so are seeking an additional property at which to open a second school.

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

4. 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.*



WASHINGTON LATIN
PUBLIC CHARTER SCHOOL

A Classical Education for the Modern World

Charter Agreement Amendment Application

Section A1: Appendix

Enrollment Matrix



Enrollment Matrix – K-12 Charter Schools
 (Projected enrollment is for the total LEA, not just for the additional students)

	Academic Year 2020-21	Academic Year 2021-22	Academic Year 2022-23	Academic Year 2023-24	Academic Year 2024-25	Academic Year 2025-26	Academic Year 2025-26
Grade Levels	Projected						
PK-3							
PK-4							
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5	190	190	190	190	190	190	190
Total	190	190	190	190	190	190	190
Grade 6	190	190	190	190	190	190	190
Grade 7	95	190	190	190	190	190	190
Grade 8	95	95	190	190	190	190	190
Total	380	475	570	570	570	570	570
Grade 9	95	95	95	190	190	190	190
Grade 10	90	90	90	90	180	180	180
Grade 11	90	90	90	90	90	180	180
Grade 12	90	90	90	90	90	90	180
Total	365	365	365	460	550	640	730
LEA Total	935	1030	1125	1220	1310	1400	1490
# Campuses*	2	2	2	2	2	2	2

**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 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. 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.

By seeding the leadership of the new school with experienced administrators from our current campus and through extensive planning in year 0 and intensive ongoing coaching and support, we intend to ensure that the quality of the new campus will be the same as that of our existing school. The Head of School will work closely with each principal to ensure that quality is maintained over time. In year 0 we hope to hire some of the founding staff for year 1 and have these people shadow colleagues at the existing school, plan collaboratively and participate in extensive onboarding. Over time there may also be joint professional development, faculty exchanges, cross-campus mentoring and other opportunities for the campuses to support each other.

We plan to have a combination of centralized staff (mainly for operational functions) and autonomous staff at each school for academic leadership and execution. Those staffing the replication school will be trained and receive onboarding at the current school in the year before the new school opens, as well as specific orientation and other professional development. Some joint professional development will likely be offered to faculty across both schools; those details are not yet finalized.

The attached organization chart shows the expected staff structure in Year 7 (when we are at full enrollment). New positions include the following:

- A Chief of Staff (which is a temporary role);**
- Additional administrative support;**
- A new 0.5 FTE in a Development associate; and**
- A new Director of Community & Family Engagement.**

Washington Latin is a part of a cohort of schools working with a consultant this year to develop strategic recruitment approaches to build a larger, more diverse candidate pool and to identify viable prospects earlier in the school year. We have our first Urban Teacher fellow on staff this year and are in dialogue to increase the number of teaching residents whom we bring on board, to serve both our current and future campus. We have identified the leadership team for the new school and hope to have those people engaged in planning as early as the fall of 2019. Our year 0 budget assumes that we will bring on board several new staff members, in key instructional and operational roles, between July 2019 and January 2020. All other staff members will be hired and expected to begin their work in the summer of 2020.

Staff at the new school will be supported by a team of experienced instructional leaders, including the principal, Director of Academics and an instructional coach. Staff at the current school

2. 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 also must complete the *Section A1: Enrollment Ceiling Increase* template.

We plan to open with two grades (5th and 6th) of approximately 95 students each and grow by one grade per year to 8 grades (5th through 12th) with approximately 720-730 students total. As with our existing school, we do not plan to admit new students after 9th grade.

3. 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.*

4. In addition to providing a [5-year Operating Budget](#), please answer the following questions regarding the financial impact of the proposed new campus:

- a. How much does the proposed new campus cost, and how many students will be served at the new site?

The proposed new campus will open in the 2020-2021 academic year and will serve 95 5th graders and 95 6th graders, for a total of 190 students. Each year following the campus' opening, the school will add one grade with 95 students up to the 9th grade and 90 students from grades 10 to 12. We will reach full enrollment after seven years, with between 720-750 students, enrolled from 5th to 12th grade in the 2026-2027 academic year.

Currently we are in the process of looking for a permanent facility option as well as swing space. For the purposes of the financial projections, we are assuming that we will find incubating space to accommodate the growing needs of our program for the first five years, and after five years we will move to a more permanent facility. This five-year projection includes a facility cost of 110% of the Per Pupil facility allowance received. The Per Pupil facility allowance is modeled to grow at 0.5% each year, except in FY 2021 (year 1), where the model assumes a 2.2% increase, consistent with statements from the mayor's office and the actual allowance in each of the past two years.

- b. What is the school's per-pupil cost, and how does this compare with its per-pupil allowance?

During the first year, on average the cost to educate each student will be approximately 24% beyond the per-pupil allowance. This deficit will result from having to hire staff that will eventually serve a much larger student body. For example, in year 1, we will hire administrators and counselors who will be expected to serve more than the 190 students for whom we will receive funding. We expect this deficit to resolve itself as we add more students, and by year 5 the cost of the program is projected to be fully financed by the Per Pupil allowance.

Student enrollment	190	285	380	475	565
	Year 1	Year 2	Year 3	Year 4	Year 5
PerPupil Allowance (Weighted Average)	11,532	11,914	12,229	12,850	13,352
PerPupil Cost	14,301	13,073	13,423	13,666	13,176
	(2,769)	(1,159)	(1,194)	(816)	176
	-24%	-10%	-10%	-6%	1%

- c. If you plan to operate multiple facilities, in addition to the proposed new campus, what is the LEA's total facilities cost (e.g. lease, plus mortgage)? How does this expense compare with your per-pupil allowance?

The projected cost of our current campus for FY21, including the lease and mortgage costs is \$1.306M. For the new campus, this model assumes that we will be in swing space when we open the new campus, and that the facility cost is 110% of the Per Pupil Facilities (PPF) allowance. The cost of a full-service lease is estimated at \$675K in FY21 (the first year). Each year, we anticipate that the costs will increase in proportion to the increases in student enrollment, continuing to surpass the annual PPF allowance by 10%.

- d. What additional sources of funding do you plan to use to pay for this new campus.

We plan to bridge the gap generated by year 0 planning expenses by fundraising during the FY20 year. Failure to meet this goal within the specified timeframe might require fundraising in FY21 or making other adjustments. The school has identified potential donors for grant funding that we are currently pursuing.

For temporary space, the projections show that the LEA will incur a deficit of \$25K in the first year of operating the new campus. We plan to raise funds to cover this gap. When we find permanent space, we plan to finance the cost of a new facility through fundraising, investing our equity, and securing a bank loan. At this point we have not yet identified a permanent facility.

- e. If applicable, what contingencies do you have in place in case the new campus enrolls fewer students than anticipated?

One of the main reasons of launching a new campus is the increasing demand for seats in our school. We have had more than 2300 applications each of the past two admission cycles. In the unlikely event that we are not able to meet our enrollment goals, our contingency plan is to scale back our program offerings until we are back to the desired enrollment levels.

If we do not meet our enrollment by more than 10% to 15% in year 1 (approximately \$300K revenue shortfall), we could transfer some functions to the central office, eliminate some staff positions and reduce some of our non-personnel costs to make our model financially sustainable. We could delay hiring for certain teaching

positions until after the May 1st enrollment deadline for new students. Other positions, like administrative support or the facilities/operations associate could be cut. However, we will plan for this by adding a contingency to our year 1 that will be covered by year 0 fundraising.

Note: *If you have identified a new location, please also complete [Section C1: New Location](#) and submit with this request. If not, please note that you must submit Section C1 when a new location has been identified. Please note that another public hearing will be held once a location has been found.*



WASHINGTON LATIN
PUBLIC CHARTER SCHOOL

A Classical Education for the Modern World

Charter Agreement Amendment Application

Section A2: Appendices

1. Five-Year Estimated Operating Budget (incremental expenses only)
2. Five-Year Estimated Operating Budget (LEA total)
3. Year 7 organization chart

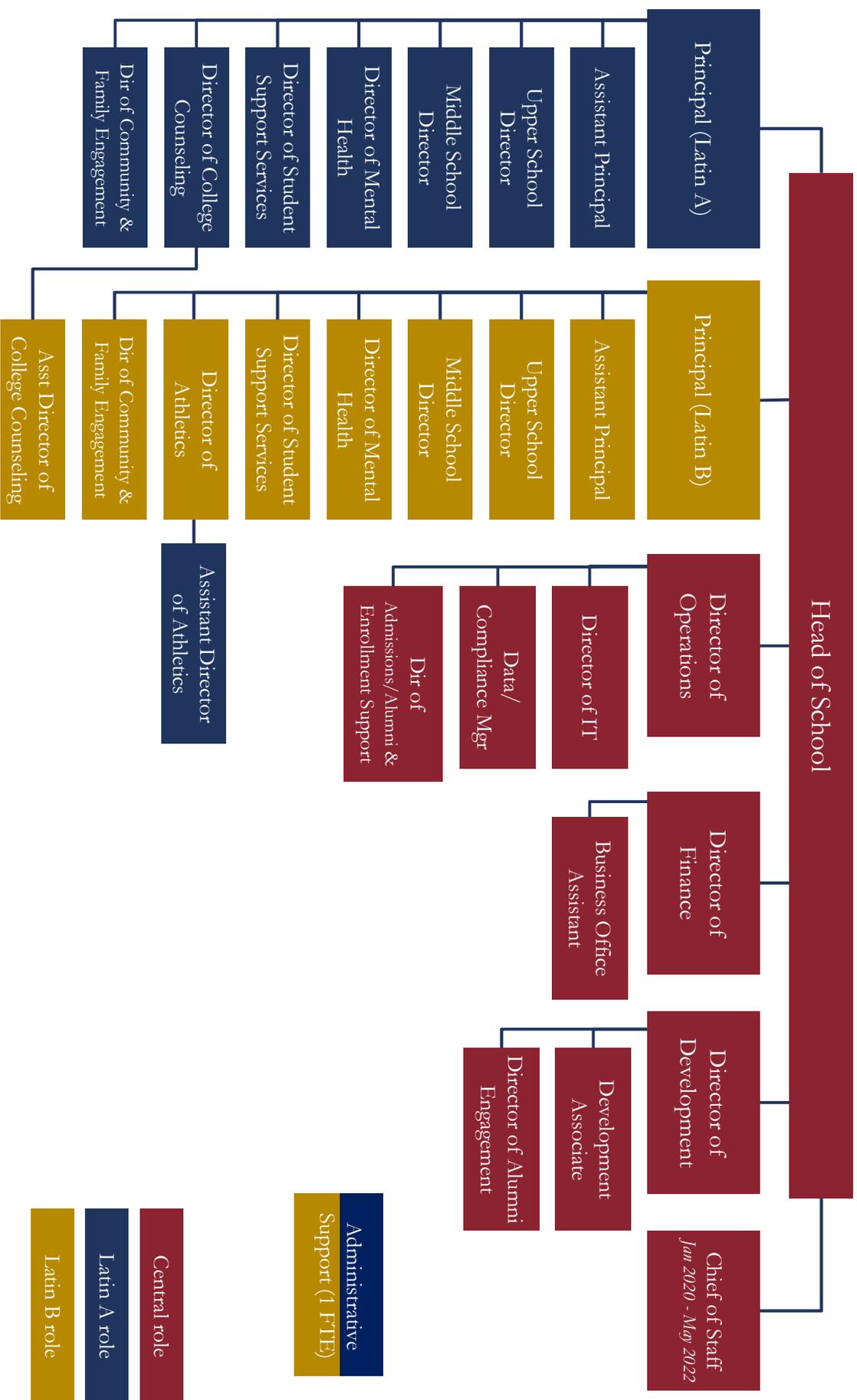
Five-Year Estimated Operating Budget Washington Latin PCS (Incremental Expenses Only)

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Per Pupil Charter Payments	3,215,805	4,948,590	6,739,785	8,747,563	10,722,046
Federal Entitlements	66,282	101,412	137,920	175,848	213,350
Income from Grants and Donations	1,559	2,385	3,243	4,135	5,017
Activity Fees	112,608	172,290	234,314	298,751	360,364
Other Income	1,851	2,832	3,851	4,910	5,957
TOTAL REVENUES	3,398,104	5,227,509	7,119,114	9,231,207	11,306,735
EXPENSES					
Personnel Salaries and Benefits	2,121,210	2,938,994	4,064,805	5,196,653	5,900,414
Direct Student Costs	404,821	509,256	671,449	837,875	999,804
Occupancy	674,814	1,017,282	1,363,158	1,712,467	2,046,113
Office Expenses	194,290	282,016	369,554	461,693	552,676
General Expenses	27,596	39,575	54,152	69,578	81,293
TOTAL EXPENSES	3,422,731	4,787,123	6,523,118	8,278,267	9,580,300
Net Income	(24,627)	440,386	595,997	952,940	1,726,434
Student enrollment	190	285	380	475	565
	Year 1	Year 2	Year 3	Year 4	Year 5
PerPupil Allowance (Weighted Avg.)	11,532	11,914	12,229	12,850	13,352
PerPupil Cost	14,301	13,073	13,423	13,666	13,176
	(2,769)	(1,159)	(1,194)	(816)	176
	-24%	-10%	-10%	-6%	1%

Five-Year Estimated Operating Budget Washington Latin PCS (LEA Total)

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Per Pupil Charter Payments	16,667,831	18,804,059	21,010,846	23,446,659	25,861,992
Federal Entitlements	423,647	463,510	504,846	547,699	590,224
Income from Grants and Donations	635,405	648,908	662,697	676,778	678,634
Activity Fees	581,207	650,261	721,845	796,032	860,090
Other Income	9,139	10,266	11,434	12,645	13,846
TOTAL REVENUES	18,317,229	20,577,004	22,911,669	25,479,813	28,004,787
EXPENSES					
Personnel Salaries and Benefits	12,273,280	13,451,027	14,954,401	16,482,694	17,607,313
Direct Student Costs	1,721,877	1,852,653	2,041,714	2,235,546	2,425,428
Occupancy	1,306,853	1,661,962	2,020,732	2,383,192	2,730,252
Office Expenses	887,865	990,596	1,093,473	1,201,294	1,308,243
General Expenses	1,752,476	1,712,875	1,670,279	1,647,929	1,629,586
TOTAL EXPENSES	17,942,352	19,669,113	21,780,599	23,950,654	25,700,823
Net Income	374,877	907,891	1,131,070	1,529,159	2,303,964

Year 7 Org Chart



Administrative Support (1 FTE)

Central role

Latin A role

Latin B role